

GCE 2004
June Series



Mark Scheme

History Alternative S Units 2, 5 and 6 *(Subject Code 5041/6041)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and undiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and undiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification

Alternative S: British Economic and Social History, c1750-1914**Unit 2: The Industrial Revolution: Change and Opportunity in Economy and Society, c1750-1830****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly what is meant by “handloom work” in the context of textile manufacture in the years 1750-1830. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. handloom weavers were employed in domestic industry where they wove cloth. There may be at this level a reference to the putting-out system. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. the handloom weavers were the elite amongst the domestic manufacturers commanding good wages. Output had increased significantly with the development of Kay’s flying shuttle; this had been the stimulus for the spinning jenny and technological innovation. Whilst it proved difficult to perfect a powered loom which could accommodate warp and weft thread, the handloom weavers were able to maintain their position, although they were under increasing pressure as the putting-out system developed and rates were reduced. By the early 1820s the power loom was threatening the position of the handloom weavers. 2-3

- (b) Use **Source C** and your own knowledge.

How useful is this source as evidence about factory conditions in the early nineteenth century? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

Target: AO1.2, AO2

- L1: Basic evaluation of the utility/reliability of the source either from own knowledge or based on provenance, e.g. the author was a contemporary, commenting critically on the condition of child labourers in the Yorkshire textile mills. For the higher mark candidates are likely to make reference to the fact that this was a letter written to a newspaper to make a political point. 1-2

L2: Developed evaluation of utility/reliability of the source in relation to the issue linking source, own knowledge and provenance, e.g. the source is quite useful as it demonstrates a different viewpoint from that of the owners. It does give some details of the working hours, although there is no evidence to suggest that Oastler had actually been into a factory. The language used is very emotive and it is highly critical of the owners, and this is making a clear political point. **3-5**

L3: Developed evaluation, drawing conclusions about utility/reliability based on strengths and weaknesses and judged against the context, e.g. develops points made at Level 2, and additionally considers the wider context of changes in the systems of manufacture, particularly the shift to child labour – picking up on the issue of the needy parents. Candidates may elaborate on the stance which Oastler was taking in the context of the political debate. **6-7**

(c) Use **Sources A, B, C and D** and your own knowledge.

“Working conditions in Britain in the early nineteenth century, whether in the home or in the mills, were organised solely to maximise production.” Explain why you agree or disagree with this statement. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Source A argues that the handloom weavers enjoyed their work mainly for the independence which it gave and for the opportunity to work as a family. This suggests that the work was organised by them for their own convenience; business is referred to as ‘little’. Source B suggests that the work was not just for the benefit of the masters but also met the needs of the parents, yet there is a reference to the greed of their masters which is linked to increased production. Source C seems to confirm the element of the previous source in that the type of machinery used was best operated by women and children who were necessary to increase the output. Source D demonstrates that output in cotton was transformed by the invention of machinery. At first the machinery was suited to the domestic location but the invention of the waterframe and Crompton’s mule meant they could only be accommodated in a factory with all the problems identified in the earlier sources. Answers at Level 1 may simply describe the contrasting experiences of domestic manufacture and employment in factories. The response is likely to focus on the benefits of the former and the abuses of the latter with only passing reference to an increase in output. At Level 2 there should be some recognition that domestic manufacture underwent significant changes due to the development of the market and increased pressure on the workforce as independent producers were replaced by the putting out system. Level 3 responses may consider the range of experiences and be specific about the decline in conditions in the home, making reference to St. Monday and the increasing use made of legislation to impose quality controls, and the development of technology with its increase in production. Reference may also be made to model employers such as the Greg. At Level 4 there will be an attempt to assess the significance of organisational changes for the increase in production and the condition of the workers and to place the changes alongside technological developments. Level 5 responses will be prepared to debate and cross-reference information from sources with own knowledge, supporting a clearly formulated judgement about the significance of working conditions and output/technological change.

