



# General Certificate of Education

## History 5041/6041

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

# Mark Scheme

*2005 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 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 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 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.
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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



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

### A2 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 “Thomas Malthus’ theory of population growth” in the context of the early nineteenth century. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. Thomas Malthus was a contemporary observer who linked population growth to the Poor Law suggesting that people were encouraged to marry and to have children by a relief system based on the number of children in a family. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. Malthus argued that there was a direct relationship between resources and the size of the population. He predicted that the population would rapidly outstrip the food supply and there would be famine. The only way that disaster could be avoided was through limiting family size and restricting rights to poor relief. Malthus’ ideas were taken up by those who wished to reform the poor law. An alternative point which could be credited in the level is that Malthus’ theory is insufficient to explain population increase. **2-3**

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

How useful is **Source B** as evidence about the reasons for population growth 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, commenting on what he observed happening in Birmingham at the time. Much of the account is based on his personal viewpoint that population increase is a response to employment. **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 gives an

informed opinion and the title of the book suggests that this was a scholarly work. However, it is based on one city only. Recent studies would confirm that an increase in employment opportunities based on wages did encourage people to marry earlier. Use of own knowledge about population growth to identify limitations is acceptable for top Level 2 award. **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. Additionally considers the wider context. The source is very impressionistic – ability to calculate the size of the population of a town so precisely was not really possible until the introduction of the census in 1801. Research would suggest that children were the consequence of early marriage, not the cause of it. The real cause was the ‘cash in hand’ wages. For that reason Young is incorrect to state that where employment increases the people increase. Increases in female labour did not increase the number of people marrying. A number of candidates may comment on the fact that Young was primarily an observer of agriculture rather than of industry. **6-7**

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

“Increased population in the late eighteenth and early nineteenth centuries was mainly due to economic factors.”

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** states that the contemporaries of Malthus blamed the poor for having an excessive number of children as a result of the support they were able to claim from the poor law. However Huzel argues that the poor law was a response to the growth in population and the poverty which this created. In **Source B** Young encourages people to take the initiative and marry to have children. There is the implication that they would be able to marry because of the provision of employment by others. Shorter (**Source C**) suggests that involvement in sexual activity was the result of economic changes such as industrialisation and employment opportunities for women. In **Source D** the demonstrable fall in the age of first marriage needs to be seen against a climate of economic opportunity.

From own knowledge candidates will consider the significant factors affecting an increase in fertility and a decline in the death rate and therefore an increase in population: increased employment opportunities, decline in living in, development of a wage based economy, improvement in diet, decline in diseases such as the plague, the health problems resulting from industrialisation, the provision of hospitals – all of these could be linked to economic change.

They may also consider elements which were within the control of the individual rather than economic change such as gin drinking and the illegitimate fertility which was a response to sexual rebellion.

Answers at Level 1 may simply rehearse in general terms the reasons for population increase with little attempt to discuss the question. At Level 2 there should be some recognition of how factors affecting population change were the result of economic factors. Level 3 responses should develop economic circumstances further and be aware of the difference between these and other factors. There should be a clear focus on the question and specific material. At Level 4 there will be an attempt to assess the significance of changes in both fertility and morality and the specific factors affecting these. 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 specific factors – economic or otherwise.

**Question 2**

- (a) Comment on “overseas markets” 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. the market to the northern American colonies was disrupted during this period and the European markets experienced difficult trading conditions. The markets which expanded were African and Indian markets and to the southern states and West Indies. This may be linked to the triangular trade and the growth of slavery. Candidates may make reference to light cotton goods. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. may develop the significance of the triangular trade – profit from slaves was a vital source of finance for investment in industry. The export of slaves was critical for the production of cotton in the southern states and the West Indies, without which the cotton industry would not have been able to develop. European trade was stifled because of protection of domestic industries especially of linen and wool. **2-3**

