



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative S

Units 2, 5 and 6

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

A: INTRODUCTION

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

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

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

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

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

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

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

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

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

Exemplification/Guidance

Answers at this level will

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

Level 2:***Either***

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

Or

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

Exemplification/Guidance

Either responses will have the following characteristics: they will

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

Or responses will have the following characteristics: they will

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

Level 3:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 4:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

Level 5:

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

Exemplification/guidance

These responses will have the following characteristics: they will

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

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

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

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

Level 1:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics: they

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

Assertive responses: at this level, such responses will:

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

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

Level 2:*Either*

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

Or

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

Exemplification/guidance

Narrative responses will have the following characteristics:

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

Analytical responses will have the following characteristics:

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

Level 3:

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

Exemplification/guidance

Level 3 responses will be characterised by the following:

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

Level 4:

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

Exemplification/guidance

Answers at this level have the following characteristics:

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

Level 5:

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

Exemplification/guidance

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

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

D: DECIDING ON MARKS WITHIN A LEVEL

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

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

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

So, is the response:

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

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

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

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

Explain briefly what is meant by the phrase “regional specialisation” in the context of agricultural production in the eighteenth century. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. different areas of the country concentrate on the production of specific items – East Anglia concentrates on wheat and corn. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. may use the source to link regional specialisation with the growth of a market (profit) economy but one which enables agricultural areas to maximise their strengths through use of land. For example, the East Midlands concentrating on stock rearing rather than growing wheat which, due to the clay soil had lower output than East Anglia. 2-3

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

Explain the strengths and weaknesses of this source for an historian studying agricultural improvement in the eighteenth century. (7 marks)

Target: AO1.2, AO2

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.

- 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 well known for disseminating material about agricultural improvement and gives an example in Viscount Townshend and his improving system. 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 in that it demonstrates the way in which Townshend’s ideas were also introduced by his neighbouring land owners which demonstrates how ideas were disseminated. It also

gives an attempt to quantify the impact of the Norfolk system in East Anglia. However, it does only consider the development of one area and one particular improvement – the Norfolk system. Candidates may introduce other improvements that were taking place and introduce the debate that many techniques, including the turnip had been in use before Townshend’s use of this in the Norfolk system. **3-5**

- L3: Developed evaluation, drawing conclusion about utility/reliability based on strengths and weaknesses and judged against the context, e.g. develops points made at Level 2. Additionally considers the limitations of Young’s experience – he tended to concentrate only on certain improvers and areas of the country and so ignored much good practice which was taking place elsewhere which had less dramatic outcomes, for example the use of up and down husbandry. Young seems very concerned with the debate as to who actually introduced the turnip rather than the actual use of the turnip. His figures of the consequences of implementing the Norfolk system have been open to much debate – no actual figures are given. **6-7**

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

“The most important reason for agricultural innovation and change in the eighteenth and early nineteenth centuries was the growth in consumer demand.”
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 assertion. **5-8**

- L3: Is able to demonstrate by relevant selection of material *both* from the source *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* own knowledge, explicit understanding of the demands 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 most important factor in agricultural production was the growth of consumer demand as that was what encouraged the development of markets. Candidates may use their own knowledge to link the growth of proto-industry in areas of the country where soil fertility was poor and the need of these producers to purchase food from other areas in the country. However, the source also suggests that the increase in production needed investment. This is a point, which is re-inforced by Source B which considers the work of Townshend and his fellow investors in quadrupling the value of the land in Norfolk. Source C also suggests that the nobility were the main instigators in improving livestock. Source D suggests that landowners had the money to invest and continued to benefit from agricultural improvement. It also re-inforces that demand and production were interlinked. As productivity increased more people were released to engage in other forms of production. From candidates' own knowledge there may be reference to, and the discrediting of the Erle theory. There may be detailed reference to other agricultural improvers such as Robert Bakewell. There may also be reference to changes in population. At the highest levels there may be discussion of the necessary infrastructure to support agricultural change.

Answers at Level 1 may simply describe the main factors affecting agricultural change. The implicit understanding may be that two key factors are linked rather than mutually exclusive. At Level 2 there should be some specific reference to other factors; some answers at this level will be analytical but assertive, but probably concentrating on the two main factors identified in the question and perhaps a heavy reliance on the specific work of improvers. Level 3 responses may consider the contextual factors in more depth, for example the growth in population and urbanisation. At Level 4 there will be an attempt to assess the significance of the factors – considering the significance of the growth of a landless proletariat within the development of a profit culture. They may consider that the large landowners were the ones who were able to innovate as, unlike the smaller owners, they were protected from fluctuations and the consequences of failed crops. 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 the main factors in agricultural innovation.

