



# General Certificate of Education

## History 5041/6041

*Alternative S British Economic and Social History,  
c1750–1914*

# Mark Scheme

*2006 examination – June series*

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.

## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS and A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's 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 specification. 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 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 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.

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 indiscriminating 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 indiscriminating 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 AO 1.1, 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 (AO 1.2), 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 (AO 2, 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 characteristic: 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 the 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.
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#### **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.

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**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.



## June 2006

### Alternative S: British Economic and Social History, c1750–1914

#### AS Unit 2: The Industrial Revolution: Change and Opportunity in the Economy and Society, c1750–c1830

#### Question 1

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

Explain briefly what is meant by ‘mixed farming systems’ (line 6) in the context of farming in the late eighteenth century. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. farms which had both arable and pasture. Mixed farming obviated the need for fallow, writes about 4 course crop rotation and/or different crops. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. a farming system which used new crops such as clover or turnips to support livestock during the winter months and which were in themselves productive, either by putting nitrogen back into the ground or through the creation of manure. The system of farming was developed by innovators such as Coke in Norfolk and were particularly suited to soil types which had traditionally had low production. Although output increased through using mixed farming systems there were limitations to their effectiveness. **2-3**

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

How useful is Source B as evidence about the extent of agricultural change in the late eighteenth 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 observing the condition of agriculture on a brief journey made in 1791. The description given suggests that there had been little innovation in this area. **1-2**

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- 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 gives an informed opinion and gives specific details. Young is a well-known source on agriculture – Annals of Agriculture. The source is not based solely on observation as Young includes details of the management of the land. However this is only one small area of the country and may not be representative of Cambridgeshire. Some of the statements are judgemental – very bad. **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 L2. Additionally considers the wider context. The source is quite impressionistic. Young has a clear agenda about the benefits of agricultural innovation – ‘without benefit’, ‘loss of time’. He makes statements about the management of the land – some fallows are not yet ploughed – but this is not placed in context. His observation about the soil type suggests that this was the defining factor. Most heavy clay soils were not suited to new farming systems and were most effective when used for pasture. **6-7**
- (c) Use **Sources A, B, C and D** and your own knowledge.
- ‘The main reason for agricultural change in the years 1750 to 1820 was the desire to create wealth.’  
 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 *either* on own knowledge *or* the 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**
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## Indicative content

Source A describes the benefits of the new techniques and new farming systems but also refers to the development of national markets for the products of the regions. Regional specialisation was based on the market economy and the market economy was based on the two main planks of demand and profit. In Source B Young decries the farmers of Cambridge for not acting for the common good and being unproductive. Source C makes direct reference to the role of merchants and middlemen whose main objective was the creation of profit, however this could not have occurred without demand and the growth of communities who depended on the agricultural production of others. Trow Smith also refers to the creation of an infrastructure without which the markets of London could not operate. In Source D there is a clear presentation about the improved productivity of enclosed parishes. From own knowledge candidates will consider the other factors which encouraged innovation: the role of individuals, the wish to control one's own production as an underpinning motive for enclosure, and the influence of neighbouring farmers and parishes. Candidates are likely to argue that wealth creation could not have occurred just through agricultural change; the key development stimulating continuous agricultural change and innovation was increased demand.

## Question 2

- (a) Comment on 'increasing productivity' in the context of the cotton industry in the second half of the eighteenth century. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. focuses mainly on output: following the development of the spinning jenny and the water frame output increased from approx 4m lbs to 55m lbs by 1800. References to productivity will mainly state that output per person increased. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. will consider the impact of mechanisation in more detail. Answers should distinguish between mechanised spinning and the continuation of handloom weaving where output could only grow through the employment of more men. Productivity grew because of the application of power and the employment of skilled workers. In 1795 it took 300 spinner hours to produce 100lb of cotton; by 1830 the self-acting mule had reduced this to 135 hours. **2-3**

- (b) Explain why the development of the steam engine resulted in changes in production in the cotton industry in the years 1750 to 1830. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. by outlining the development of the steam engine, initially by Newcomen and subsequently by Boulton and Watt. The focus at this level may be on the relocation of production, for example closer to the coal fields and away from water power. **1-2**

