



**General Certificate of Secondary Education
June 2012**

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 students' 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 students' 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 students' 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)**

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

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students 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 students' 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.

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 students 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 students and in more sophisticated ways by students 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 students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student'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 student 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 students 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student 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 student'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 students 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 student 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 lives of people in the industrial towns****Question 1**

- (a) What do **Sources A and B** suggest about child labour in factories? **4**
- Target: Comprehension and inference from historical sources (AO3).**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Answers that select details from the sources.** **1**
Eg factory children are hit with a strap.
- Level 2: Answers that draw a simple inference from the source.** **2-3**
Eg Source B says that making children work very long hours is wrong.
- Level 3: Answers that develop a complex inference from the sources.** **4**
Eg in Source B normal family life and the children's relationships with their parents is not possible because the children go to the mill for so long. Some children would have a better life in prison.

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- (b)** What different view of child labour in factories is suggested by **Sources C and D**. Explain your answer using **Sources A, B, C and D**. **6**
- Target: Comprehension and inference from a comparison of historical sources (AO3).**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Answers that select details from Sources C and/or D.** **1-2**
 Eg in Source D the children look happy – eating and playing at lunchtime.
- Level 2: Answers based on a comparison of details in source(s) C/D and Source(s) A/B.** **3-4**
 Eg the impression in Source C is that lots of children work but in Source B they don't see their parents.
OR
Answers based on simple inference(s) from source(s) C/D and Source(s) A/B.
 Eg the impression in Source A is that child working is cruel but in Source C the Leeds Mercury says that many families need the children to work.
- Level 3: Answers based on complex inferences in Sources C/D and Source(s) A/B.** **5-6**
 Eg in Source B the author compares the working conditions for children in English factories critically with those in slave plantations and favourably with prisons. He makes out a moral case for shorter working hours. In Source D the impression is that the parents approve and it is positive, and it is essential that children work for so long.
-

(c)	Why do you think Sources A and B give a different view to Sources C and D ? Explain your answers using Sources A, B, C and D and your knowledge .	8
	Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AOs 1, 2 & 3).	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Answers that select details from sources OR Answers that say how the sources are different. Eg they are different because Source C is about a law and Source B is about children and crime. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Answers based on simple reasoning based on differences in author, audience, time or place. Eg Source C was written for Yorkshire people. Source B is about speaking to MPs in London. 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.	3-4
	Level 3: Answers based on developed reasoning based on differences in author, audience, time or place. Answers will probably be based on how the authors acquired information or their intentions in writing. Eg Source C is writing for a readership that is probably middle class and can read. Many might be factory owners or foremen. Source B is by a known campaigner for reform in the factories. He is giving evidence to MPs so that the law can be changed. If the newspaper did say what he said the people would stop buying the paper. 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.	5-6
	Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences. Eg in Source B and Source C they are not arguing against child labour, just how long the children should work for. Source D seems to be an idyllic view that shows the children happy and relaxed, he may be celebrating the modern world and the factory system that created it, but it does not show the conditions inside the factory such as in Source A. 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.	7-8

- (d) How useful is **Source E** for understanding the effects of the growth of towns in the nineteenth century? 8
 Explain your answer using **Source E** and **your knowledge**.
- Target: An evaluation of utility (AOs 1, 2 & 3).**
- Candidates either submit no evidence or fail to address the question. 0
- Level 1: Answers that assert a source(s) are useful or not because they tell us something about the effects of the growth of towns in the nineteenth century.** 1-2
 Answers may select details from the sources to support the answer.
 Eg Source E is useful because it shows lots of houses and bricks being fired into fields.
 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 explain that one source is useful or not because of its provenance in relation to the effects of the growth of towns in the nineteenth century.** 3-4
 Eg Source E is useful because it shows that people were aware of the changes to the countryside and Cruickshank is satirising one of the features of modern life in the nineteenth century in *Punch*. He likens the spread of towns to an army taking on and defeating the countryside. The trees and hayricks retreat in terror.
OR
Answers that explain that Source E is useful or not through an understanding of its content in relation to the effects of the growth of towns in the nineteenth century.
 Eg Source E is useful because it shows that the dirt and pollution associated with urban growth. If you look carefully the houses already have cracks in the walls. The housing in towns was of a poor quality because it was not regulated by laws.
 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 appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the effects of the growth of towns in the nineteenth century.** 5-6
 Eg Source E shows that many people understood that the so called 'new' streets advancing on the countryside, like an army, are in fact very poorly built and all the same. This was because there were no regulations governing building. Cruickshank makes clear his disapproval of the urban growth and the pollution it brings. You can see the factories are to the left of the picture behind the new houses. He is saying the building is relentless and destructive.
 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.

Level 4: 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.

