



**General Certificate of Secondary Education**

**GCSE History**  
*Specification A*

**Unit 2 Option B Britain 1815–1851**

**Specimen Mark Scheme**

*Version for 2013 onwards (including Spelling, Punctuation and Grammar)*

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

Copyright © 2011 AQA and its licensors. All rights reserved.

#### COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

---

## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION A

---

#### 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"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	30
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	40

## 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.

**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, eg 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, eg 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.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

**E: ASSESSMENT OF SPELLING, PUNCTUATION AND GRAMMAR**

Spelling, punctuation and grammar will be assessed via questions 2(c) and 3(c). Four marks will be allocated for Spelling, Punctuation and Grammar in this question. The performance descriptions are provided below.

**High performance**

**(4 marks)**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance**

**(2-3 marks)**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**Threshold performance**

**(1 mark)**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***



**Paper 2: Britain 1815-1851**

**Section A Social Reform**

**Question 1**

- (a) What do **Sources A** and **B** suggest about the cotton industry? **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**  
 eg in Source A two women are making cotton thread while a child is stirring food over the fire. The old lady looks tired and sad. There is not a lot of furniture but it looks clean **1**
- Level 2: Answers that draw a simple inference from the source**  
 eg in both Sources A and B people are working from home. In Source A women are working at home making cotton thread. The tools they use are simple and hand-powered. Output would be limited **2-3**
- Level 3: Answers that develop a complex inference from the sources**  
 eg The picture shows the females are from three different generations and everyone is employed. The child here is cooking but as Defoe says in Source B they did jobs in textiles too. There are no men in this picture. The cottage has little furniture so the family are probably poor. Output would be low so they wouldn't make much money. **4**

- (b) What different impression of the cotton industry is suggested by **Sources C** and **D**?  
Explain your answer using **Sources A, B, C** and **D**. **6**
- 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 sources C and/or D**  
eg Source B(i) shows that cotton spinning is happening in factories with big machinery. **1-2**
- Level 2: Answers that provide a simple comparison based on the details of the sources**  
eg the impression in Source A is that people may be poor but they are quite happy and peaceful and have a job. In Source C, however, life in the factory is hard and dangerous. Everyone looks exhausted except the factory owner and children are doing dangerous things and could get hurt. **3-4**
- OR**
- Answers that use the sources but provide an inference**  
eg in Source A there are simple machines and the family are working together in their own home, but in C workers are in a factory and the machines have power from water or steam and are driven by belts and pulleys.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of the sources**  
eg children's lives seem to be different. In Source A the impression is quite a positive one with the family working together and making a modest living. They work at their own pace on hand controlled machines. They may work long hours but they don't seem too tired. Everyone is employed even children from the age of 4 who don't seem to get any education. Source C shows a powered textile factory where the children working are exhausted and have to keep up with the machines. The evidence in Source D says they worked 16 hours a day and got hurt and deformed. Life seems very hard in 1840 but the owners didn't care and made a good profit for themselves. The owners lived and dressed well as the picture shows. **5-6**