- (b) Explain why increased demand resulted in reorganised production in **either** the textile industry **or** the iron 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 textile production from being domestically based into large-scale production in water/steam powered mills. Those considering iron may focus on the movement from charcoal to coke and the relocation away from the wooded areas as a result. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. links the two factors of demand and growth. In terms of textiles, looks at the organisation of the industry in Lancashire and Yorkshire to meet the demands of the export trade and the growth of large scale industry. In terms of iron, relates the growth firstly to the demands of ordnance and the Napoleonic Wars and then to the needs of industry – the construction of factories and machinery. Top Level 2 award for candidates who explain demand rather than re-organisation. **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 factors identified at Level 2, but also recognises that the reorganisation of industry was not always solely dependent on demand; it was also dependent on other factors – the diffusion of the coking process was slow before 1780 and was dependent on the development of the puddling and rolling process by Cort in 1784. The textile industry re-organisation was also affected by the differing developments in weaving and spinning which led to the development of separate rather than integrated processes. **6-7**

- (c) Explain the importance of new technologies, in relation to other factors, to the growth in output of **either** the textile **or** iron industries 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**

In the case of both textiles and iron candidates will consider the development of power and its application to production.

Output grew significantly in the period after 1780, the annual growth rate was approx. 8.5%, starting with the development of Arkwright's water frame. Water-power was used predominantly until the 1820s which helped to keep the costs low. Technology helped to increase output – in 1795 it took 300 spinner hours to produce 100lb of cotton, by 1830 the self acting mule had reduced this to 135 hours.

The diffusion of technology of coke smelting to the iron industry was significant for its growth as was the development of the reverberatory furnace and the puddling and rolling process of Henry Cort. In both textiles and iron new technologies helped finer products to be developed which increased demand.

However, new technologies on their own were not sufficient to increase output; changes in attitude were also required. In both the iron and textile industries the continued dependence of the workers on existing technologies held back the development of output. In the textile industry the willingness of handloom weavers to accept low wages retarded the introduction of the powered loom. The old tilt hammers were not replaced by James Naysmyth's steam hammer until the 1840s.

Candidates are asked to consider the importance of technology to the increase in the output of the industries. Other factors need to be examined. Candidates should consider the changing markets, willingness to invest and the development of a skilled and tractable workforce.

Answers at Level 1 are likely to focus on descriptions of new technology. At Level 2 there will be an attempt to consider the growth in output of the selected industry tied to the development of technology. This is likely to be done in a chronological, descriptive manner. At Level 3 the supporting evidence will be more secure with some simple assessment of technology in relation to the other factors and with reference to statistics. Top Level 3 award for candidates who do not give details of specific technology but consider other factors. Answers at Level 4 will attempt analysis of the developments and significance of technology in relation to demand and output. The use of statistics should be secure. This will be developed further at Level 5 and may be linked to a differential understanding of the wider processes of industrialisation and the impact on output.

### Question 3

- (a) Comment on “the London Market” in the context of demand for agricultural produce 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. the population of London was dependent on agricultural produce of the rest of England. The London market was significant for its purchase of non-staple food. This is evidenced by the meat market at Smithfield and the significance of market gardening in the home counties. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. up until the second half of the eighteenth century London was the main city dependent on agricultural produce from elsewhere; as the industrial centres grew there was competition for produce from the other developing areas. There may also be a reference to London being the main exporting port of grain—a trade which continued until the 1770s. **2-3**

- (b) Explain why increased demand resulted in the reorganisation of agricultural production in the years 1750 to 1830. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue e.g. agriculture was reorganised through the enclosure of open fields; this was particularly significant during the blockade of the Napoleonic Wars. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. makes a clear link between demand and change. Demonstrates an awareness of the regional specialisation of agriculture and the re-organisation at community level. Will give specific examples of areas of specialisation to meet demands of a growing economy with a wider diet. Will examine how the enclosure of the early nineteenth century was specifically to bring more land into production to

deal with the domestic demand once imports were unavailable. Answers at the top of this level will consider the importance of the profit motive as an encouragement to invest in change. Level 2 award for candidates who explain demand rather than re-organisation. **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 factors which affect demand in terms of the growth and location of the population – the need to increase efficiency, the changing balance of imports/ exports of food, the growth of the middle classes and the change in the nature of demand. At this level candidates may also consider the disappearance of the living in farm servants and the ability of farmers to organise production through the use of casual labour. **6-7**