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- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. focuses on the scale of production in the size of factories. Steam engines were only viable when employed to a large number of machines; the control by Watt of the market made introduction even more expensive. Large scale factories were located in towns and dependent on a skilled workforce. Steam engines also allowed for the development of carding, printing and bleaching. **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. recognition that the impact of the steam engine was relatively protracted; the biggest change in textiles occurring between 1838 and 1850. Earlier developments were introduced alongside water power rather than as a replacement. Overall, 36% of power was still generated by water in 1838. There will be a recognition that to utilise steam power on a large scale there had to be other changes in technology, not only the improvements in the double acting governor and the indicator, but in the development of new machinery, for example in the power loom. Also the main impact on production was in the nature and size of the workforce. **6-7**
- (c) Explain the importance of the labour force available in Lancashire and Yorkshire, in relation to other factors, in explaining the development of the textile industries in the years between 1750 and 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**
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## Indicative content

The question refers to the textile industries and encourages candidates to consider both cotton and wool. The woollen industry provides a useful starting point as it was traditionally located in the Wiltshire region and in East Anglia as well as in Yorkshire. The cotton industry grew out of the production of fustian in Lancashire. The reasons why these regions developed from a proto-industrial base when others did not is significant. Both areas had well developed domestic industries, which included skilled operatives, engineers and middlemen. However, it is clear that not all of these workers transferred to factory production after the initial growth period. The handloom weavers are the classic example but so too are the croppers of West Yorkshire who refused to relocate to factory production. Other factors which should be considered are the balance between agriculture and industry and the networks of extra-regional markets, the financial infrastructure, which developed and enabled the growth of units of production. Weaker candidates may focus on power sources and even the climate, which are also significant, as is the location of ports such as Liverpool for the export of finished articles, and in the case of cotton, the import of raw materials. Candidates are required to consider other factors that have a non-regional base such as the development of technology and the growth of non-regional markets.

### Question 3

- (a) Comment on ‘parish registers’ in the context of assessing population change in the years 1750 to 1830. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. parish registers were established by Cromwell in 1536 to record baptisms, marriages and burials (no marks should be given for births and deaths). Historians have used them to calculate the size of the population up to reliable census data. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. historians have used a number of techniques using parish registers including back projection and family reconstitution. The former techniques used 404 reliable parish registers and the latter has only been attempted with less than fifty parishes. A widely used source is Parish Register Abstracts. **2-3**

- (b) Explain why fragmentary evidence has limited the conclusions of historians over population change. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. the surviving material can be used to support either an increase in fertility or a decline in mortality. Historians have selected the material which supports their analysis/nature of limited conclusions. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the surviving material as far as parish registers are concerned is mainly reliable for rural areas and small market towns. As much of the population growth is linked to industrial growth, the material does not fully explain the links between vital events and population growth. Census evidence for towns is not reliable

before the 1841 census due to untrained enumerators; 1841 is difficult to access as it is in pencil. The cumbersome nature of much of the evidence means that time-consuming techniques have to be employed to interrogate them. **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 consider the difficulties of explaining the interplay of factors which led to population growth from the surviving evidence. Evidence which demonstrates increased consumption – underpinning increased fertility and decreased mortality is extremely limited. Nevertheless, despite the limitation of the surviving evidence, the actual population totals established by Wrigley and Schofield are quite secure. **6-7**

(c) Explain the importance of urban conditions, in relation to other factors, in explaining why population growth was most rapid in urban areas 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**