Question 2

- (a) Comment on “community administered landholding” in the context of agricultural practices before enclosure. (3 marks)

Target: AO1.1

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. the open field system was generally based on three fields and ley lands which were divided into strips and were allocated on an annual basis and farmed in common. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. as above but also a recognition that the land was divided not between every inhabitant of the village but on the basis of property ownership, and that generally the community met once a year to divide the landholdings and to appoint officials to administer the use of commons. Candidates will recognise the limitations in terms of innovation. **2-3**

- (b) Explain why landowners decided to enclose the open fields during the period from 1750 to 1820. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. by outlining the traditional view of the limitations of the open field system. This will undoubtedly involve time wasted, spread of weeds and the difficulties in selective breeding. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. candidates will recognise that there were two main phases of enclosure: the first which related to enclosure for the change of land use – the growth of stock raising and production for the meat and dairy markets which occurred on the Midland plain. The second period which took place during the French Wars was concerned with the enclosure of common and marginal land for increased wheat production. This was particularly significant due to the Napoleonic blockades. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. develops from Level 2 but has a specific emphasis on the growing importance of profit and the need to increase both output and productivity. Candidates may stress the development of local, regional and national markets. They will look at the attraction of borrowing money at low levels of interest which enabled landowners to enclose cheaply. **6-7**

- (c) Explain the importance of changes in agriculture to the development of industry in the years 1750 to 1830. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Enclosure was very much a response to changing market demands. This was a result of both the increasing demands of those who had the wealth which was invested in industrialisation – the capital producers and the demand of those who worked in the towns. The enclosure of the Midland plain and the increase in meat and dairy farming was very much a response to the growing middle-class demands for meat and dairy food as well as a response to the fall in wheat prices stimulated by new techniques in East Anglia. Early ‘industrialisation’ took place in the countryside as workers increasingly concentrated on manufacture. It was critical that production was increased to accommodate this. Enclosure increased the output, initially by allowing new methods of production to be introduced both in terms of crops and animals. The food crisis occasioned by the French Wars was a major stimulus to the production of wheat and resulted in a growth in output but not productivity. Enclosure of marginal lands did enable Britain to feed her population. Answers at Level 1 are likely to focus on the mechanisms of enclosure. At Level 2 there will be an attempt to consider the impact of enclosure in increasing output – possibly through crops, fertilisation and selective breeding. At Level 3 the supporting evidence will be more secure with some simple analysis of the impact of enclosure on the demands of those who ceased to be solely agricultural producers and of the changes in production during the two phases. Answers at Level 4 will attempt analysis of the changes and consider the changing needs of the wider economy, as the numbers involved solely on agriculture declined with the increase in manufacture within the context of the different phases of industrialisation. This will be developed further at Level 5 and may be linked to a differential understanding of the needs of society.

Question 3

- (a) Comment on “family size” in the context of population change in the years 1750 to 1830. **(3 marks)**

Target: AO1.1

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. women were marrying earlier and were therefore having more children. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. women were not only marrying earlier and having more children but the interval between births was also declining due to changing practices of lactation. There is also a suggestion that more children were surviving either due to an improved diet for the mother (this also increased fecundity) a result of increased output, or as a result of poor relief which stopped children from dying before they could fight off disease. **2-3**

- (b) Explain why people migrated to towns and villages in the years 1750 to 1830.
(7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue, e.g. children in large families could not be supported by the families' income so they were forced to move to find employment. May make reference to the limitations of poor relief. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. will understand both the pull and push factors. May make reference to closed agricultural villages where employment in agriculture was significantly restricted and where couples were unable to gain a tenancy for marriage to occur. There would be restrictions on employment for children in such villages. This can be contrasted with employment opportunities in proto-industrialisation and manufacture, which offered young men and women the opportunity to marry at an early age if they relocated to an open village or town. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2 but will also consider the changes which took place over the whole period – increasing urbanisation with the growth of manufacture and the attraction of the employment of children where rural families were unable to support all their offspring. Candidates will consider the impact of Speenhamland on families and also consider wider aspects of family formation in an age of nascent capitalism. Candidates will also consider the 'gradual' reference in the source. **6-7**