Question 2

- (a) Comment on the significance of “real wages” in the context of opportunities to marry. (3 marks)

Target: AO1.1

N.B. Candidates did not focus on ‘real’ wages in the true economic sense. Therefore credit was given to those who focused on growth of wage labour and purchasing power cash.

- L1: Basic or partial explanation of the term based on either the source or own knowledge, e.g. wages refers to the purchasing power of the labouring classes. At Level 1 some

candidates may refer to the fact that people were increasingly being paid wages rather than being paid in kind. **1**

- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. when wages were high it would mean two things – people had confidence in the economy and they would be prepared to marry (possible contrast with Levine’s frustrated marriages) and secondly that they could accumulate sufficient savings to marry. A couple who were wage dependent were free to marry if real wages were good. For three marks the candidates might identify the point made by Wrigley and Schofield that real wages were only one factor determining the decision to marry. **2-3**

- (b) Explain how changes in agriculture and industry in the late eighteenth and early nineteenth centuries encouraged people to marry earlier. **(7 marks)**

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue by detailing the main developments in employment in the period mainly changes in the length of, and in some cases disappearance of apprenticeships and the decline in living in. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. considers that the main decline in age at first marriage was in areas where there was proto-industry, such as Shepshed. The decline in certain agricultural areas, especially those linked to dairy farming was less marked, as living in was still prevalent. The growth of towns associated with manufacture increased mobility - this was further increased through enclosure and under employment in agriculture. Mobility did not in itself mean that people were more likely to meet their ideal partner, but it did generally mean employment and a financial base on which to support a family. **3-5**

- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. develops from Level 2 and may consider the decline of male employment in agriculture with the replacement of the sickle with the scythe and the impact of employment of young girls in the factory. The latter is very significant as by their mid-twenties the women tended to be out of employment but also had accumulated some money. Candidates may make reference to the employability of children but this is less secure. The main change is the growth of a wage earning proletariat who only required a wage to enable them to marry. **6-7**

- (c) Examine the reasons why historians do not explain the increase in population between 1780 and 1820 simply as a result of increased fertility. **(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, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates should consider two key elements in answer to this question; firstly the different explanations and their interdependence, and alongside this they should consider the limitations of the data which historians use to estimate changes. Wrigley and Schofield are considered to be the main advocates of fertility but even they demonstrate that 33% of the growth was caused by changes in mortality. Candidates may be familiar with, and rehearse the arguments of, McKeown and Brown, Ashton, Chambers, Flinn et al. concerning changes in mortality rates. They should identify that whilst there is evidence to suggest that life-expectancy increased it was mainly due to improved nutrition. The general economic improvement which led to this also had an impact on fecundity and nuptiality. One of the main reasons why historians have found it difficult to be certain is the inadequacy of data collected in parish registers and candidates should be secure in this knowledge.

Answers at Level 1 are likely to focus on either a general account of the limitations of evidence, or the reasons for a decline in mortality. At Level 2 there will be a wider consideration of the two factors. At Level 3 the supporting evidence will be more secure with some awareness of the link between mortality and fertility. Answers at Level 4 will attempt analysis of the changes in the population structure with reference to infant and child mortality and the impact of this on fertility. They will also look at changes in mortality in adults and what this means for family formation and the extent of a fertile marriage. This will be developed further at Level 5 and candidates may also state that fertility has to be the main reason as mortality alone could not explain the scale of population growth observed.

Question 3

- (a) Comment on “increased efficiency” in the context of production 1780-1830. **(3 marks)**
Target: AO1.1

N.B. No reference to cotton in question – allow reference to any industry.