Candidates would be expected to examine why urban conditions led to population growth compared to other factors which may have encouraged greater population growth in urban areas in the same way that population was growing in rural areas. Traditionally urban conditions have been associated with higher mortality rates; for example, the comparable life expectancy of labourers in Manchester and Rutland. Key reasons why these conditions may have encouraged higher population growth is that the lack of alternative means of support meant that urban living was only possible for those who were wage dependent, that is to say

were able to work to support themselves, the wage dependent would be mainly those who were of childbearing age. Equally, greater employment opportunities meant that more people married in urban areas. In the early stages only the younger people would have been prepared to exchange rural stagnation for urban conditions. The movement to urban areas was also the result of push factors; the consequence of a decline in living in for servants, and the decline in apprenticeships. Other factors to be considered are the main reasons linked to broader growth in population linked to better nutrition, disappearance of diseases such as smallpox and a reduction in birth intervals. The better candidates will suggest that many of the negative elements of population growth, as well as the positive, were exaggerated in the urban setting. A good example of this is increasing infant mortality which conversely led to more children being born.

**June 2006****Alternative S: British Economic and Social History, c1750–1914****A2 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 **Sources A** and **B** agree on the reasons why women ought to have been given the vote in the years from 1860 to 1914? (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 is from the late nineteenth century, when there was considerable discussion on the extension of the franchise to women. Millicent Fawcett was the leading campaigner for the Suffragist point of view, which held that women deserved the vote because of their strong role in society and their particular qualities. The tactics were peaceful persuasion. Source B is a modern appraisal of the struggle of women to obtain the vote. It agrees that women had made considerable progress economically and socially and, therefore, deserved the vote. Both sources argue that women should have the vote, but the tone of Source A is one of just persuasion, whereas the tone of Source B disagrees in that it was mostly upper and middle-class women who had made that progress and that the majority of women were limited by elementary education, poor wages in factory/domestic work and tied to the home. In the end, the campaign was unsuccessful by 1914.

Level 1 candidates are likely to offer generalisations about women's suffrage campaigns. At Level 2, this will be supported by detailed reference to the sources and comment on levels of social/economic progress. At Level 3 candidates will show an understanding of the differences between the aims of the campaign and the real status of the majority of women



and why success was unlikely. Level 4 candidates will offer judgements on the aims of the campaign and how real was the progress made by women and the likelihood of success in a male-dominated society.

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

‘The campaign for women’s suffrage before 1914 was a hopeless cause, but the changing social status of women did give it a chance of success.’  
Assess the validity of this view. (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 is from Millicent Fawcett, who was one of the leading Suffragists in the late 19<sup>th</sup> century. It argues that women deserve the vote, as they can bring their own good qualities to bear on politics. Candidates will be aware that the Suffragist movement had been developing for some years, partly as a result of social and economic advances made by women in other fields such as medicine, education and the law, and partly by extensions to the male franchise since 1867. Suffragists relied on the power of argument and did not support lawbreaking. But, despite some public support, their arguments had no success by 1914. Source B agrees that women had made good social and economic progress and, therefore, could be given the vote. But this was mainly from the upper and middle classes. The poor social status of the

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majority of women, tied to domestic matters, with only elementary education and little economic power, limited the effectiveness of the campaign. Source C comes from the autobiography of Emmeline Pankhurst, the leader of the Suffragettes. She states that women deserve the vote owing to their contribution on social and educational issues. She justifies the use of violent tactics in order to achieve the vote for women, which she refers to as *just demands*. Candidates will be aware that the Suffragette movement sprang up in the early 1900s out of the frustration felt by some women at the lack of progress by the Suffragists. The source seeks to justify the violence employed by the Suffragettes in order to keep the issue at the forefront of politics before 1914. The author thought that violence and disruption would win the vote. Candidates will be aware that such tactics lost at least as much sympathy as they gained, especially among women, who opposed the violence. Like the Suffragists, the Suffragettes had no success by 1914. Many will be aware that the Suffragette movement was mostly middle-class, and that even after the 1884 Reform Act there were many men who also did not have the vote, with no-one in parliament yet advocating full citizen democracy. Many MPs remained unconvinced about the need to give the parliamentary vote to women, who could exercise influence through such bodies as local councils and school boards anyway. Candidates might point out the individual support for the cause of men like Lloyd George, yet his house was attacked by the Suffragettes. There was also the argument that no other leading country had yet granted votes to its women. Also, at the height of the Suffragette campaign, the Asquith government had other more pressing problems to deal with.

