

Grading Descriptors and Components 2018-19

Sample number: 2

Unit title: History – Social and Cultural Development – DB7/3/AA/03G

GD 2: Application of knowledge

| Merit | Distinction |
|--|--|
| The student, student's work or performance: a. makes use of relevant <ul style="list-style-type: none">• perspectives c. very good levels of <ul style="list-style-type: none">• analysis | The student, student's work or performance: a. makes use of relevant <ul style="list-style-type: none">• perspectives c. excellent levels of <ul style="list-style-type: none">• analysis |

GD 5: Communication and presentation

| Merit | Distinction |
|--|--|
| The student, student's work or performance: Shows very good command of <ul style="list-style-type: none">• structure• referencing | The student, student's work or performance: Shows excellent command of <ul style="list-style-type: none">• structure• referencing |

GD 7: Quality

| Merit | Distinction |
|---|--|
| The student, student's work or performance: b. puts forward arguments or ideas which are generally unambiguous but which are in a minor way limited or incomplete | The student, student's work or performance: b. puts forward arguments or ideas which are consistently unambiguous and cogent |

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Changes caused by the Industrial Revolution demonstrated progress for all of society. Assess the validity of this view.

The industrial revolution is well renowned for changing the world as we know it. Moving societies across the world from simple agricultural lives, into the modern day as we now know them. The impacts of the revolution itself upon the time can be said to be both negative and positive, with incredible technological, economic and political advancements. But also a great deal of disease, poverty and suffering for the people of the time, within this essay we will be discussing and evaluating the changes that the industrial revolution brought upon society, and whether or not those changes, good and bad resulted in an overall progression of society within the time.

Firstly, looking at the positives created by the industrial revolution we can see that there were particular fields that underwent drastic transformations during this period. Technology for example, advanced to a point unseen in ages past. With such creations as the steam engine and the spinning jenny, not only were goods able to be produced at rates far greater than in times past. They were also able to be rapidly transported from place to place. The innovations during this time period can be said to be almost completely positive. The sudden increase in communication and transportation drastically shrunk down the size of the world in the eye of the people. Another positive impact of the industrial revolution was the birth of the factory system. With this system there was a sudden increase in produced goods such as cloth, suddenly items which were considered unobtainable to those of the lower societal castes were in much greater supply and as a result more much affordable. Alongside this the factory also provided the common people with a much greater range of choice with what they wished to do with their lives. As things were during the agricultural period people would often be born, live, work and die within the same village or farm that their family had occupied up until that time. However with the introduction of the factory system there was a sudden need for workers within the rapidly expanding cities, for the first time a large number of people were able to change their location, their work and their way of living.

However, this rapid industrialisation was not without its negatives. With the introduction of the factory system, and the sudden influx of low skilled labourers came a need to house people. And with this came a rapid and largely unplanned expansion of the cities. This resulted in a great deal of slums, which was all that could be afforded to these mostly ill paid workers. Alongside this problem came the issue that the lack of planning the living places of this new influx of workers resulted in no sewage systems or running water. The lack of sanitation resulted in the streets of these areas being filled with things such as rotting food and human waste, and this in turn resulted in the slums being breeding grounds for disease and pestilence such as cholera. Another negative result of the industrial revolution was the way in which people were treated. Outside of the issue of living spaces, the lives of the lower classes working within the factories can be described as nothing much than hellish. Factory work was considered to be both difficult and particularly dangerous, with little to no health and safety in the workplace. This, coupled with things such as shift

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times, which were typically around 12-16 hours a day and the fact that there was such an ample supply of cheap labour that if you refused to work, were to sick to work, or got injured whilst working. You would simply be fired and replaced almost immediately. Meaning that the people working in the factories during this time were treated almost like animals, with little to no rights whatsoever.

The industrial revolution can be said to have had a largely negative impact on the general health of people. With things such as factories and closely grouped swathes of people, places like cities became breeding grounds for all sorts of dangerous and life threatening things. This can be seen through quotes such as ‘The annual loss of life from filth and bad ventilation are greater than the loss from death or wounds in any wars in which the country has been engaged in modern times’ (Chadwick, 1842). This displays that the effect of the industrial revolution on people’s health was extremely significant at the time. Another major factor in this was that people had a greater deal more social interaction than in times past. With people living in far more spread out fashion during the agricultural period. This spread of disease was greatly limited simply due to the distance between people. This however changed once the introduction of factories drew people into the cities, suddenly a large amount of people were very close together and this meant that disease was not only able to cultivate at a far faster rate, but it was also able to spread to a much quicker and greater degree.

However, it can be said that industrialisation also lead to an incredible increase in the pace at which medicine and surgical progression was attained. With the introduction of factories, far more sophisticated medical and surgical instruments such as microscope lenses and syringes could be produced at not only a greater rate, but also at a much higher quality. Also with the advancements in communication, people such as scientists and doctors were now able to share ideas and gain the input and opinions of others on their own theories. This in turn would allow for medical theory on things such as the causes of disease to advance at much faster rate than in times past. This in turn would eventually pave the way for things such as antibiotics and inoculation, allowing for people suffering from blights of the industrial revolution to be cured of such problems going forward.