(c) Explain the importance of innovative approaches, in relation to other factors, to the growth in output of agriculture in the years 1750 to 1830. **(15 marks)**

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 assess the diffusion of selective breeding, the introduction of new crops, uses of marling and draining of land, use of fertilisers, new technologies such as the horse hoe and the scythe which replaced the sickle. They should also be aware that not all these approaches were new in this period although their usage was much more widespread – for example the turnip. Not all of these were responsible for increases in yield per acre although by bringing more land into production they increased overall output. The most

significant of these is the enclosure which took place during the French Wars, and which brought marginal and less fertile land into production.

Other factors that should be considered are the willingness to invest in change, the diffusion of these ideas by propagandists, the ability to introduce these through enclosure and the profit which was to be made through increased demand. None of these innovative approaches would have been possible without the growth in the infrastructure and the development in banking.

Answers at Level 1 are likely to offer general descriptions of innovations. At Level 2 there will be a more focussed consideration of the innovative approaches linked to growth in output/ regional specialisation. At Level 3 the supporting evidence will be more secure with reference to statistics of output/yield and an attempt made to address the direct relationship between innovative approaches and output. Answers at Level 4 will attempt analysis over the period examining the external factors which prompted change and stimulated innovation. At Level 5 judgements will be drawn about the significance of the innovative approaches in relation to other internal and external factors.



## 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 purposes of Trade Unions in the second half of the nineteenth century? (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 period of mid-Victorian prosperity, when New Model Trade Unions of skilled craftsmen were set up. Robert Applegarth emphasises that his Union is more a Friendly Society in support of members than anything else. Source B is from the period of New Unionism, when, in somewhat more adverse economic conditions, Ben Tillet and Tom Mann were involving the mass of unskilled workers in Unions for the first time. They stress the importance of supporting the ordinary man and woman. Source A does not talk of improvement in wages and conditions, whereas Source B threatens action, if necessary. Both state their support for their members and the economic context in which these Unions operated is important. Source B stresses that the Union will be *active* in its support for the unskilled workers, who are just as important as the skilled ones. Source A is more concerned with the support available to individual members, who may be in hardship and the overall tone is non-threatening.

Level 1 candidates are likely to offer generalisations about Trade Unions and their purposes. At Level 2 this will be supported by detailed reference to the sources. At Level 3 candidates will show an understanding of the differences between the two types of Union and why these differences developed, including economic circumstances. Level 4 candidates will offer judgement on purposes and how effective these were.

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

“The Trade Union movement achieved little for its members, or for the working class, in the years 1850 to 1914.”

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 one of the most influential leaders of the New Model Trade Union movement. It stresses the benefits of membership, rather than looking to confront employers. Candidates will be aware that these were Unions for craftsmen, the so-called ‘Aristocracy of Labour’ and were a reflection of the better times of the mid-Victorian boom. In order to achieve respect from society, these organisations considered themselves to be Friendly Societies, protected by law. The Sheffield Outrages, *Hornby v Close* and the Royal Commission on Trade Unions shook this image. Nevertheless, Applegarth and his colleagues founded the T.U.C. in 1868, which provided a lasting voice for the Trade Unions. Legislation by Gladstone and Disraeli achieved protection in law.

Source B is concerned with New Unionism which was founded, in worse economic times, to support the unskilled workers ignored by the craftsmen. Tillett and Mann make clear their support for the ordinary worker and candidates will be able to quote examples of the Match

Girls Strike of 1888, the Gas Workers and London Dock Strikes of 1889 as successes for New Unionism.