- (c) Why do you think **Sources A** and **B** show a different impression 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 (AO1/2/3)**
- 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 A is about a woman at home using a spinning wheel but C is a factory.  
 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 is a picture of what was happening in 1840 but back in 1814 things were done more simply.  
 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 was an illustration for a novel and was no doubt drawn to show an event that would get an emotional response from readers. Novels are made up stories and so things may have been exaggerated including the picture to make things more interesting. On the other hand, the picture might be accurate because the author did go on fact finding journeys to Manchester and Bradford so she was obviously interested in the truth. Trollope may, however have been trying to get people at the time to take an interest in factory reform and so made things look bad for children. She was certainly accused of making workers hate their bosses at the time. 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 Source A is a painting. It agrees with Defoe (Source B) about the whole family working. It might be a slightly romantic or idealised picture perhaps for decorative purposes. Source C is from a novel and might similarly be exaggerated for effect, though as the testimony of the worker shows conditions were cruel in 19<sup>th</sup> Century factories. This picture could simply illustrate a story, but it could also be propaganda for factory reform. The campaign for reform was very active between 1832 and 1850 with Parliamentary Commissions of enquiry (like Source D) taking place and legislation being supported and opposed. Reformers like Oastler and Shaftesbury were keen to have the public on their side. Workers rarely read books at this time but this illustration was in an affordable part-work and might motivate workers and others to action.  
 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 living conditions of factory workers in the nineteenth century? 8  
Explain your answer using **Source E** and **your knowledge**.
- Target: An evaluation of utility (AO1/2/3)**
- 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 living conditions of factory workers in the 19 century**  
Answers may select details from the sources to support the answer.  
eg Source E is useful because it shows lots of poor people crowded into houses that are squashed together. There is a lot of smoke pollution that they have to breathe. 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 explain that one source is useful or not because of its provenance in relation to working class living conditions**  
eg Source E is useful because it was drawn by a skilful artist who was detailed and accurate. Doré made frequent visits to London so he could observe. I know industrial towns did have unsanitary overcrowded houses for workers built around factories with no open spaces as Doré shows.  
**OR**  
**Answers that explain that Source E is useful or not through an understanding of its content in relation to working class living conditions** 3-4  
eg Source E is useful because it shows how overcrowded and unsanitary 19<sup>th</sup> Century industrial housing was. Houses were built close to factories with no proper toilets or water supply. Communal water and toilets in the streets were used by many and often led to diseases like cholera breaking 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.
- 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 working class living conditions**  
Source E is useful because it was drawn by a skilful artist who made frequent visits to London and should know his subject well. We don't know, however, why he drew this picture and being French he may not have fully understood English life in cities. Maybe he was doing this picture to make an effect or for propaganda purposes. Certainly industrial housing was overcrowded in the early 19<sup>th</sup> century. and there was water and air pollution leading to disease. We can see a lot of that in the picture. 5-6  
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 it doesn't show us all the difficulties working people experienced, it's a snapshot that indicates some of them like overcrowding and air pollution. Bad conditions however, are backed up by reports like that of Edwin Chadwick and the statistics we have for cholera outbreaks after 1830 indicate a lot of unhealthy living for the working class at that time adding weight to what we see. Doré was something of a social commentator in his time and he was generally detailed and accurate, but we don't know why this picture was done or if it is entirely representative of all English towns or even of London. 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**

- (e) Why was it so difficult to improve living conditions and working conditions before 1851? **10**
- Target: Explanation of an historical problem, issue or threat (AO1/2)**
- 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 living and working conditions before 1851**  
eg the children had to work in factories and down the mines for 12 or more hours a day. Mill owners built cheap houses for workers without toilets. 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 difficulties of improving living and working conditions before 1851**  
eg parliament was very slow to pass legislation and mill owners often found ways around new laws. Factory houses were built by mill owners who didn't want to pay much and there were no rules about toilets or clean water.  
**OR**  
**Answers that identify and explain one factor, in depth to do with the difficulties of improving living and working conditions before 1851**  
eg parliament was very slow to accept responsibility for protecting people at work. They believed in laissez-faire and thought it was up to owners and bosses to agree conditions. If a worker didn't like it they were free to leave. Owners had a lot of influence in Parliament, especially after 1832 and reformers like Oastler and Shaftesbury found it hard to achieve change. 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: Answers that recognise and explain several factors to do with the difficulties of improving living and working conditions before 1851 in specific detail**  
eg workers lives did not improve quickly because Parliament was slow to accept responsibility and pass laws. Governments believed in laissez-faire. Factory Acts in 1802 and 1819 tried to help some children but were largely ineffective. However at least they were an admission that the government should be involved in regulating working conditions and the later acts achieved more. The 1842 Mines Act is a good example of laws that helped children. The 1844 Factory Act and the 1847 Ten Hours Act cut the hours that children could work. It was fine to legislate, but before Parliament did, it needed information. It required investigations and Commons committees to investigate the facts. There were only a few individuals who showed an interest such as Lord Shaftesbury and Michael Sadler. Improvements to housing were held up by lack of laws and inadequate technology. Proper sewage disposal needed the development of good pipes. 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**

**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 all factors needed to come together to make significant improvement to the working and living conditions of the working class, but the most important was the willingness of national and local government to accept responsibility and make things happen. They needed to take on vested interests and lead on the setting of standards for working hours, minimum building standards and safety at work. This would require the raising of taxation and might be unpopular.