- (b) Explain the importance of favourable economic conditions in explaining population growth in the years 1750 to 1830.
(15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Favourable economic conditions should include a consideration of the impact of the agricultural revolution on the production of food and the decline in mortality crises as well as an increase in fecundity. They should also include changing economic conditions such as the decline in servant hood and apprenticeships. However, it would be incorrect to state that all these were favourable to the masses. Men may have reached their highest earning potential at an early age enabling them to marry, but incomes often declined which could have a significant effect on infant mortality. The traditional arguments, which had been put forward by Ashton, about the impact of cotton underwear and the supply of clean water etc. have been discredited. Nevertheless, there was a disappearance of the plague and the inoculation against smallpox did have some affect. Answers at Level 1 are likely to offer general reasons for the growth in population. At Level 2 there will be a more focused consideration of the issues although responses may lack specific supporting detail. At Level 3 the supporting evidence will be more secure and an attempt made to address the relationship between economic factors and population increase. Answers at Level 4 will attempt analysis over the period and different economic groups. At this level there may be some comparisons of different historians' views. At Level 5 judgements will be drawn about the significance of the two factors and a prioritisation of the component elements.

Alternative S: British Economic and Social History, c1750-1914**Unit 5: Maturity, Change and Crisis in the British Economy and Society, c1830-1914****Question 1**

- (a) Use **Sources A and B** and your own knowledge.

To what extent do the views expressed in **Source B** support the argument of **Source A** about the demand for a greater provision of elementary education? (10 marks)

Target: AO1.1, AO1.2

- L1: Extracts simple statements from the sources or refers to own knowledge to demonstrate agreement/disagreement on the issue/event which is the subject of debate. **1-2**
- L2: Demonstrates explicit understanding of aspects of agreement/disagreement on the issue/event which is the subject of debate, with reference to either sources and/or own knowledge. **3-5**
- L3: Demonstrates explicit understanding of similarity and difference of interpretation in relation to the debate and offers some explanation. **6-8**
- L4: Uses appropriately selected material, from both sources and own knowledge, to reach a sustained judgement on the extent of similarity and difference in interpretation in relation to the debate. **9-10**

Indicative content

Source A makes a strong economic and social argument for the provision of education for all. Lack of education was hindering Britain's prosperity, weakening the political system and leading to crime. Forster sets forward a moral imperative – 'we must not delay'. Implicit in his speech is the argument that the existing education system was far from sufficient to meet the demands of the country. Source B suggests that the existing machinery was adequate, but the comments about the willingness to pay implies that there were not enough places. Source A points to crime – an outcome of the inadequacy of insufficient income. Source B suggests that people were able to pay for the education of their child. Forster implies that it is the state who should take responsibility for the education of the child, whereas *The Times* is very clear that it is the responsibility of the parent. Level 1 candidates are likely to offer generalisations about the 1870 Education Act and focus on the issue of cost and compulsion. At Level 2 candidates will give specific comparisons from the sources with some reference to the background argument – perhaps with reference to the religious angle. At Level 3 candidates will show an understanding of the significance of the state versus individual responsibility and the role of the voluntary providers. Level 4 candidates will offer judgement and may develop the concept of the underclass and the perception that it was this group, who failed to engage with society, that was holding back Britain's all round development.

- (b) Use **Sources A, B and C** and your own knowledge.

“The 1870 Education Act failed to improve significantly the opportunities extended to the working classes.”

How far do you agree with this assessment of the 1870 Education Act and its operation to 1914? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source A identifies a range of issues which the government wished to tackle but it does point to the benefits of education in improving the life chances of the poor; ignorance, according to Forster, leads to poverty, misery and crime. This is an issue which *The Times* ignored in Source B – a leader writer implied that people could and would pay for education and therefore the problem must be simply the lack of places. In Source C, Edward Royle demonstrates the real limitations of educational progress. Elementary education might have been open to all but it provided for little educational or social advancement. Advancement could really only come through better jobs which were dependent on secondary not elementary education. Before 1870, elementary education was hindered by the revised code and ‘payment by results’. It is clear that the 1870 Act, whilst not being compulsory or free, did increase the provision of education to working class children. The education provided