Eg Cruikshank is making fun of the conditions but the cartoon has a serious point. The leader is a Mr Goth, in other words, a barbarian. The destruction of the countryside was needed to provide housing space for the people flooding into the cities in search of work. Cruikshank shows that he knows that they are losing something precious not just the land.

7-8

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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- (e) Why was it difficult to improve living and working conditions in the period 1815-1851? **10**
- Target: Explanation of an historical problem, issue or threat (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 or factual details of the living and working conditions or their improvement.**
- Eg the conditions in some factories were needed to make it work. So cotton had to be spun at 27-29C. This gave the workers lung and throat diseases. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development. **1-2**
- Level 2: Answers that comment briefly on several factors, to do with the difficulty of improving living and working conditions.**
- Eg there was a reluctance to interfere in people's affairs. This was *laissez faire*. There was great ignorance about factory conditions until the end of the period. The Reform Act worked against the reformers of conditions because they saw more power given to the class from which the factory owners came.
- OR**
- Answers that identify and explain one factor, in depth to do with the difficulty of improving living and working conditions.** **3-5**
- Eg factory owners made large amount of money from employing children. They were reluctant to give up easy profits. If children worked shorter hours there was the problem of what to do with them. There was not universal schooling. Parents worked with factory owners to make the factory inspectors' task difficult.
- 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 the difficulty of improving living and working conditions in specific detail.**
- Eg the principle of *laissez faire* inhibited government legislation to improve conditions. There needed to be more Reports and Royal Commissions like the one into the Mines that reported in 1842. This replaced ignorance with knowledge about conditions. There were few people like Oastler, Sadler and Robert Owen who put forward an alternative case. The Electoral Reform Act of 1832 worked against the reformers of conditions because they saw more power given to the class from which the factory owners came. Parliament would not pass laws when it was against the interests of its members.
- 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. **6-8**
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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.

Eg when the franchise was extended in 1867 and 1884 then the political incentive was there to reform conditions. The work of more enlightened factory owners was more widely recognised. The working class were more educated, better informed and better organised, these were the keys to improving living and working conditions.

9-10

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.

EITHER

Section B Working Class Protest and Organisation

Question 2

(a) Why were the Swing Riots important? **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.

Answers will show simple recognition of the Swing Riots. **1-2**
 Eg the Swing Riots happened in the summer of 1830. There were machine breaking, wage riots and threats towards farmers.

Level 2: Explanation shows understanding in a broader context of the period.

Answers will show knowledge of some distinctive features of the Swing Riots. **3-4**
 Eg the impact of the Swing Riots was to frighten the government and made them more inclined to parliamentary and Poor law Reform. They were mindful of the French Revolution and were surprised at how fast disorder had spread in England during the riots. However, the riots were confined to the south and east of England.

(b)	Using Source F and your knowledge , explain how Trades Unions tried to help workers.	8
	Target: Understanding of the key features of the period (AOs 1, 2 & 3).	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Discusses the source only OR Describes the Trades Unions.	
	Eg Robert Owen, a mill owner and reformer, founded the first national Trade Union, the GNCTU. By June 1834 it had over half a million members. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Considers a singular aspect (probably based upon the picture offered) and/or mentions other aspects related to the activities of the Trades Unions.	
	Eg the Trades Unions represented their members to try to stop pay cuts, shorten working hours and give the working classes a voice. They protested against actions that harmed or hurt their members like the conviction of the Tolpuddle Martyrs. 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.	3-5
	Level 3: Explains more than one aspect related to the activities of the Trades Unions. At this level responses will explain more than one or two aspects apart from those suggested in the picture.	
	Eg the Trades Unions protested, as in the picture, against injustices such as the conviction of the Tolpuddle Martyrs in 1834. The Martyrs got a full pardon in 1836. A lot of the anger felt by working people found expression in the Chartist movement. Trades Unions fought for better working conditions and more pay. They used strikes as well as mass meetings and petitions, and got publicity for injustices done to their members. In order to combine their power members took oaths to stick and act together – this is what the martyrs were accused of. But the early Trade Union movement was not very successful due to lack of organisation. 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.	6-8

