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**General Certificate of Secondary Education  
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**GCSE History A                      40402B**

**Unit 2 Option B**

**Britain, 1815–1851**

**Final**

***Mark Scheme***

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

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

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**A: INTRODUCTION**

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

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

- **The Assessment Objectives (AOs)**

<b>Assessment Objectives</b>		<b>% weighting</b>
<b>AO1</b>	<b>Recall, select and communicate their knowledge and understanding of history</b>	<b>30</b>
<b>AO2</b>	<b>Demonstrate their understanding of the past through explanation and analysis of:</b> <ul style="list-style-type: none"> <li>• <b>key concepts: causation, consequence, continuity, change and significance within an historical context</b></li> <li>• <b>key features and characteristics of the periods studied and the relationship between them</b></li> </ul>	<b>30</b>
<b>AO3</b>	<b>Understand, analyse and evaluate:</b> <ul style="list-style-type: none"> <li>• <b>a range of source material as part of an historical enquiry</b></li> <li>• <b>how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</b></li> </ul>	<b>40</b>

- **Levels of Response Marking Schemes**

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. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

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 and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

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**B: QUESTION TARGETS & LEVELS OF RESPONSE**

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### **C: DECIDING ON MARKS WITHIN A LEVEL**

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, 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. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

**D: SOME PRACTICAL POINTS**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

**Paper 2: Britain 1815-1851**

**Section A The Railways**

**Question 1**

- (a) What do **Sources A** and **B** suggest about the railways? **4**
- Target: Comprehension and inference from historical sources (AO 3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Answers that select details from the sources** **1**  
 e.g. in Source A there are lots of people on their own trains like toys
- Level 2: Answers that draw a simple inference from the source** **2-3**  
 e.g in both Sources A and B they don't think the railways are a good idea
- Level 3: Answers that develop a complex inference from the sources** **4**  
 e.g. The sources show that there was a lot of fear and ignorance about the railways in the early days. They could not see how the technology would work.



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<b>(b)</b>	<p>What different impression of the railways is suggested by <b>Sources C</b> and <b>D</b>? <span style="float: right;"><b>6</b></span></p> <p>Explain your answer using <b>Sources A, B, C</b> and <b>D</b>.</p> <p><b>Target: Comprehension and inference from historical sources (AO 3)</b></p> <p>Candidates either submit no evidence or fail to address the question <span style="float: right;"><b>0</b></span></p> <p><b>Level 1: Answers that select details from sources C and/or D</b> <span style="float: right;"><b>1-2</b></span>  e.g. Source C shows lots of people rushing about the station.</p> <p><b>Level 2: Answers that provide a simple comparison based on the details of the sources</b> <span style="float: right;"><b>3-4</b></span>  e.g. the impression in Source A is that people will be hurt but they look well in C.</p> <p><b>OR</b></p> <p><b>Answers that use the sources but provide an inference</b>  e.g. in Source A there are lots of people on trains but in C the train is very popular with a lot of people.</p> <p><b>Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources</b> <span style="float: right;"><b>5-6</b></span>  e.g. The attitude to the train in B is one of fear and scepticism but in D there is awe and enthusiasm.</p>
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<b>(c)</b>	Why do you think <b>Sources A</b> and <b>B</b> give a different impression to <b>Sources C</b> and <b>D</b> ? Explain your answers using <b>Sources A, B, C</b> and <b>D</b> and <b>your knowledge</b> .	<b>8</b>
	<b>Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AOs 1, 2 &amp; 3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that select details from sources.</b> <b>OR</b>	<b>1-2</b>
	<b>Answers that say how the sources are different</b> e.g. they are different because A shows lots of smoke and is dark but in C it is light and colourful. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Answers based on simple reasoning based on differences in author, audience, time or place</b> e.g. Source A is a picture of what was thought to happen in the early days whereas in C and D people have had time to find out. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-4</b>
	<b>Level 3: Answers based on developed reasoning based on differences in author, audience, time or place.</b> Answers will probably be based on how the authors acquired information or their intentions in writing e.g. Source D is by an impressionable young woman who has no fear because she was with Stephenson and he would not frighten her. Frith wants to sell his painting so he makes it busy and captures the excitement of the station and train travel. A and B are done before people knew about trains and are meant to entertain and scoff at the new form of travel to amuse people. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>5-6</b>
	<b>Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences</b> e.g. Source A and B seem to have little first hand experience of trains. Kemble gets the attention of the creator of the Liverpool to Manchester railway. He would not choose to frighten the young woman who has no prejudice against the railway as in B or ignorance as in A and who has a poetic, magical experience on the train... The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	<b>7-8</b>