L1: Basic or partial explanation of the term based either on the source or own knowledge, e.g. in the context of the extract the term is related to the supply of goods and refers either to the growth of the supply networks of raw cotton from the West Indies and southern American states or by the improvement of infrastructure in England. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. efficiency in production may be developed using the candidates' own knowledge to discuss other ways of increasing efficiency which may include the development of the putting out system, the growth of the middleman, investment and improved banking and improved machinery such as the Spinning Jenny. The source is focused on the cotton industry but candidates should not be handicapped if they also refer to other industries. Candidates who focus on technology/power rather than organisation of production should be rewarded appropriately. **2-3**

(b) Explain how the cotton industry was able to increase its output significantly in the years between 1750 and 1830. **(7 marks)**

Target: AO1.1, AO1.2

L1: Demonstrates implicit understanding of the issue by focusing on the main developments in machinery during the period. E.g. Arkwright's water-frame, Crompton's Spinning Mule, Cartwright's power loom and Robert's Self-acting Mule. There may be an attempt to link these to actual improvements in output either in amounts produced or amounts produced per man hour. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. considers that the main growth in output is linked with the application of power, firstly the introduction of water power and later steam. Increased output was also facilitated by the movement from the domestic location to large scale units of production; this also secured the consistency and quality of materials. Economy of scale also led to cheaper prices and to increased demand. Investment in machinery and larger units of production was also dependent on there being a secure market for goods produced. **3-5**

L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. develops from Level 2 and also considers that a skilled and available work force was also necessary. Equally important to the growth of the industry was integrated lines of supply and export, investment and profit and integration of the different elements of production from cleaning of the cotton to dyeing and printing. **6-7**

(c) Examine the degree to which manufacturing changes between 1750 and 1820 transformed the role and experience of the workers but not those of the manufacturer. **(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, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

It is necessary for candidates to have some focus on the manufacturer to be placed in L3 and above.

Answers should focus on the differing experience of the workers from the domestic systems through to the factory experience. The answers should consider who was actually employed, undertaking which tasks and subject to what wages and conditions. There should be a recognition of the continuation of some key elements of the domestic system, in terms of the hand loom weavers and the concentration of young females and pauper apprentices employed in the factories. Candidates should also be aware of the changing nature of the manufacturer from small scale investor/inventor to large scale entrepreneur. They may be aware of the diversity of experience of the manufacturers from the self-made Arkwright to the well endowed Peel, and the successful to those who went bankrupt such as Samuel Oldknow. There was little typical of a manufacturer.

Answers at Level 1 are likely to focus on the main features the workers experienced in the movement from the domestic location to factory production. At Level 2 there will be a more specific account of both the experience of the workers and the manufacturers. At Level 3 the supporting evidence will be more secure and an awareness that both for the workers and for the manufacturers there was not a single experience either in terms of roles or activity. Answers at Level 4 will attempt analysis of the changes which took place and identify what the reasons for these were. They may link the need of the manufacturer to secure his profits and markets as being the main determinant of the workers' experience. This could be developed further at Level 5, perhaps with reference to Samuel Greg.

Alternative S: British Economic and Social History, c1750-1914**AS/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 causes of, and the solutions to, the problem of the poor in the early twentieth 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 a 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 suggests that the causes of poverty are largely the result of the moral failings of the poor and that economic and industrial causes are less important. Source B suggests that the problems of poverty are compounded by the treatment which the poor receive in workhouses which have a degrading effect on the character of all classes of inmates. Source A is more concerned with the causes of poverty than Source B. However, both look at the solutions to the problem. Source B is clear that the responsibility for the solution to the problem of poverty can only be government intervention through a minister for labour. It is also clear that all groups of the poor must be dealt with. Source B is definite that the problems are beyond the capabilities of local authorities. Source A however, looks more to the community, but their efforts should be targeted on organisation and administration. Both sources agree that the current system is failing to deal with the problem of poverty but have significantly different views. Source A concentrates on individual failings, but seems to advocate only the tweaking of the system. Whereas Source B is much more collective in its response and suggests a significant role for the government.

Level 1 candidates are likely to offer generalisations about the overall system of dealing with the poor with some reference to the causes. At Level 2 this will be supported by detailed reference to the sources. At Level 3 candidates will show an understanding of the relative

significance of the different analyses. Level 4 candidates will offer judgement and may develop the different perspectives in the context of the early twentieth century.

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

“The social legislation introduced by the Liberal governments 1906-1914 was limited by financial restraint and ignored the recommendations of contemporaries.”