Level 1 answers will be general in style. At Level 2 candidates will have more detailed information selected from own knowledge and the sources but in many cases this will be descriptive. At Level 3 there will be an attempt to consider the sources and to use own knowledge which will be secure. Level 4 candidates will evaluate the campaigns for the franchise, the social/economic progress made by women and the opposition to the issue, leading to a balanced analysis. At Level 5 the judgement will be explicit and confident and explore different factors, with evidence of well-developed thinking.

## 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

‘An economic solution to what was essentially a social problem.’

How valid is this assessment of the Poor Law Amendment Act in the years to 1870?  
(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 1834 Poor Law Amendment Act was passed to deal with the rising costs of the Poor Law. Since 1795, the poor had been supported in times of hardship by the outdoor relief system known as Speenhamland. Intended as a temporary relief, it had become permanent, with rising costs for the Poor Rate, paid in many instances by the middle class, who had been given a vote by the Whigs in 1832. It also economically undermined the poor, who were not encouraged to be independent, as their wages were made up by this relief. Employers were encouraged to pay low wages, knowing that they would be subsidised from the Poor Rate. Candidates are also likely to quote the philosophical beliefs of men like Chadwick, seeking a cheap system to keep the poor in work and to deter them from seeking relief. There was also the widespread belief that only the ‘deserving’ poor should be helped and that others needed to be occupied in work, so that they did not pose a social threat. The creation of parish unions was aimed to keep costs down, regardless of the fact that many parishes could not afford the new workhouses required by the act. The framers of the act also distinguished

socially between the able-bodied and impotent poor, which was not always easy to carry out in practice. Poor rates were greatly reduced after 1834 and the workhouses did deter the poor through its test of lesser eligibility, but the act failed to cope with large numbers of urban unemployed, especially in the years 1837–42, when outdoor relief had to be re-instated. There was social resistance to the workhouses in the north and working class resentment grew against the Whigs and the middle class as a result of the act, and scandals such as Andover, which led to involvement in protest movements, such as Chartism. It was the economic revival after 1850 which emptied the workhouses, leaving them mostly to the elderly and infirm, who were not a social threat.

Level 1 answers are likely to lack specific information and be general in approach. There will be more detailed answers at Level 2, distinguishing between economic and social factors. Level 3 will identify the two main issues in the question and attempt to define how successful the Act was in dealing with them. Level 4 answers will judge the two elements of the question and come to a conclusion, weighing up the interplay between economic and social factors. There will be some consideration of the effects of the PLAA in different parts of the country. Level 5 answers will debate in detail the two factors and evaluate the policy and its consequences.

### Question 3

To what extent was the economic prosperity which existed in the years 1850 to 1875 due to the strengths in British industry rather than a lack of foreign competition?

(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 period between 1850 and 1875 is often known as the ‘Mid-Victorian boom’. This conveys a sense of prosperity and expansion of trade. This was when British industry gained from the advances made in the Industrial Revolution. Candidates may quote the strengths of such industries as cotton, iron, steel and coal. British industrial production led the world in this period and there was a growing demand for British goods abroad. It was a time of more or less full employment, although there were ‘troughs’ in 1848 and 1866–7. Industrial relations were largely peaceful, with the domination of the New Model Trade Unions. Although the pace of change had slowed, there were still improvements, such as in the steel industry. The railway network was almost complete and moved finished goods and raw materials quickly and efficiently to and from ports. On the domestic front, peace largely reigned after the disturbances of Chartism, which enabled factories to increase production. Candidates may quote the Great Exhibition of 1851 as indicative of the Mid-Victorian boom and reference should be made to the Free Trade policy, which assisted British industry. Foreign competition was less in this period, due to a later development of industry in Europe and the USA. Europe was severely disturbed in 1848 and both Italy and Germany were not united until 1870. The USA was convulsed by civil war in the 1860s and the west had not yet been developed. Shipping had not yet developed into bringing a threat to British goods. The

growing Empire represented cheap markets for British goods. Better answers may query how far this ‘boom’ existed, given the researches of Mayhew into London poverty in the 1860s.