<b>(d)</b>	How useful is <b>Source E</b> for understanding the lives and work of the navvies in the nineteenth century? Explain your answer using <b>Source E</b> and <b>your knowledge</b> .	<b>8</b>
<b>Target: An evaluation of utility (AOs 1, 2 &amp; 3)</b>		
<b>Candidates either submit no evidence or fail to address the question</b>		<b>0</b>
<b>Level 1:</b>	<b>Answers that assert a source(s) are useful or not because they tell us something about the lives and work of the navvies in the 19 century.</b> Answers may select details from the sources to support the answer e.g. Source E is useful because it shows the navvies fighting. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
<b>Level 2:</b>	<b>Answers that explain that one source is useful or not because of its provenance in relation to the lives and work of the navvies in the 19 century</b> e.g. Source E is useful because it was drawn by a skilful artist who was detailed and accurate. Green would have had to have done some research for his drawing and has tried to show how they lived and their work in order to educate children.	<b>3-4</b>
<b>OR</b>		
	<b>Answers that explain that Source E is useful or not through an understanding of its content in relation to the lives and work of the navvies in the 19 century</b> e.g. Source E is useful because we know that the navvies were feared and hated for their violence and rough living. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
<b>Level 3:</b>	<b>Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the lives and work of the navvies in the 19 century .</b> Source E is useful because it was drawn by a skilful artist who would not want to misinform children and he wanted help children understand and therefore would do research about the Royal Albert bridge because it was unique and we could check it. Perhaps there was a report of fighting of navvies when they built the bridge because they were rough people. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>5-6</b>
<b>Level 4:</b>	<b>Answers that develop out of level 3 and evaluate the relative importance, or relationship, of provenance and content or consider the source in the context of other relevant sources</b> e.g. the picture was in popular children's' magazine so it would be trying to summarise the work and lives of the navvies and make children interested. It tries to summarise the good and the bad because it shows the wonderful things they built that are probably still there today and the rough dangerous	<b>7-8</b>

lives of the people who built them.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

<b>(e)</b>	Why were the railways important for the development of Britain?	<b>10</b>
	<b>Target: Explanation of an historical problem, issue or threat (AOs 1 &amp; 2 )</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors or factual details of the development of the railways.</b> e.g. the surprise was that lots of people wanted to travel on the railways. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
	<b>Level 2: Answers that comment briefly on several factors, to do with the importance of the railways</b> e.g. the railways increased the number of jobs available. They used a lot of raw materials and were important for making communication quicker.	<b>3-5</b>
	<b>OR</b> <b>Answers that identify and explain one factor, in depth to do with the importance of the railways</b> e.g. The railways were important because they had a social impact. People became more mobile accepting jobs further away from their homes because of rail travel. They enjoyed holidays in seaside towns. The railways improved diets and brought newspapers quickly to readers. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
	<b>Level 3: Answers that recognise and explain several factors to do with the importance of the railways in specific detail</b> e.g. The railways had an economic impact because they stimulated jobs. Jobs were created building the railways and then running them, They had a social impact in increasing political activity, and social mobility. People had time standardised through the country and a whole new range of leisure activities such football matches and holidays... The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>
	<b>Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors</b> e.g. all factors needed to come together to make important changes in Britain. The major financial effect was to boost regional stock markets and boost the level of the country's savings beyond 10%. This had a knock-on effect on other industries. Perhaps the most important effect was as Ruskin put, 'the railways were a device for making the world smaller.' It took less time to get between places and therefore brought more people together more often and more quickly... The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	<b>9-10</b>