How far do you agree with this statement? (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 makes recommendations which were vague in terms of measures which could be implemented and candidates will be aware that the majority report was not in favour of sweeping away the existing system of the Poor Law. The recommendations of the Minority Report were more precise and were based on wholesale reform of the system of relief. Other contemporary commentators including Booth and Rowntree provided insight into the causes of poverty but without making wholesale recommendations for change. Booth's suggestions for Labour camps does not seem to have been recognised as a solution by the Liberal Government. The ideas of new liberalism which introduced greater state involvement is also

picked up in Source C. This also places the Liberal legislation within the constraints of political, social and economic pressures. Candidates should discuss the legislation introduced by the Liberals and assess the extent to which they were limited by financial restraint and ideological concerns. Whilst candidates may be familiar with the details of the Children's Act, Old Age Pensions and National Insurance, they should consider the means by which the Liberals funded the initiatives and the concept of throwing a life-belt to the poor. The Liberals were not inclined to help those who had criminal pasts or had not shown a willingness to help themselves. The Liberals were keen to improve social conditions and also to assert new Liberalism as a challenge to Socialism.

Level 1 answers will probably be characterised by a lack of specificity. At Level 2 candidates will have more detailed information selected from own knowledge and the sources but in many cases this will be descriptive. At Level 3 there will be an attempt to consider the material within the context of influences and outcomes and the supporting evidence will be secure. Level 4 candidates will evaluate and make explicit statements and offer 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 the ideological underpinning will be not only secure, but developed.

Questions 2-7 are synoptic in nature and the rewarding of candidates 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 each specific mark scheme for each question.

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

L1: *Either*

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

Or

Answers 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 almost to 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.

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 pressure to reform the Poor Law was ideological rather than the result of political or social unrest.”

How far do you agree with this assessment of the reasons for the Poor Law Amendment Act of 1834? *(20 marks)*

Target: AO1.1, AO1.2, AO2

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

This essay requires candidates to examine the reasons for the amendment of the poor laws in 1834, and the extent to which these were the result of shifts in ideology associated with the reform of Parliament, or an increasing fear of the power of the working classes linked to the Swing Riots. Whichever explanation one gives for the reform, most contemporaries wanted the poor to be moral, upright and hardworking and not to challenge the newly acquired political status quo. The recent historiography of the debate suggests that the newly enfranchised middle classes, identified as being the key influence in the reform by the Webbs, were of less significance than the established force of the land-owners who wished to secure their power and influence through the magistracy and the boards of Guardians. Answers may also take the approach of considering the influence of Utilitarianism and the influence of Edward Chadwick. This is particularly significant in the context of Blaug’s criticism of the conduct of the Royal Commission of Enquiry. Discussion of financial concerns can be allowed.

Level 1 answers are likely to lack specific information and rely on generalities about the limitations of the enquiry and the views of the middle classes. There will be more relevant details at Level 2 concerning the wider reasons for reform and reference to the different types of unrest. Level 3 should offer an attempt at balance between the two interpretations. Level 4 answers will consider the ideological changes as they impacted on the different social groups. Level 5 answers may include greater reference to the historiography within an explicit judgement and evaluation.

Question 3

To what extent were the problems which agriculture faced in the Great Depression the result of regional agricultural difficulties rather than a reluctance to invest and innovate? (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 examine two specific explanations of the Great Depression in agriculture. Candidates may also consider that the crisis in agriculture was seen by contemporaries as a result of the repeal of the Corn Laws. The depression in agriculture did affect wheat farmers more severely and the dairy farmers were less affected. As, by the second half of the nineteenth century agriculture was regionally specialised, there is an argument that key arable areas were more affected than those where pasture was prevalent. Farmers who invested in drainage schemes and in machinery were probably more successful than those who continued with backward practises. However, the really successful farmers were those who diversified, especially dairy farmers and those involved in market gardening. There is little doubt that the position for some British farmers was compromised by foreign imports of wheat and meat, and another factor affecting the prosperity of farmers was a series of poor summers.

Level 1 candidates may offer generalised description without addressing the question. At Level 2 there should be an attempt to address the separate reasons for the problems experienced by agriculture. The evaluation will be clearer at Level 3 and the supporting material, either statistics or direct reference to the Royal Commission will be more secure. At Level 4 and Level 5 the judgement in terms of the question will be explicit and for the higher marks there will be an awareness that whilst generalisations can be made not all grain farmers were affected. There may also be a consideration of falling production costs and differential prices.

Question 4

“The growth and development which occurred in industry between 1850 and 1870 was more seriously undermined by foreign competition in the last quarter of the nineteenth century than by structural weaknesses.”