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- (c) How important was the violence of some Chartists, amongst other factors, for their failure? 12
- Target: An understanding and evaluation of consequence (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 or factual details of the Chartists and their failure.** 1-2
- Eg the Chartists produced three petitions. The last one was in 1848.
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 aspects to do with the failure of the Chartists. Answers at this level are likely to assume the importance of aspects(s).**
- Eg the Chartists could not bring more reform because they had little money and the newspapers were against them. The government was beginning to pass laws favourable to the working class.
- OR**
- Answers that identify and explain one aspect, in depth, to do with the failure of the Chartists which may be the violence of some Chartists.** 3-6
- Answers at this level are likely to assume the importance of the aspect.
Eg the Government were very efficient at using their power, the troops and police, and legal system to stop the Chartists. Many Chartist leaders were arrested and imprisoned for relatively short periods of time thus the Chartists lost their leaders. Short sentences meant that there were few protests from the Chartists themselves.
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 aspects to do with the failure of the Chartists in specific detail or provide details. Answers at this level may begin to evaluate the importance of aspects(s).** 7-10
- Eg Chartism failed less because of its violence, and more because it lost support when economic conditions improved. The Chartists were unable to achieve more because their wider support coincided with periods of economic hardship such as in 1839, 1842 and 1848. The authorities used the efficient communication of the railway and telegraph, and used the railway to get troops to trouble spots. Many Chartist leaders were arrested and imprisoned for relatively short periods of time thus the Chartists lost their leaders. The Press was against them, *The Times* emphasised their violence and *Punch* ridiculed them.
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.

Eg the violence of the Chartists discouraged a lot of middle-class support which was influential in the Anti-Corn law League. The split in the Chartist ranks between moral and physical force meant they were a divided movement, which was poorly organised and dividing its energies. It failed because it could not present a united face to the working class, who lost interest in the good times and would not spare the economic resources in the bad times.

11-12

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.

OR

Section B The Poor

Question 3

(a) What were the Speenhamland and Roundsman systems important? **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.

Answers will show simple recognition of Speenhamland and Roundsman systems. **1-2**

Eg the Speenhamland was system was where you got a payment if you were poor based on the cost of living. It began in Berkshire in 1795.

Level 2: Explanation shows understanding in a broader context of the period.

Answers will show knowledge of some distinctive aspects of the Speenhamland and Roundsman systems population.

Eg the Speenhamland system of poor relief was widely copied throughout the agricultural south of England. Instead of solving problems of poverty it actually made matters worse. It discouraged hard work and the parish made up the wages. Some farmers lowered wages knowing that the parish would make up the wages. **3-4**

(b)	Using Source G and your knowledge , explain how the New Poor Law was meant to work.	8
	Target: Understanding of the key features (AOs 1, 2 & 3).	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Discusses the source only OR Describes the New Poor Law.	
	Eg the parishes were grouped into Unions. Everyone who paid the poor rate elected the Board of Guardians. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: Considers a singular aspect and/or mentions other aspects related to the working of the New Poor Law.	
	Eg the aim of the New Poor Law was to put people off going into it. They were not given rich food but a plain diet as in Source G. This was the principle of 'less eligibility'. The worst off person outside the workhouse was better off than the pauper inside it. 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.	3-5
	Level 3: Explains more than one aspect related to the working of the New Poor Law.	
	At this level responses will explain more than one or two aspects apart from those suggested in the quotation. Eg the New Poor Law was meant to save money. In 1803 it cost £4 million, by 1832 this had risen to £7 million. A new system had to be cheaper. It could achieve this by being undesirable to people. It would be less like the left-hand side of the cartoon where a well-fed, well-dressed pauper complains about the good food he is offered and more like the right-hand side. As the Great Elizabethan Poor Law had been added to and adjusted over the years, it was going to be uniform as well – the same throughout the country. 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.	6-8

- (c) How important was the work of Edwin Chadwick, amongst other factors, in reforming the old Poor Law in 1834? **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 the Poor Law and its reform.**
- Eg Chadwick was on the Poor Law Commission of 1832-34. He became full-time Secretary to the Poor Law Commission. **1-2**
- 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 reform of the Poor Law.**
- Eg the New Poor Law was designed to save money and be the least attractive option for the poor. Edwin Chadwick was important because he had been on the Commission which reported and then became the Secretary of the Commission set up to run the New Poor Law.
- OR**
- Answers that identify and explain one factor, in depth to do with the reform of the Poor Law that may be the work of Edwin Chadwick.** **3-6**
- Eg the Commission put some of Chadwick's ideas into place. They put his ideas into practice of saving waste and making the system efficient. Chadwick had been influenced by Jeremy Bentham and Thomas Malthus. Chadwick was a lawyer. Parliament set up the basic structure but did not lay down the rules.
- 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 the reform of the Poor Law in specific detail or provide details of the links between factors.**
- Eg the New Poor Law came about because of the inadequacy of the old poor law systems to deal with the circumstances and problems of an industrialised society. Chadwick had a dominant influence on the final report, and then the system. Firstly, the new system should abolish outdoor relief. In fact this continued under the new system in rural areas during the winter and was still the main method of relief in urban areas. Chadwick was disappointed not to be a Commissioner when the new system was set up. Instead he became the Secretary to the board. He pursued the Benthamite ideals of saving money and increasing efficiency. **7-10**
- 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.

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.

Eg although guided nationally by the Commission, it was implemented locally. So it could be argued that local officials some good, some bad had more influence on the system that was experienced by the poor.

11-12

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.