did go some way to developing an engagement between the underclass and the state. As children were taught to read and write they were taught a clear moral sense, and came to be aware of the political system and the role of the Empire; it can be argued that this patriotism does go some way to explaining why so many volunteered in 1914. Candidates will be aware that the 1870 Act was only the first piece of legislation and should be familiar with the Mundella Act, the 1902 Act and the work of Morant. They should also be aware that the curriculum and the barriers to secondary education meant that most working class children remained in factories or became housemaids. Above all, working class children were handicapped by the economic conditions which Forster had hoped that education would help them escape. Level 1 answers will probably be characterised by a lack of specificity. At Level 2 candidates will have more detailed information selected from own knowledge and the sources, but in many cases this will be descriptive and may focus on the details of the legislation. At Level 3 there will be an attempt to consider the material related to social conditions and economic advantages. Level 4 candidates will evaluate and make explicit statements and offer a balanced analysis, which considers a range of factors including the handicaps to development. At Level 5, the judgement will be explicit and confident and explore the importance of the different factors.

Section B

Questions 2-7 are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the generic A2 Levels of Response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (without reference to sources)

Target: AO1.1, AO1.2, AO2

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly, narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

“The Poor Law Amendment Act of 1834 was an effective response to the problems of rural society but not to the problems of urban areas.”

Assess the validity of this statement about the provision of poor relief in the years between 1830 and 1870. **(20 marks)**

Use standard mark schemes for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The Poor Law Amendment Act of 1834 came out of the Royal Commission of 1832 and was steered by Bentham through the newly reformed Houses of Parliament. It was intended to deal with the social unrest of the southern Speenhamland counties, as had been demonstrated by the Swing Riots. It was intended to deal not only with the perceived spiralling costs but also to deal with underemployment, petty crime and immoral behaviour – illegitimacy and drink. Bentham had ensured that these problems were highlighted by the Commission led by Chadwick – by virtually ignoring the non-Speenhamland counties. Therefore, the social problems of the Northern counties, where poverty was caused not only by seasonal unemployment but by low wages and the evils of the putting-out system, were virtually ignored. There is little doubt that the imposition of the PLAA did stop social unrest in the south. The construction of Workhouses did enable employers to impose a strong work ethic and moral code on their employees. It did shift the problem elsewhere. It also did nothing to stop the exploitation of the workforce in rural manufacturing communities where wages were further depressed. However, in both types of community it did cut the cost of poor relief in the long run. The social problems were exacerbated in urban areas, due to migration of workers, depressed wages and appalling living conditions. Crime and social disengagement were rife. The problems in the town were more economic and structural – workhouses could not cope with short but wide-scale unemployment, and it was the system itself which failed; private charities were needed to fill the gaps, charities which were focused on the social issues of destitution and prostitution. There was resistance to the workhouses in the north, especially at Huddersfield and Stockport. The improvement in the economy after 1845 meant

that the problems were lessened in urban areas. Level 1 responses are likely to rehearse in general terms the main features of the 1834 Act and the construction of workhouses. At Level 2 this is likely to be repeated with some more specific detail and perhaps an awareness of the aims of the Utilitarians and the problems of urban areas. By Level 3 there should be a more focused attempt to consider the two elements of the question with relevant supporting evidence. At Level 4 there will be clear judgement made about the significance of the quote. Level 5 candidates will acknowledge that the assessment does depend on perceptions of the time and the areas which are considered.

Question 3

“Early unions were defeated more by the failure of their organisation than by the opposition of employers.”

Assess the validity of this assessment of the lack of development of trade unions in the years between 1830 and 1850. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 **L2: 7-11** **L3: 12-15** **L4: 16-18** **L5: 19-20**