Source C shows the violence often provoked by strikes, which is implied in Source B. It also shows the gains in membership for both types of Union in the 1890s. Despite its initial successes in the 1890s, 'New Unionism' failed to bring about great improvements in conditions for its members, although there were some gains in wages and working conditions as the economy revived after 1900. Questions can be asked about the 'working class consciousness' mentioned in Source C and how understood that was. Trade Unions failed to prevent the Taff Vale and Osborne Judgements and had to rely on the Liberal government to rescue them. They roused antagonism by the period of strike action before 1914, with implied threats to social order. They also failed to win the vote for many of their members before 1914, or to prevent workers joining up in large numbers to fight a 'capitalist war' in 1914.

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 most 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 and make explicit statements, with a balanced analysis which considers a range of factors. At Level 5 the judgement will be explicit and confident and explore the importance of different factors. At this level, there will be evidence of 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

“The Poor Law Amendment Act was an economic success, but a social disaster.”  
How valid is this assessment in relation to the years between 1834 and c1870? (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 1834 Poor Law Amendment Act was passed as a result of the work of Edwin Chadwick and the Royal Commission of 1832. It was intended to deal with the rising costs of Poor Law Relief, especially to the newly enfranchised middle classes. It was also intended to put an end to the abuses of the Speenhamland system, which often encouraged the poor not to work, employers to pay lower wages generally, but particularly in the countryside, and the use of fraud in claiming outdoor relief. More urgency was given to the question by the Swing and Reform Bill riots, raising the spectre of social unrest. Class attitudes towards the poor are important, showing the differences in perception of poverty, with the distinction between the ‘able-bodied but undeserving’ and the ‘deserving’ poor. Candidates may examine the beliefs of Chadwick and his implementation of the legislation. Religious and social views of the period are relevant. The economic effectiveness of the Act can be judged by the falling costs of Poor Rate after 1834. However, there were costs to the Unions of parishes in setting up the workhouses and employing staff. The economic depression of 1837-1842 showed the workhouse system unable to cope and outdoor relief was resumed in many urban areas. Social effects of the Act can be judged by the widespread resentment of the workhouse system, particularly in the north, where the Speenhamland system had not really been used. Anti-Poor Law riots in Huddersfield and Stockport can be used as examples. But it was economic revival by 1850 which mostly emptied the workhouses of those who were not sick, elderly or mentally infirm, thereby removing the social threat.

Level 1 answers are likely to lack specific information and rely on generalities about workhouses. There will be more detail at Level 2 concerning the reasons for reform, the distinctions between ‘deserving’ and ‘undeserving’ poor and class interests. Level 3 answers should identify social and economic problems and have some grasp of the success/failure of

the Act in dealing with these. Level 4 answers will judge the two elements of the question and make a conclusion about the quotation, considering the growing urbanisation and the effects of government policies. At Level 5, there will be a debate on the changing perceptions of social and political problems caused by poverty, the influences shaping policy and the consequences of the legislation.

### Question 3

“Financial, rather than political, considerations explain the reluctance of governments to become fully involved in the development of elementary education in the years between 1850 and 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

This question asks candidates to consider the reasons why governments were reluctant to become fully involved in elementary education and whether these were mainly financial. Until 1870, education was mainly the preserve of the upper and middle classes. What education there was for the poor was provided mostly by the churches. There was limited government finance, the spending of which in the 1860s the Newcastle Commission was asked to investigate. The result was the Revised Code and Payment by Results, which were based on economic considerations. The response to the question involves some discussion of the arguments for and against educating the poor. The upper and middle classes objected to paying for the children of the poor by means of taxes, or rates. The extension of the franchise in 1867 lent urgency to the debate and there was growing concern about the possibilities of social unrest. Forster’s Act of 1870 used a *local* rather than a *national* solution. Financial demands varied from area to area, with government involvement still limited, as the emphasis was placed on local School Boards. It was not until after 1890 that the state insisted on free, compulsory education for the poor. Even so, access to secondary education remained only to the middle class until after the 1902 Act. The elementary curriculum widened, but was still seen as fitting boys and girls for their subservient role in society, either in factories, or in domestic service. This reflected the political and social order of the period. Parties committed to low taxation did not look to expand the state’s role in education. The rise of Labour after 1900 gradually changed that view, as shown by Liberal legislation after 1906.