Another aspect of the industrial revolution what was seen as either positive or negative depending on things such as social class, was the effect that it had on childhood. Firstly, we see that childhood was considered to be greatly positive, but only for those of the upper and middle classes of the time. As the idea of what childhood was shifted from being one of subservience and submission to authority, to one of growth and social development. This in turn resulted in parents taking a more active role in the upbringing of their children and effected things such as education, which was thought of in a much more serious manner and this resulted in middle and upper class children attending school for much longer than children had in the past. This resulted in children of these classes experiencing what we think of as a ‘childhood’ in this day and age for the first time.

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On the other hand, looking at the lives of children of the lower classes during this time period paints a much darker picture. Due to the introduction of factories, particularly in the textiles industry the amount of domestic job opportunities plummeted. Children that had once done jobs helping on farms or helping weavers with production of cloth at home suddenly had little to no opportunity to do such things. With the rapid industrialisation children become a consistent source of very cheap labour. The negative effects of this decision were widespread, children of lower classes often had little or no education at all. This meant that those children were likely never going to be able to ascend from simple factory workers. There was also a danger presented to children in various work environments such as the mines, where there was little light and oxygen and the odds of a mine collapsing during this time was very high, resulting in a great deal of child deaths during the time. We also have to look at the working hours of children, which were essentially equal to that of adults. In fact due to the profitability of some industries such as textiles children were often required to work overtime, well into the night. The negative impact this had on the well being and childhood of children is in stark contrast to that of upper and middle class, as children of the lower classes had no experience whatsoever of the childhood we experience in the modern day.

Finally, we look at the different political perspectives of the industrial revolution. In specific that of classic liberalism and conservatism of the time. Firstly looking at the political standpoint of classic liberalism. This viewpoint was heavily focussed on individuality and what was dubbed 'laissez faire capitalism', an idea that you should just let things be as they are with little intervention or control from the government. This allowed for those of the upper classes who were already wealthy to take the risk of building factories, buying equipment and hiring workers. It also allowed for them to have unregulated control over how much they paid workers and what conditions they were provided to work in. This drew the ire of the working public as they considered the factory owners to be greedy and heartless. However the classical liberals believed that this was simply entrepreneurs collecting the rewards of the risks they had taken in establishing these factories and they were commonly dubbed by the liberals as the 'captains of industry'. The argument against this idea is that it is often perceived that all this resulted in was the rich getting richer and the poor getting poorer sinking even deeper into poverty. As the attitude supplied by the classic liberals gave many industrialists the means and abilities to abuse this 'let it be' system to subject workers and harsh, cruel and very poorly paid conditions.

On the other hand the rise of Romanticism during the industrial revolution. This movement was one of arts and literature, which resonated a great deal with common people. Its focus was on that of the individual. It also had great love of nature and was well aware of the destruction that the industrial revolution was bringing upon both nature, and society as a whole, and as a result of this it can be considered to have championed reform during the period. Many artists and intellectuals, such as Lord Byron, a well known poet of the time looked at the industrial revolution and saw an increasing inhuman and machine-like society developing. One which had no focus on the individual and saw the lower classes as merely to be "sacrificed to

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improvements in mechanism.” (Byron, 1812) It could be said that the creation of the romanticism age was purely reactionary. As was the case with groups such as the Luddites, it only came about because people were able to see and experience the hardships of the common man. Something that can easily be overlooked by people in government or of the higher classes. Due to the impact of this movement, backed by the working public themselves we can see that there was a good chance that without people such as Byron and Wordsworth providing a viewpoint for the people of those more privileged standings. That a great deal of reform that helped so many of the working classes and impoverished people came about due to the effects romanticism had upon the time.

In conclusion, It can be said that the industrial revolution was a time of both extreme hardship and great change. And that without the industrialisation of the time we would not have reached the point of societal and technological advancement that we experience in the modern day. From things such as the rights to vote, to medical and economic benefits are still used to this day. It could be shown that without the suffering of the people, that certain advancements would have never come about and society as a whole would have stagnated. So despite the heavy degree of negative effect the industrial revolution had at the time, the positives that were achieved through the struggle and sacrifice of the common people has resulted in a modern society in which that paradigm has shifted to be far more positive than negative.

Word count: 2035

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Student Work 2018-19



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Assignment brief

Learning Outcomes and Assessment Criteria 2018-19



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Unit Title: History – Social and Cultural Development – DB7/3/AA/03G

Overview of assessment task

Answer the following essay question in approximately 2000 words, within the period 1780-1860:

“Changes caused by the Industrial Revolution demonstrated progress for all of society. Assess the validity of this view.”

In order to do this, you will

- have to identify and analyse the positive and negative impacts of the Industrial Revolution
- need to evaluate the positive and negative impacts of the Industrial Revolution on 2 aspects of society, e.g. health, education, childhood, to show the relationship between the historical and the socio-cultural development.
- need to analyse two of the political/philosophical ideologies of the time (e.g. Liberalism and Romanticism) that comment on the positive and/or negative aspects of the Industrial Revolution, analyse their key features and evaluate the role that they played in the period

Learning outcomes and assessment criteria

| Learning Outcomes | Assessment Criteria |
|---|--|
| 1. Understand historical development | 1.1. Analyse historical development over a given period |
| 2. Understand how historical development and socio-cultural development are inter-related | 2.1. Evaluate the relationship between the historical and the socio-cultural development of a given period |
| 6. Understand the political/philosophical ideologies of periods of time | 6.1. Analyse 2 of the political/philosophical ideologies which prevailed in a given period of time |