Indicative content

The GNCTU represented the first real attempt at a national general union and its existence and demise has provided a focus for historians. It was preceded by the GGU and the NAPL, both of which failed to achieve their objectives due to lack of strike pay, organisational systems and poor support. These problems were also evident in the GNCTU, which had no organisation or financial basis. It is unlikely that the union had the membership, which the Webbs claimed, but it certainly excited opposition from employers. Thompson argued that it represented an important move in the direction of working class consciousness, but it failed to attract support from the majority of trade societies. Those who joined tended to be those whose occupational survival was being challenged by new technologies. It would seem that greater success was to be had when unions renounced the language of class hostility, improved their organisation, limited their objectives and sought accommodation with the employers. Becoming known as new model unions, such union organisation, approaches and relationships confirm the continuation of the old style craft unions. These unions suggest that there was little broad-based working class solidarity, but they also show that action was defeated by the unwillingness of the employers to compromise. The miners' action in 1844, which affected every major coalfield, was defeated by the mine owners. The growing importance of the 'aristocracy of labour' in the new trades and new technologies reinforces further the absence of a widespread working class consciousness, but the willingness of the owners to achieve an accommodation with these groups shows the economic significance of the new model unions. The improvement in trade in the 1840s saw the decline of the mass unions. Level 1 responses are likely to give a generalised narrative of the development of the trade unions. Level 2 responses are likely to be more specific perhaps in relation to the GNCTU. By Level 3 there should be an awareness of the main reasons for the failure of the unions and a balance between the views of the workers and those of the employers. Level 4

responses will offer judgement on this and Level 5 sustained analysis of factors and the relative interpretations.

Question 4

How far were the changes in land usage and agricultural techniques in the years 1850 to 1914 a response to depression rather than a stimulus to growth? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

This question requires candidates to examine two distinct periods of agricultural change; High Farming and the Agricultural Depression. It also includes an examination of different types of land as well as land usage and agricultural techniques. The key features of high farming – investment, new drainage, agricultural machinery etc. is perhaps more appropriate to arable areas. The whole picture of farming between 1850 and 1873 is more diverse; there was a differential return on investment between light and heavy soils and changing practices and innovation is more diverse than the term suggests. The crisis in agriculture which occurred after 1875 has been seen as the result of the repeal of the corn laws, and clearly the position of British farmers was compromised by increased imports of both wheat and meat. The situation was further complicated by a series of poor summers and increased consumer demands. At first pasture farmers did not do as badly as the arable farmers. The successful farmers in this period were the ones who diversified, particularly the dairy farmers and those involved in market gardening. Level 1 and Level 2 responses may either describe the ‘golden age’ of farming and the agricultural depression in detail, but not make any significant comments linked to the question. For Level 3 this detail must be related to analysis of land use and an awareness shown as to how agricultural growth and depression affected different groups of farmers. The early growth in wheat production up to 1870 was followed by a decline which was similar for other green crops, root crops and corn. The mirroring development of pasture, fallow and grass should also be examined and the reasons for, and consequences of, explored. By Level 4, candidates should be aware of other external factors affecting agriculture. The negative aspects of industrialisation had been lessened by the second half of the nineteenth century – skilled workers were enjoying regular work and falling prices. The development of market gardening and dairy production was partly a response to this. Such judgement will be developed at Level 5.

Question 5

“The employment of women in the period between 1830 and 1914 was restricted more by the attitudes of society than by government legislation.”

Assess the validity of this statement.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Legislation which affected the employment of women was a feature of the early movement of factory reform. Protective legislation began with the Mines and Collieries Act of 1842, which effectively classified women as minors and established men as the breadwinners who went out to work. Between 1853 and 1895 the legislation restricting female employment was extended to other manufacture. Legislation was, however, very patchy. It was not extended to protect women in the sweated trades until the Liberal government of 1906-1911 took action. The match girls brought their plight of phossy jaw to light but without effect. Women’s employment horizons were shaped by economic needs as well as by society’s expectations. Women were the majority of the labour force in the textile industries, as nimble fingers and dexterity were at a premium. The majority of working class women were forced to supplement their husband’s inadequate incomes through back-breaking domestic work and taking in washing. Middle class women were unable to undertake such tasks – not only was it not expected of them, but the technology for them to do it was not available. The state, after the 1870 Education Act, actively encouraged domestic work by educating young girls in the necessary skills whilst they were in elementary education. Middle class women were considered to be the ‘angel in the house’, but some middle class women did find employment as doctors and teachers. However, it was mainly the daughters of the lower middle class who filled the demand of a more ‘professional’, bureaucratic society for teachers, secretaries and even shop assistants. Level 1 responses are likely to be generalised and assertive with little specific detail. Level 2 responses will be more detailed and should contain elements of both parts of the question. Level 3 responses should offer analysis and explanations of both. Level 4 responses are likely to make the judgement that it was the needs of society which shaped expectation and that much of the legislation was of little real relevance to the changing economic circumstances. This will be sustained at Level 5.