Level 1 answers will be descriptive, with only a general comparison. Level 2 answers will compare achievements in Britain and the factors which enabled a ‘boom’ to take place with the condition of foreign competitors. At Level 3, answers will make a limited conclusion as to the validity of the statement, drawing on evidence from the period. Level 4 answers will draw together evidence for both home and foreign states of trade and make a judgement on the lines of the question. At Level 5, evidence and analysis will be secure in order to reach a firm judgement.

#### Question 4

‘Despite a growth in numbers, trade unions made little impact on politics or the economy in the years 1870 to 1914.’

How far do you agree with this view? (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 question requires candidates to consider the impact made by both ‘New Model’ and ‘New’ Trade Unions in the years before 1914. Distinctions existed between the ‘aristocracy of labour’ and the mass of unskilled workers. The ‘New Model’ Unions were seen as more like Friendly Societies than trade unions. Strikes were rare and agreement with employers was common. These Unions had formed the TUC, but they had little impact on general working conditions. When they gained recognition in law, under Gladstone, this was restricted by criminal liabilities. Even when Disraeli amended that, the Unions were reluctant to engage in militant action. Candidates will mention the Match Girls’ Strike and the London Dock Strike of 1889 as heralding the start of ‘New’ Unionism with its mass membership and should consider how effective this was. Employers still laid off workers and cut wages without restraint in the 1890s. Many argue that the tactics of ‘New’ Unionism had lost their impact by 1900, when several strikes had been defeated by employers. The early years of the 20<sup>th</sup> century saw blows to trade union rights with both the Taff Vale Case and the Osborne judgement. Both cases were resolved by means of political moves by the Liberals. The growth of the Labour Party before 1914 was the result partly of trade union sponsorship and it can be argued that it was the presence of Labour MPs after 1906 which forced the Liberals into social reform. Certainly, there was much trepidation concerning the industrial action in the years 1911 to 1914, which were the worst for strikes, with World War I averting a likely General Strike planned by the ‘Triple Alliance’ for 1914–15. Nevertheless, in 1914, Britain was a leading world economic power and trade unions had been unable to bring about better wages or improved working conditions for many workers. Employers were able to restrict the social benefits passed by the Liberals.

Level 1 answers will be descriptive on the growth of trade unions. Level 2 answers will consider the economic and political aspects, but with limited development of these. At Level 3, answers will analyse the achievements of the unions and consider how far they had an

impact on economy and politics. Level 4 answers will make a considered judgement on the effects and will consider other factors such as the nature of economic and political thinking. Level 5 answers will reach a secure judgement on the question, supported by precise use of evidence.

### Question 5

To what extent is the phrase ‘The Great Depression’ an accurate assessment of the state of Britain’s economy and society in the years 1873 to 1896? (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 consider the effects of ‘The Great Depression’ in the last quarter of the 19<sup>th</sup> century, when Britain’s industry and agriculture were hit by rising foreign competition, which was protected by tariffs, whilst Britain was a free trade country, thereby undermining the industrial position. The main competitors were the newly-United Germany, France and the expanded USA. British agriculture was undermined by the opening up of the American West and of Australia, coupled with developments such as refrigeration in transport. British industrial sales did drop or stagnate during this period, but the effects were varied. Some of the older industries, such as iron and steel, declined, but other industries, such as textiles remained buoyant. The ‘decline’ was also not a collapse and Britain’s industrial strength remained good. There was also the growing market provided by the Empire and the huge sale of ‘invisibles’ such as shipping and insurance. Against those, can be set the slower pace of invention in British industry and there was some complacency as a result of the long industrial lead. Foreign competitors were also beginning at a lower base. Not all farming was depressed either, there was good growth in dairying and market gardening for the expanding cities. Candidates may like to question whether there was such a thing as ‘The Great Depression’. Socially, the Depression produced unemployment and the rise of the mass trade unions could be linked in here, together with the rise of the Labour Party. Increasing government interference in areas like education and public health was aimed at producing a more contented populace, who would be less likely to follow extremism. Nevertheless, many citizens were without a vote and many were living in poverty, as shown by social research in the late 19<sup>th</sup> century.