Level 1 answers are likely simply to describe the main pieces of legislation, such as Forster’s and Balfour’s Acts. Level 2 answers will develop the reasoning behind the Acts and begin to consider how far they were for financial or political considerations. At Level 3, answers should analyse why and how far the government became involved and with what consequences. Level 4 answers will judge educational legislation in a wider context, with discussion of the political and financial structure during the period with class attitudes towards the topic of elementary education. There may also be consideration of the different perceptions of the education of girls and boys. At Level 5, candidates will come to a considered judgement of both factors and include other possible considerations, such as

prevailing political philosophies of the period. This will be a considered evaluation of the topic.

#### **Question 4**

To what extent was Britain's economy and society changed by the impact of the "Great Depression" in industry in the years between 1873 and 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**

Candidates are asked to decide how far there was a 'Great Depression' and to analyse what the expression might mean. There is evidence to show both that there was, or was not, such a Depression. Examples of production in various industries can be used to show the extent of stagnation or growth in the period. The results of the 'Second Industrial Revolution' should be considered and whether there was 'complacency' in British industry after the period of mid-Victorian prosperity. The growth of foreign competition is an example in deciding how much British industry was affected. Factors of growth before 1873 can be contrasted with factors of 'decline' after 1873. Some industries, such as iron, felt competition badly, whilst others, such as Lancashire cotton, continued to thrive. The growing Empire provided cheap markets and a ready source of raw materials. Candidates may like to argue Free Trade v Protection and schemes of Imperial Preference. Social effects should be linked with economic ones over the period. The growth of unemployment and the lack of social provision stimulated the rise of mass Trade Unions, Labour and growing support for Socialism/Communism. There was much social unrest in the 1880s and the upper and middle classes feared the loss of political power. Despite extending the franchise in 1884, the middle classes did not intend to yield power and influence to the lower classes. The growth of popular education in the period can be seen as an attempt to ward off revolution. There was also the growth in rights for women.

Level 1 answers will be generalised in discussing the 'Great Depression' and its effects. At Level 2, answers will develop consideration of the effects and weigh up factors like foreign competition. Level 3 answers will analyse the effects of the Depression and how Britain responded to it. They will also link in social results and give brief consideration to changes in society caused by the re-appearance of unemployment. Level 4 answers will contain clear assessments of the effects of the Depression and give a balanced judgement of Britain in the period. Level 5 answers will have a clear judgement and evaluation, with well structured arguments and detailed examples.

### Question 5

How far was there a decline in arable, rather than dairy, farming in British agriculture in the last quarter of the nineteenth century? (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

There are at least two views which candidates could offer on this question. There is a general view that farming was in decline overall, attributed to the long term effects of the Repeal of the Corn Laws and the opening up of foreign competition, particularly from the USA and Australia, encouraged by British Free Trade policies. The result was declining food production and depressed wages. Candidates may use the growth of Joseph Arch's Labourers Union as one indicator of the crisis in farming conditions. There was also the issue of rural overpopulation, which further depressed wages. Another viable view is that not all farming was in decline. Arable farming was more affected by cheap wheat from abroad, leaving many areas as grassland and causing many farm workers to move to dairy work, or go to the towns. But the efficient use of machinery and drainage in some areas helped many arable farmers to survive. There is also the view that dairy farming did not decline, as demands from growing cities for milk products increased. The advantage of local produce, relatively quickly available in cities, could be quoted here, despite the impact of refrigerated steamships. There is also the growth in market gardening, using the well developed railway system. Consideration may be given to the Empire's food production and a proposed policy of Imperial Preference.