**EITHER**

**Section B The Vote**

**Question 2**

- (a) What was important about who had the right to vote before 1832? **4**
- Target: Understanding of the key features of the period (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question 0**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-2**  
**Answers will show simple recognition of who could vote**  
e.g. You could vote if you lived in the county and owned freehold property worth £2.
- Level 2: Explanation shows understanding in a broader context of the period. 3-4**  
**Answers will show knowledge of some distinctive features of who could vote**  
e.g. The franchise was largely based upon land ownership. In the counties it was straightforward and based on the £2 freehold. However in the boroughs the right to vote depended on different rights and customs in different areas.

<b>(b)</b>	Using <b>Source F</b> and <b>your knowledge</b> , explain how elections were organised before 1832.	<b>8</b>
	<b>Target: Understanding of the key features of the period. (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes the electoral system</b> e.g. There were pocket borough and potwallopers and there were only a few voters. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Considers a singular cause (probably based upon the picture offered) and/or mentions other aspects related to the conduct of elections</b> e.g. The system was unfair because you had to vote in public everyone could see what you were doing. They could blackmail you. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-5</b>
	<b>Level 3: Explains more than one cause related to the conduct of elections. At this level responses will explain more than one or two aspects apart from those suggested in the picture</b> e.g. The system was unfair because people who had no say in how it was spent made so much of the country's wealth. The elections themselves were corrupt because everyone knew how you voted. There was much bribery and violence. People would sell their vote to the highest bidder. There was no secret ballot. Mad people and invalids like in the picture would be bribed or paid to vote for a particular candidate. The election was often a rowdy and boisterous affair. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>

<b>(c)</b>	How important was the fear of revolution, amongst other factors, for the passing of the Great Reform Act in 1832?	<b>12</b>
<b>Target: An understanding and evaluation of consequence (AOs 1 &amp; 2)</b>		
Candidates either submit no evidence or fail to address the question		<b>0</b>
<b>Level 1:</b>	<p><b>Answers that provide general statements, describe single factors or factual details of the Reform Act</b></p> <p>e.g. I know that the system of law and order was put under stress. I know that there were riots in Bristol and Birmingham and other large towns. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	<b>1-2</b>
<b>Level 2:</b>	<p><b>Answers that comment briefly on several aspects to do with the consequences of the passing of the Great Reform Act. Answers at this level are likely to assume the importance of aspects(s)</b></p> <p>e.g. The Act was passed because there had been pressure for along time and it was the right thing to do. The middle classes made the wealth and they had no say. The old system was flawed.</p> <p><b>OR</b></p> <p><b>Answers that identify and explain one aspect, in depth, to do with the passing of the Great Reform Act which may be the fear of revolution. Answers at this level are likely to assume the importance of the aspect</b></p> <p>e.g. It is right because there were riots in Bristol in October 1831 and 12 people died. Over 100 rioters were arrested and 4 were hanged. So there was pressure for change and violence.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	<b>3-6</b>
<b>Level 3:</b>	<p><b>Answers that recognise and explain several aspects to do with the passing of the Great Reform Act in specific detail or provide details. Answers at this level may begin to evaluate the importance of aspects(s)</b></p> <p>e.g. The system of law and order was put under stress. I know that there were riots in Bristol and Birmingham and other large towns so violence was a concern. But there were other reasons for reform such as the press campaign in unrepresented cities in newspapers like the 'Leeds Mercury', 'The Manchester Guardian' and 'The Newcastle Chronicle'. They were strong in their support. The Cholera of 1831 and the economic slump in 1829 and 1831 also added pressure for change to the system...</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	<b>7-10</b>



**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved 11-12**

e.g. It was the inability of the government to police effectively a vast number of riots that focused minds on the need to concede reform. The events of the French Revolution were too terrible to imagine and they wanted to avoid... The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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OR

**Section B Population and Emigration**

**Question 3**

- (a) What was important about the changes to the population of Britain between 1815 and 1851? **4**

**Target: Understanding of the key features of the period (AOs 1 & 2)**

**Candidates either submit no evidence or fail to address the question 0**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-2**

Answers will show simple recognition of population or change to it.  
e.g. In the nineteenth century the population grew. It had doubled by 1851.