Level 1 answers will be generalised and will be based on knowledge of ‘The Great Depression’. At Level 2 answers will link in the factors causing the Depression and start to discuss its effects on economy and society. Level 3 answers will discuss the effects and come to a limited conclusion about the question. At Level 4 there will be analysis of the Depression and its effects, with limited judgement as to how far these effects took place. Level 5 answers will have clear judgements on the question, based on the secure use of evidence.

## Question 6

‘The lack of government support, rather than the limitations of local funding, was the main reason for the uneven growth of educational opportunities for the working class in the years 1870 to 1914.’

How valid is this view?

(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 is a discussion as to how far educational opportunities for the working class advanced between 1870 and 1914 and whether it was just a question of funding which prohibited progress. Candidates will consider the state of education in 1870 and the changes which took place up to 1914. Better answers will discuss the evidence on the development of education and the reasons for change in depth and come to appropriate conclusions. Forster’s Education Act of 1870 is the starting point for this question. Discussion should centre on the reasons why the act was passed and how effective it was in securing education for the children of the poor. The act did not make such education free or compulsory. It was government interference, but a lot was left to local initiative. The act was permissive and the new School Boards, based on ratepayers, were to fill up gaps left by the church schools. Here, government funding, consisting of its grants to education, was very limited. Political belief did not yet embrace the ideas of total state provision. Candidates may discuss the opposition to the implementation of the act, particularly from the working class, who feared the loss of income if their children, particularly girls, were in school. The Board schools provided only elementary education, which restricted ambitious pupils to basics and meant that they could not develop technically or academically. When the Board schools started Higher Grade schools to develop working-class pupils, they found that this was against the law in 1899. It was Balfour’s Act of 1902 which abolished the Boards, replacing them with LEAs, which were allowed to develop secondary education for working class children. Yet, by 1914, because of economic demands on the family, lack of funding and middle class opposition, very few such children entered secondary education. There was also very limited demand by the working class for secondary education. But, by 1914, however sketchily, there was education for the working class. They expected their children to go to school and learn the basics. By the 1890s, education was free and compulsory.

Level 1 answers will be general, giving an outline of educational change in the period. At Level 2 these changes will be discussed and limited consideration given to the factors making progress, or holding it up. Level 3 answers will analyse the factors for change, or lack of it and come to a limited conclusion. At Level 4 there will be a limited judgement based on knowledge of the effects of changes in education. Level 5 answers will give a clear judgement on the question, based on analysis of secure evidence.

**Question 7**

‘The work of Booth and Rowntree had little political or social impact in the years to 1914.’

To what extent do you agree with this view? (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**

Candidates are required to discuss the findings of Booth and Rowntree and to judge what the effects were of their work. Booth and Rowntree investigated social and living conditions for the poor in London and York in the late 19<sup>th</sup> century. They were quite meticulous in their methods, so their work could not be dismissed as just a few isolated examples. Their findings indicated a scale of poverty which was unsuspected in one of the wealthiest countries of the world. Opponents in the governing classes attempted to dismiss their work as ‘unscientific’. They were also condemned as ‘troublemakers’, but they were both from the middle class and not working-class ‘agitators’. They drew attention to problems caused by unemployment and the lack of social welfare, where the only refuge was the workhouse. Poverty became recognised as a huge social and economic problem, but there was great disagreement as to what the solution should be. One result of their work was the Poor Law Commission, which finally reported in 1909. The Minority Report recommended the removal of workhouses and a system of social support from the government. This was too far even for the reforming Liberal government. However, candidates may argue that the social legislation of the Liberals between 1906 and 1914 owed a lot to the impact of Booth and Rowntree. Poverty in old age was tackled by pensions, the problems of sickness and unemployment by labour exchanges and a national insurance scheme. Revolutionary though these schemes were, they were limited in application and many groups of people, especially low paid women workers, were excluded from them. It can also be argued that these measures were due to the ‘New Liberal’ consciences of the government, or to the rise of Labour after 1906. Booth and Rowntree perhaps had more social impact in raising the problems of poverty. By reading their researches, people had a clearer idea of how and why poverty occurred. But the class divide and resistance to extra taxation limited government action. Candidates may also raise the fact that the middle/upper class government before 1914 had other issues on its mind, such as the growing international crisis.