Level 1 answers will be descriptive without really answering the question. At Level 2, candidates should attempt to discuss the differences in farming and reasons for success/failure. Level 3 will be clearer and should use evidence from regional areas and the Royal Commission of the 1890s. At Level 4, analysis will show that generalisations cannot be made for all farming and there should be analysis of the different markets for arable and dairy farming. Level 5 will have clear assessments of the problems and come to a secure judgement on the varying state of British farming in the period.

**Question 6**

Appearing in court in 1908, Emmeline Pankhurst stated “We are not here because we are lawbreakers. We are here in our efforts to become law makers.”

How far do you agree that it was their methods rather than their aims that prevented the Suffragettes from being successful before 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**

Women had made enormous advances in status during the nineteenth century, including education, entering the professions and taking part in local government. These advances were limited mainly to women in the upper and middle classes. But the national vote eluded them. Many responses to this question will simply recount the methods of the Suffragettes – violence, hunger strikes, Emily Davison’s death at Epsom etc. Better responses will consider the aims of the Suffragettes and exactly why Mrs Pankhurst was in court. Whilst the aims were the same, there were considerable differences between the methods of the Suffragettes and those of the Suffragists. Not satisfied with the tactics of peaceful persuasion favoured by the Suffragists, the Pankhursts started the more violent Suffragette movement in 1903. These tactics generally had little support from the political parties, or from the majority of women, who were put off by their campaign. On the other hand, the publicity engendered by the Suffragettes kept the issue at the forefront of affairs. The Liberal government of 1906-1914 had other pressing issues, such as welfare reform, Trade Union rights, the fierce struggle for the Parliament Act of 1911, industrial unrest, the Irish problem and the growing threat from Germany. Debates in the Commons on the issue often turned on this. Also, it was pointed out about a quarter of men over 21 had no vote, as well as women, so a general extension of the franchise was required, not just votes for women.

Level 1 answers will focus on the methods of the Suffragettes and only briefly touch on their aims. Level 2 will develop this and start to bring in a comparison with ‘law-abiding’ methods. At Level 3, answers will analyse the political context and the attitudes of the political parties. There should also be an awareness of other problems engaging the Liberal government. Level 4 answers will evaluate the tactics of the Suffragettes and the attitudes of the period. The contrast between the peaceful and law-breaking methods for women’s suffrage should be clearly analysed. Level 5 answers will fully develop analysis and come to a firm judgement about the methods of the Suffragettes and why they failed by 1914.



### Question 7

“The welfare reforms of the Liberal Government in the years 1906 to 1914 were driven more by fear of the Labour movement than by a desire for social justice.”

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 asks candidates to discuss the Liberal reforms of 1906-1914, not merely to describe them. What was the rationale behind ‘New Liberalism’? The legacy of Gladstone was a moral imperative to help the poorest in society. There was also the research work of Booth and Rowntree, showing unexpected depths of poverty in a rich country. The Poor Law Commission was producing evidence which confirmed the precarious nature of existence for the poor, although in 1909, they were divided on the solution. Asquith, Lloyd George and Churchill supported welfare reform and proposed higher taxes to finance both this and the naval building programme. The presence of 29 Labour MPs in 1906, which increased after 1910, showed a possible future loss of power for the Liberals. After 1910, they became more dependent on Labour MPs to pass their legislation. Education and Trade union laws were aimed at helping the workers, as was the programme of social welfare legislation. The reforms had their limitations, as pressure from groups such as employers succeeded. Old Age Pensions, Labour Exchanges and National Insurance were aimed as assistance for the poor, but there were also concessions towards employers and many industries were exempted. The struggles over the 1909 People’s Budget and the 1911 Parliament Act could be used to illustrate the Party’s dilemmas. The Labour Party was indeed rising in power and influence and ‘New Liberalism’ was seen as the way to challenge this. A conclusion should be drawn as to how far each view can be supported.