Question 6

“The findings of Booth and Rowntree changed society’s attitude to poverty, but they did little to change policy on social reform in the years 1905 to 1914.”

Assess the validity of this statement.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Booth and Rowntree’s work, and importantly their techniques of investigation, represented a significant step forward in social investigation in the late nineteenth century. However, it is necessary to see them as part of a wider concern about the social impact of industrialisation and poverty. The works of Mayhew from earlier in the century and General Booth were also well known; *Darkest England* provided a graphic analysis of the true state of England’s urban poor. Booth and Rowntree were similar in the extent of their findings, which undoubtedly shocked society, although they did differ somewhat in the extent to which they ascribed poverty to the moral failings of the individual or the inadequacy of wages. The Liberal Government, which was elected in 1906, was not only aware of the conditions of poverty and the state of the poor, but they were also, through Hobhouse, aware of the problems that this represented in economic terms. The social policy enacted by the Liberal Government – school meals, Old Age Pensions, National Insurance – undoubtedly owed something to the general concern raised by Booth and Rowntree, but they were also an attempt to increase the incomes of the poor. The Liberals were also well aware of the growing electoral threat of the Labour party, with its commitment to social justice. The Liberals did nothing to tackle the problems of low wages, but they too were guilty of making moral judgements related to saving, hard work and drink. These may owe more to Liberalism and the views of Liberal voters than to those converted by Rowntree. They also failed to act upon the 1909 Poor Law Report in a decisive way to tackle the problems caused by poverty. Level 1 responses are likely to focus on the reforms of the Liberal government with some reference to Booth and Rowntree. At Level 2 the supporting detail will be more secure and there will be an examination of the two elements of the question. Level 3 answers should attempt to link the two elements, perhaps demonstrating a positive link. Judgement at Level 4 will demonstrate the similarities but also the differences between state policy and the work of Booth and Rowntree. Level 5 candidates will explain why this was the case.

Question 7

“Free trade had many more advantages for Britain than tariff reform.”

Assess the validity of this statement of the reasons for the rejection of tariff reform in the period 1850 to 1914. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

To a large extent this question contains a false dichotomy. Nevertheless, any politician who proposed the imposition of tariffs had to consider the impact that this would have on prices, especially of bread, as well as the attraction of protecting the domestic market (and therefore jobs) from cheaper foreign products. Social unrest and union action through strikes could be damaging to both society and the economy. The debate was stimulated by the onset of the Great Depression, the loss of monopoly in the production of staples and the imposition of some tariffs abroad. Britain could not operate outside of world trade. Britain was a main importer of primary products; should cotton, for example, be subject to a duty? Would this damage her industry as well as her export trade? Primary producing countries were also major consumers of Britain’s manufactured goods – if they were deprived of their market for food etc. they would not be able to afford British goods. Britain was also a provider of costly services to these countries which they could not afford if Britain limited their exports. Free trade did have social advantages, even if the goods that increased real incomes were purchasing were not produced in Britain. The failure of Joseph Chamberlain to convince the electorate of the need for tariff reform in 1905 led to a very heavy defeat for the Conservatives. Level 1 responses are likely to be generalised with only a limited understanding of the two economic policies. These are likely to be more secure at Level 2 and specific examples chosen to illustrate the two. A comparison may be made with America or Germany (both were major primary producers). By Level 3 there should be some attempt at analysis, and judgement will be made in line with the question at Level 4. The inter-relationship of the two elements should be explored at Level 5.