**Level 2: Explanation shows understanding in a broader context of the period. 3-4**

Answers will show knowledge of some distinctive aspects of the changes in population

e.g. In 1801 17% of the population lived in towns. In 1831 it was 25% and by 1851 over 50% lived in towns. This shows a move from rural to urban living. However the cities could not cope with so many people and there was widespread poverty.

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<b>(b)</b>	Using <b>Source G</b> and <b>your knowledge</b> , explain why the journey was difficult for people emigrating at this time.	<b>8</b>
	<b>Target: Understanding of the key features (AOs 1, 2 &amp; 3)</b>	
	<b>Candidates either submit no evidence or fail to address the question</b>	<b>0</b>
	<b>Level 1: Describes the source only</b>	<b>1-2</b>
	<b>OR</b>	
	<b>Describes the journey</b> e.g. The journey was long and sometimes they would go half way round the world to Australia. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: Considers a singular aspect and/or mentions other aspects related to the difficulty of the journey</b> e.g. There was the problem of seasickness if the seas were rough and as it shows they are probably thinking about when or if they would see their family again as they leave the white cliffs of Dover behind them. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	<b>3-5</b>
	<b>Level 3: Explains more than one aspect related to the difficulty of the journey</b> At this level responses will explain more than one or two aspects apart from those suggested in the quotation e.g. The source shows that there was a problem of food on board because there are cabbages all round the deck on netting. We know that on some ships there was disease, cramped conditions and poor food. The journey did not have to be difficult because they could find that conditions were good on some ships. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	<b>6-8</b>

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- (c) How important was the prospect of a better life abroad, amongst other factors, in causing emigration from Britain between 1815 and 1851? **12**
- Target: An understanding and evaluation of causation (AOs 1 & 2)**
- Candidates either submit no evidence or fail to address the question 0**
- Level 1: Answers that provide general statements, describe single factors, give factual details about or just a single statement about emigration 1-2**  
 e.g. People went from Ireland and Scotland to America. Some migrants thought they would get rich in the gold rush.  
 The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that comment briefly on several factors to do with the reasons for emigration 3-6**  
 e.g. The emigrants who were agricultural labourers made redundant by machinery or changes to farming patterns thought they had a better chance abroad. They had the prospect of a good job and the chance to have plenty of food. Some wanted religious freedom or political freedom away from the oppression they felt in Britain.
- OR**
- Answers that identify and explain one factor, in depth to do with reasons for emigration that may be the prospect of a better life abroad.**  
 e.g. The potato was the main food for the Irish but the crop failed in each year from 1846-1849. Over one million Irish people died of starvation and disease. Thousands who were unable to pay their rents were evicted. The landlords used the 'infamous Gregory clause' to clear tenants from land and change to livestock farming. In this period two and half million Irish people emigrated mainly to Canada and the USA.  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers that recognise and explain several factors to do with reasons for emigration in specific detail or provide details of the links between factors 7-10**  
 e.g. Many people left Ireland because there was no future for them. There was competition for land and many faced starvation if they stayed. So although they could hope for a better future abroad they had nothing to look forward to if they stayed. Large areas of Scotland too were cleared of people as the landowners put sheep to graze. These were presented as 'improvements' but they weren't for the small farmers who were pushed out. On the farms of England farmers used machines and needed fewer workers. Opportunities abroad were advertised enticingly to people. With a free passage this was very attractive...  
 The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
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**Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors. 11-12**

E.g. Clearly there was a mixture of 'push' and 'pull' factors but the 'pull' of a better life was powerfully encouraged by magazines and newspapers and the government as a way of solving the problems of poverty. They 'enabled' emigration by subsidising passages abroad. However for many rural labourers it was the prospect of owning land that proved a very powerful incentive; farming was after all what most people knew and could do easily. The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

**UMS conversion calculator:** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)