Level 1 answers are likely to focus on the details of the legislation passed between 1906 and 1914. Level 2 answers will develop this and show the effect of the rise of Labour. At Level 3, answers should start to analyse the reasons for the legislation and the contrast between ‘New Liberalism’ and Labour. Level 4 answers will attempt to evaluate the legislation in terms of motives and effect, before coming to a conclusion. At Level 5, there should be a clear judgement, supported by secure evidence.

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**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 Halliday's interpretation of the work of Bazalgette in preventing the spread of disease. (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. the interpretation is valid, as Bazalgette, by developing efficient drainage and sewerage for London, stopped the spread of waterborne disease. Level 2 answers will link this generally with the work of Snow, the 'Great Stink' of 1858, which prompted action over the state of London's sewers and the public debate over 'miasma'. Level 3 answers should recognise the detail of the interpretation and also begin to consider its limitations. Other views of the spread of disease and actions in response are valid here. Level 4 answers may link with other research and contributions, such as those of Pasteur and Koch, and the problems involved in trying to cure other diseases. They may also link in the problems of national versus local interests in London. A clear judgement should be reached, based on the source and own knowledge.

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

How useful is **Source B** as evidence about attitudes towards public health?  
(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 extract shows religious thoughts about cholera and how it can be prevented. Level 2 answers will start to use own knowledge to consider the influence of religion in shaping views and may question its effectiveness even in that period. Level 3 responses will analyse in a limited way the view that disease was a punishment from God and consider how far that held sway at the time. There should be some discussion as to how useful and reliable the source is and whether the views expressed held up work on cholera. Other non-religious ideas and solutions should also be assessed. Level 4 answers will evaluate the source and its 'solution' for disease. There could be a discussion on the power of the pulpit and some may link this with the contemporary reluctance of the upper and middle classes to spend money on curing illnesses of the poor. There may also be comparison with the modern view, held by some people, that AIDS is a punishment from God.

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

“Until the 1880s, little progress was made in the battle to overcome the large number of deaths caused by epidemic diseases.”

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 work of Bazalgette, whose achievement in the 1860s was to give London a complete sewerage and drainage system, which separated the waste from the supply of drinking water. This was prompted by the ‘Great Stink’ of 1858, caused by the linking of London’s houses to the ancient sewer system, which finally drove Parliament to take action. Implicit in this source are the problems caused in London by overcrowding, poor water supply and sanitation. There was no overt link in this sewer work to the cure for cholera, as argument still raged over ‘miasma’. The limitations of the work in London were that, whilst it provided decent sanitation and helped ‘cure’ cholera in that sense, other epidemics such as tuberculosis, smallpox and diphtheria continued to claim lives.

Source B shows a fairly widely held view amongst religious groups in the 19<sup>th</sup> century that cholera was a judgement from God on an immoral society and particularly on those who did not support the Church of England – ‘No Popery’ was still a potent rallying cry. This theme linked with the view that it was mainly the poor who suffered from cholera because of the way in which they lived. The religious view was also used as a convenient reason for not

paying to improve conditions, as many middle class ratepayers did not see why their money should be used to improve water supplies, or sanitation, for the poor.

Source C concerns the work of Dr John Snow. His important and careful research work in Soho, proving the link between water supplies and cholera in the 1850s, was either ignored, or denounced, in the medical world. It took another thirty years before Koch conclusively proved his research. The emphasis on ‘miasma’ meant that little progress could be made. This links in with other examples of the inadequacies of local authorities, the conflict between national ideas and local vested interests and political/religious disputes.

Level 1 answers will do little more than repeat the content of the sources. At Level 2, the answers will be clearly for or against the proposition, but with limited supporting information. By Level 3, there will be some attempt to analyse the sources and to bring in other information in support of the answer. Level 4 answers will have clear analysis with supporting information, and a judgement will be reached. For Level 5, the argument will be sustained and the conclusion reached will be judged on the range and nature of the evidence presented. The top levels can only be awarded on evidence of wide reading/ research or for an outstanding depth of knowledge.