**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      The Railways****Question 2**

**(a)** Why was George Stephenson important? **4**

**Target: Understanding of the key features of the period (AO1/2)**

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 George Stephenson**  
eg George Stephenson built the first modern railways. He built locomotives

**Level 2: Explanation shows understanding in a broader context of the period** **3-4**  
**Answers will show knowledge of some distinctive features of George Stephenson**  
eg Stephenson was a locomotive builder and railway developer. He built some of the first reliable locomotives like the Rocket that won the Rainhill Trials in 1825. Stephenson was a railway pioneer and he designed the Liverpool to Manchester Railway which was the first public railway powered by steam locomotives. In building it he showed how cuttings, viaducts and other technical problems could be solved and he set the pattern for railway building that developed into a national system.



<b>(b)</b>	Using <b>Source F</b> and <b>your knowledge</b> , explain why there was opposition to railways in the early nineteenth century.	<b>8</b>
	<b>Target: Understanding of the key features of the period. (AO1/2/3)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Discusses the source only</b> <b>OR</b> <b>Describes the lack of law and order</b> eg people were afraid of the speed of the railways and thought passengers might die. There were accidents when trains hit people or cows. 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: Considers a singular cause (probably based upon the quotation offered) and/or mentions other aspects related to opposition to the railways</b> eg canal companies and those in the stagecoach business opposed railways as they would take away business. Farmers thought crops would be polluted or animals frightened and the rich didn't like the idea of the poor travelling. 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 opposition to the railways. At this level responses will explain more than one or two aspects apart from those suggested in the quotation</b> eg railways offered reasonable, cheap and efficient transport for both goods and people and as such it was a threat to both canal companies and those involved in coaching. With businesses and profits threatened owners in both these concerns opposed the railways. Landowners often opposed railways where they thought they would disturb their estates or allow the working class to travel and improve themselves. Some farmers believed cattle would be affected by locomotives and stop giving milk, or chickens might stop laying, then there were accidents like the death of William Huskissin MP in a rail accident at the opening of the Liverpool and Manchester railway. His was a high profile death. 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>

- (c) How important were the economic results of the railways in improving the lives of the people of Britain in the nineteenth century? 12
- Target: An understanding and evaluation of consequence (AO1/2)**
- 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 impact of railways**  
 eg the railways changed the way the cities and towns looked. Sometimes old buildings in the centre of town were pulled down and sometimes a station was built on the outskirts of town. 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 aspects to do with the consequences of the railways. Answers at this level are likely to assume the importance of aspects(s)**  
 eg the people were able to have holidays. The football league started. People's diets changed. A lot more iron, coal and wood was needed for the railways. Jobs were provided. 3-6  
**OR**  
**Answers that identify and explain one aspect, in depth, to do with the consequences of the railways which may be the economic consequences.** Answers at this level are likely to assume the importance of the aspect eg the building of the railways gave a big boost to the demand for steel, wood and coal. Bricks were needed for the stations and signal boxes. There were many new jobs. Some got jobs building the railways others, after they were built, got jobs running 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.
- Level 3: Answers that recognise and explain several aspects to do with the consequences of the railways in specific detail or provide details. Answers at this level may begin to evaluate the importance of aspects(s)**  
 eg the economic consequences were very significant. Railways stimulated the demand for the raw materials coal, iron, steel and wood. It provided work in the building and running of the railways. New towns were built to service the rail industry. Investment in the railways gave a great boost to stock exchanges and shares. However the social consequences were greater. 7-10  
 People could get about more. It gave them holidays away and expanded their horizons. Food was fresher so people's diets improved and they became healthier. As well as allowing people to travel for pleasure the post and newspapers broadened their minds.  
 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**

eg it is hard to say that the economic benefits of railways were more important than the social effects or vice-versa since it depends on how you look at it. Railways were crucial in helping industry develop and Britain to industrialise. They carried raw materials and finished goods more cheaply and they stimulated industries like the iron industry by using their product. They provided new jobs. However, socially railways gave the masses the ability to travel. They put more products at an affordable price into shops improving diet and impacting on health. There were significant benefits all round that impacted together on the opportunities and the quality of life of individuals.