Level 1 answers will be general accounts of the work of Booth and Rowntree. At Level 2 the effects of their work will be considered, with a limited attempt at a conclusion. Level 3 answers will analyse their findings and consider how that influenced government policy, drawing an appropriate conclusion. At Level 4 there will be an analysis of the impact of their findings and a limited judgement on the question. At Level 5 there will be a full judgement on the question, based on secure evidence.



## June 2006

### 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.

Assess the validity of the view in **Source A** of the development of improvements in public health. (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

Answers at Level 1 will be based entirely on the extract, e.g. that the interpretation is valid as it was a period of improvements in public health, much of it done by local communities. Level 2 answers will link this generally with the work of Simon and others, but will indicate that there were limits imposed by the reluctance of government to intervene and of local communities to pay. Level 3 answers will analyse the interpretation and discuss its shortcomings, e.g. debating whether there were real improvements in the period. Level 4 answers will consider the state of medicine at the time, the ongoing dispute over ‘miasma’ and the resentment of some local authorities against government direction. Contrasting attitudes would be used to illustrate how far it was a ‘heroic age’ and a clear judgement made, based on the source and own knowledge.

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

How useful is **Source B** as evidence about local attitudes towards sanitary reform? (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 will make simple statements related to content, e.g. the slowness of reform in Leeds shows how difficult it was to get sanitary reform generally. Level 2 answers will start to use own knowledge to begin to judge the utility of the source in showing how local attitudes in other cities such as Liverpool, Manchester and Oxford both helped and hindered the progress of sanitary reform. Level 3 answers will analyse in a limited sense why Leeds and other local authorities were so slow in bringing about reform, e.g. problems of finance. There should be some conclusion as to how useful and valid the source is and whether other areas were the same. Level 4 answers will evaluate the use of the source and its description of local apathy in Leeds. There should be a discussion of local v. national interests and what impact that had. Is the author right in his views as to why mortality rates failed to fall in places like Leeds?

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

‘It was the conflict between local and national interests, more than any other factor, which delayed improvements to public health in the second half of the nineteenth century.’

Assess the validity of this view.

(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**

Source A refers to the development of sanitary reform in the mid-Victorian period. The work of Dr Simon and his team in identifying and dealing with causes of disease was important in the battle to improve public health. Implicit in the source is the slow progress which was made in this matter. There were still arguments over the ‘miasma’ theory and cholera was still a threat. Local communities were slow to take up schemes, due to resentment of national attempts to intervene and to a claimed shortage of finance. Source B takes up one such local community, Leeds, where the author holds that it was purely local attitudes which prevented proper sanitary reform. Without the support of the council, other sanitary improvements were negligible. Candidates should be able to quote other examples, either similar to Leeds or in contrast. Source C shows the haphazard growth of sanitary reform before anything like a public health system emerged by 1875. The source is concerned with the slow application of legislation, which was mostly permissive, not mandatory. Chadwick’s vision was long in coming about and candidates will be able to demonstrate why this was so. They should also produce evidence of differing views about these changes, such as those of Asa Briggs, who emphasises the progress made in public health in Manchester, Birmingham and Liverpool, due to local initiatives.

Level 1 answers will do little more than repeat the content of the sources. At Level 2, answers will clearly agree or disagree with the thrust of the quotation. In order to reach Level 3, there will be some attempt both to analyse the sources and to make use of own knowledge in order to reach a limited conclusion. Level 4 answers will have clear analysis, with supporting evidence, reaching a limited judgement. For Level 5, the argument must be sustained with clear judgement, reached from a base of secure supporting evidence. The highest levels can only be reached if candidates show clear evidence of wide reading or research in the topic.