Alternative S: British Economic and Social History, c1750-1914**A2 Unit 6: Public Health: Problems and Policies 1830-1914****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is the interpretation offered by Wohl concerning the impact of Chadwick's Report? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Many answers at Level 2 or below will focus almost exclusively on literal comprehension of the textual evidence, such as the point about finance being of great concern to sections of the middle classes in the nineteenth century, or the widespread belief in the ideology of individualism and *laissez-faire*. Better answers, at Level 3 and above, will be able to analyse the interpretation rather than describe it – assessing its validity and its limitations in the light of the candidate's own interpretation and knowledge of the context. For instance, the example of Birmingham suggests that in certain areas there was a willingness to pay, or that traditional Conservative areas showed as much reluctance to pay as those areas where liberal ideology was strong. Well-informed answers may be able to argue that many areas lacked the robust and coherent governmental authority needed to make any changes in public health effective.

As usual, the most successful answers will be those using own knowledge and understanding to make a direct evaluation in the light of alternative interpretations by other historians; and, especially, their own "correct" view.

(b) Use **Source B** and your own knowledge.

How useful is this source as evidence of the effects of urbanisation? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

Level 1 answers (which ought to be rare) will rely on literal and uncritical descriptive accounts of the contents of the source; or on generalised “stock” speculation that does not deal with the specific source. Level 2 answers (likely to be more numerous) will be more effective in explaining the utility of the literal evidence, or in basic assessments “testing” the contents of the source against their own knowledge of the context. Better answers at Level 3 and Level 4 will make direct evaluation of strengths and weaknesses – perhaps pointing out how the Chadwick enquiry was designed to prove his own interpretation of public health and that the medical profession had very different views. The thrust of the source reflects the views of a certain group within society; neither these views nor the conditions they described were reflected throughout all towns and cities. Some candidates may make effective references to a wider range of evidence, such as the Ranger Reports, or examples from local studies with which they are familiar.

As usual, the most successful answers will take a direct approach to evaluation, supported by precisely selected evidence. As always in Unit 6W, “own knowledge” refers just as much to familiarity with an awareness of the range of views in the nominated texts, and the candidate’s own interpretation, as to specific events and background information.

- (c) Use **Sources A, B and C** and your own knowledge.

How valid is the view that both local and national attempts to improve living conditions failed to have a significant impact on life expectancy? (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
Demonstrates by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

The focus of this question is on the relative success of social policy at both national and local level – with special reference to extending life expectancy. Successful answers will be firmly based on direct and balanced evaluation of the impact of policy, not on lengthy examination of the policies themselves, or of the aims behind them. There should also be balance in the evidence used; combining own knowledge and understanding of the issue in context with effective use of material selected from the three sources, together with evidence from the candidate's wider reading including the other nominated texts.

The three sources provide plentiful opportunities. Source A suggests that preventative medicine had a major impact on the death rate and that this was the result of national and local legislation stimulated by Chadwick's Report. Wohl indicates that this occurred over a lengthy forty-year timescale. Source B outlines the extent of the problems Richard Howard believes faced those trying to improve sanitary conditions. Both Source A and Source B seem to agree in focusing on the consequences of overcrowding rather than on the lack of sufficient accommodation. Source C provides evidence from Birmingham about continuing

difficulties despite partial improvements; population density, communal lavatories, lack of water supply etc.

Well-informed answers will be able to explain from their own knowledge and understanding how far the evidence of the success is accurate or typical, for example:

- some local authorities did improve urban conditions significantly, even if over a long period of time
- the death rate was indeed falling and life expectancy rising, but this was not necessarily always due to improvements in sanitation – a key factor was a reduction in the incidence of diseases due to other causes
- working class families had more children, so the reduction in child mortality actually made the problem of overcrowding worse.

Answers completely failing to use Sources A, B and C cannot reach above Level 2. One of the ways to demonstrate the qualities for Level 4 and Level 5 is to deploy confidently material reflecting a wide range of other interpretations.

Answers cannot be expected to be comprehensive; responses at Level 4 and Level 5 will often have better material than Level 3 responses, not more. The key requirements are a direct and controlled argument supported by precise and selective evidence from own knowledge, from the three sources and, at Level 4 or Level 5, from a grasp of other perspectives derived from the nominated texts or from wider independent reading.