**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.

**SPaG Spelling, Punctuation and Grammar (4 marks)**

**Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**1**

**Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**2-3**

**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**4**

OR

**Section B      The Chartist Movement**

**Question 3**

- (a) Why was Feargus O'Connor important? **4**
- Target: Understanding of the key features of the period (AO1/2)**
- 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 Feargus O'Connor eg the Chartists were led by Feargus O'Connor. He organised demonstrations and set up a newspaper. **1-2**
- Level 2: Explanation shows understanding in a broader context of the period**
- Answers will show knowledge of some distinctive aspects of the role of Feargus O'Connor eg Feargus O'Connor was a Chartist leader who disagreed with William Lovett and advocated more direct action and even violent demonstration to get the Charter. He was a skilful speaker and used his newspaper the 'Northern Star' to spread his ideas. He first suggested physical force at a meeting at Kersal Moor where police spies heard him address the 50,000 spectators and reported him. He ended up in prison, but often others had organised the actual riots that happened. **3-4**

- (b)** Using **Source G** and **your knowledge**, explain how the Chartists tried to get Parliament to give the vote to the working classes before 1851. **8**
- Target: Understanding of the key features (AO1/2/3)**
- Candidates either submit no evidence or fail to address the question **0**
- Level 1: Discusses the source only**  
**OR**  
**Describes Chartist methods and actions**  
 eg the Chartists had a charter. They had six points. They wanted a vote for everyone over 21. **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: Considers a singular aspect and/or mentions other aspects related to Chartist methods and actions**  
 eg the Chartists sent in petitions to try to persuade Parliament to introduce more reforms. There were three petitions. The first was three miles long and contained 1,280,000 signatures. The Commons refused to consider it. The second petition in 1842 was also rejected by Parliament. **3-5**  
 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: Explains more than one aspect related to Chartist methods and actions**  
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation eg the Chartists wrote a newspaper called the 'Northern Star'. It was owned and run by Feargus O'Connor. He also proposed violent ways of making Parliament grant reforms to the franchise. This idea took shape in the Newport Rising led by John Frost in 1839. The most frequent way the Chartists tried to bring about change was through petitions. They all failed and the final one discredited them because it contained made up names. The Chartists also tried to achieve greater social equality through land reform. **6-8**  
 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>(c)</b>	How important was violence, amongst other factors, in bringing about the failure of Chartism by 1851?	<b>12</b>
	<b>Target: An understanding and evaluation of causation (AO1/2)</b>	
	Candidates either submit no evidence or fail to address the question	<b>0</b>
	<b>Level 1: Answers that provide general statements, describe single factors, give factual details about or just a single statement about the Chartists</b> 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.	<b>1-2</b>
	<b>Level 2: Answers that comment briefly on several factors to do with the failure of Chartism</b> 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. <b>OR</b> <b>Answers that identify and explain one factor, in depth to do with the failure of Chartism that may be their violence</b> eg violent disturbances allowed the Government to use their power, the troops, 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.	<b>3-6</b>
	<b>Level 3: Answers that recognise and explain several factors to do with the failure of Chartism in specific detail or provide details of the links between factors</b> eg violence wasn't the only reason why Chartism failed. Chartism 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 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. Violence lost Chartists the support of many of the influential middle class which impacted on funding. 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>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 or provide details of the links between factors**

Violence undoubtedly lost the Chartists support and money and made the government more determined than ever to resist change. However, the number and somewhat unrealistic demands of the Chartists at the time made it hard for them to achieve success, as did the coming and going of working class support according to the strength of the economy and how well off workers felt. Perhaps the violence was the most costly mistake the Chartists made but their demands were really a bit too extreme for the 1840s and Britain was not ready for them.

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.

**SPaG Spelling, Punctuation and Grammar (4 marks)**

**Threshold performance**

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

**Intermediate performance**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2-3

**High performance**

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

4