How far do you agree with this assessment of British industrial production in the second half 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

This question asks candidates to examine two key periods: the period of growth in the mid-century (a second industrial revolution) and the challenge of foreign competition. For the higher levels candidates should consider whether the former was undermined by the latter. In discussing growth the candidates should focus on the application of steam power and the extension of factory production beyond the textile industries. The development of the staple industries was clearly based on a growing export market. The challenge that the USA and Germany presented to these markets was significant, but, whilst the rate of Britain's growth slowed down, candidates should be aware that Britain's exports continued to grow. The cotton industry which was the key to Britain's export markets was not really affected until after the First World War when the impact of Japanese production and the sale of machinery to Indian manufacturers had a clear impact. The British market was to some extent exploited by foreign producers attracted by the lack of tariff barriers. It would be incorrect to state that the growth was seriously undermined in the last quarter of the century but the foundations for Britain's future problems were established.

Level 1 candidates may consider one of the two periods in a general way. By Level 2 there must be an attempt to consider the two periods, although an attempt to link them will not be developed. A clear comparison should be made at Level 3 where one would expect the supporting evidence to be relevant and secure. At Level 4 the candidates should make a clear assessment which reflects the short and longer-term trends. Judgement and a structured argument with detailed and precise evidence should characterise Level 5 responses.

Question 5

“The condition of the urban working classes failed to improve in the second half of the nineteenth century despite the efforts of trade unions and successive governments.”

How far do you agree with this statement?

(20 marks)

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

Marks as follows:

L1: 1-6

L2: 7-11

L3: 12-15

L4: 16-18

L5: 19-20

Indicative content

This question requires candidates to examine whether the condition of the urban working classes failed to improve, and if it did not whether this was the result of the failure of the trade unions or successive governments. There is evidence to suggest that in key areas such as falling food prices and from increasing wage rates and from the growth of a wider range of better paid jobs that the condition of the urban working class did improve. However, this was offset by an increased risk of unemployment which was the result of the so-called depression of 1873-1896. It was in the area of job protection that many workers turned to trade unions for support. The strike action taken by the Match Girls and the Dockers in the late 1880s had considerable impact on attitudes amongst the working classes, but limited impact on job security. Other sectors were affected by increased mechanisation which de-skilled many

workers. The role of the Trade Unions in the formation of a Labour Party was also critical – if more for finance. There should also be some recognition of the support given to the Liberal Party by some unions.

Level 1 and Level 2 answers are likely to focus on the main events such as the Match Girls, with varying degrees of details. By Level 3 there should be some attempt to pass judgement although the analysis will be partial. Level 4 candidates will consider the different experiences of the skilled and unskilled and different industries over time. Level 5 answers should see an attempt to consider the interplay of economic, political power and the unions' increased influence over this.

Question 6

How far was government involvement in education between 1850 and 1914 determined by political concerns rather than social needs? *(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 look at the reasons for educational opportunities offered by the state. Whilst the less able candidates will consider the two issues separately and consider the need to empower the working classes to enable them to vote and perhaps gain better employment, the more able candidates are likely to see the two as linked in terms of creating a stake-holder society and addressing the problem of the under-class. The answers should consider inherent class bias – initially with the Forster Act state education still favoured the middle-classes as education was not free. Attempts to establish state secondary education also favoured the middle classes as, even where children had their fees paid for them the family still had to pay for incidentals and were deprived of the child's income. Where children were able to gain secondary education their economic opportunities were increased but for many children the ability to read and write was an end in itself and could not be put to any formal use (outside of the polling booth and the registration of births, marriages and deaths). Social exclusivity continued – most middle-class children were educated by private providers. Working class girls learned basic skills of nutrition and hygiene which may have had positive outcomes for their futures as housewives and mothers but were also helpful for employment as domestic servants. If working class children's opportunity increased in education, the opportunities for middle-class children continued into their working lives.

Level 1 and Level 2 candidates are likely to rehearse the main pieces of legislation from Forster to Balfour and to describe the type of education being offered. They may also summarise the reasons behind the acts being passed. By Level 3 there should be an assessment of what 'educational opportunities' actually constituted. There should also be a recognition that there was a significant difference between intention and result and the implications for the different classes. By Level 4 there should be an attempt to place the educational provision in its wider context in terms of the opportunities and need of unskilled,

semi-skilled, skilled and professional workers. At this level there should be a developed distinction between working and middle class education and the work of Morant. They may also consider differences between girls and boys. Level 5 candidates will stress that the political concerns of the different parties and their social concerns changed over time.

Question 7

“A woman’s role remained unchanged in the period 1870-1914. She was a housewife and mother, not a worker and certainly not a political activist.”

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

Many candidates will use this question to rehearse details of the Suffragettes campaign – at the lower levels the high points of violence and force-feeding. The more developed response should consider the support given to the Suffragettes as well as their actions. The Suffragettes had little support from either the political parties or from the majority of women who would not have been enfranchised by their demands. Undoubtedly the suffragettes did cause the Liberal governments problems and may have hardened attitudes. It does seem to be the case that other issues were considered either more important or more pressing. The Parliament Act of 1911, the problems associated with Home Rule and the trade unions were all more serious. The consideration given to the vote for women was in every case an aspect of the wider enfranchisement of the working classes.

Level 1 and Level 2 candidates are likely to present a narrative descriptive account which focuses on intransigent politicians in the face of the brave Pankhursts. By Level 3 there should be an awareness of the attempts to pass legislation and the reasons for their failure. At this level there should also be an attempt to consider the significance of the other demands on government time. This will be developed further at Level 4, and by Level 5 there should be an awareness of the attitude of the government and opposition to the extension of the franchise and the nature of political participation.

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

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

How valid is the interpretation offered by Forty concerning the cause and 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 with reference 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 in that most people believed in the miasmatic theory of the spread of disease until the late nineteenth century. Level 2 answers will link this with the development of scientific theory linking the work of John Snow on Cholera to the wider application of the Germ theory. Level 2 answers may be generalised in this respect but Level 3 answers should recognise the detail of this interpretation and also begin to consider its limitations. Level 4 candidates may consider that the public health reformers such as Chadwick favoured the miasmatic theory whereas the contemporary medical profession had questioned this in the mid-nineteenth century, but had not been so influential.

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

How useful is **Source C** to historians in their analysis of changing mortality rates?
(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 table demonstrates changes in death rates per 1000 of the population for quinquennial groups between the ages of 10 to 54. This may be supported by reference to the statistics to give token examples indicating a fall in the death rate. Level 2 responses will consider the limitations of the evidence in simple terms – it does not give mortality rates for the old or the very young. It is also not clear from the statistics where the information was taken from. These issues will be taken further at Level 3; high rates in infants and children had been a significant feature of early urbanisation and, as the most vulnerable group, they are a more sensitive indicator of improvements. The statistics identify trends but they do not give reasons. Level 4 candidates will consider that national figures obscure local differences and that detailed breakdowns as to causes of death were only required by statute from areas where the death rate was particularly high.

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

Consider the view that “the reason for improved life expectancy during the second half of the nineteenth century was that society had acquired, not only the means, but also the will to undertake enormously expensive enterprises”. *(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 emphasises the change in scientific understanding but relates this not to the investment in large scale public works schemes but focuses it on individual responsibility which can only be addressed through education about individual cleanliness. Candidates will use their own knowledge to identify that the government did use universal education to teach basic hygiene and to teach girls home-management skills. However, they should note that education on such a scale was major public investment and the supply of water and the removal of waste which were necessary to support such understanding were major investments. Together they demonstrate the co-existence of individual and collective responsibility. The two elements were present both in ideology and in political will. This is picked up in Source B which stresses the political impetus from central government but also the reluctance of some local authorities to invest in public works schemes. Candidates will use their own knowledge of local councils to illustrate that this had major regional variations. Importantly this stresses the importance of local opinion which was subject to local ideologies and political pressures. The table illustrating mortality rates demonstrates that it is likely that public health investment was responsible for the gradual fall in mortality between 1838 and 1882, but other features such as scientific knowledge was the reason for the more rapid fall in the younger age group in the subsequent period. In older age groups the impact is less clear. Level 1 candidates are likely to do little more than repeat the content of the sources. At Level 2 the argument will be clearly for or against the proposition but with limited supporting information. By Level 3 there will be an attempt to present evidence both for or against, either presented by named historians or by referring to known factual information. Level 4 answers will see much clearer synthesis between the sources and knowledge and a judgement will be identified in the conclusion. For Level 5 the argument will be sustained throughout and the conclusion reached will be judged on the range and nature of the evidence presented.