



General Certificate of Secondary Education

History 3041/6

Specification A

Paper 2 Option B Britain

Mark Scheme

2007 examination - June series

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

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

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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.

- **The Assessment Objectives**

The revised specifications have addressed 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. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **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, 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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

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.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: 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.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **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.

Paper 2 Option B
Question 1

- (a) Read **Source A**. **4**
 What does **Source A** suggest about attitudes to child labour in factories?
- Target: Comprehension and inference from an historical source (AO 6.2)**
- Level 1: Answers that select details from the source** **1**
 e.g. children work very long hours.
- Level 2: Answers that draw a simple inference from the source** **2-3**
 e.g. Source A says that making children work very long hours is wrong.
- Level 3: Answers that develop a complex inference from the source** **4**
 e.g. in Source A 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.
- (b) Read **Sources A and B**. **6**
 What different attitude to child labour in factories is suggested by **Source B**?
 Refer to both sources in your answer.
- Target: Comprehension and inference from two historical sources (AO 6.2)**
- Level 1: Answers that select details from Source B** **1-2**
 e.g. Source B says that lots of families have children who work.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. the impression in Source B is that lots of children work but in A they don't see their parents.
- OR**
- Answers that may use both sources but provide an inference from one**
 e.g. the impression in Source A is that child working is cruel but in Source B The Leeds Mercury says that many families need the children to work.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources** **5-6**
 e.g. in Source A 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 B the impression is that the parents approve and it is positive and it is essential that children work for so long.

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- (c) Why do you think **Sources A** and **B** show different views? **7**
Explain your answer using **Sources A** and **B** and your own knowledge.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO 6.1 & 6.2)**
- Level 1: Answers that select details from sources** **1-2**
- OR**
- Answers that say how the sources are different**
e.g. they are different because B is about a law and A is about children and crime.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**
e.g. Source B was written for Yorkshire people. A is about speaking to MPs in London.
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place.** **6-7**
Answers will probably be based on how the authors acquired information or their intentions in writing
e.g. Source B is writing for a readership that is probably middle class and can read. Many might be factory owners or foremen. Source A 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 it said the people would stop buying the paper.
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- (d) Study **Source C**. **8**
 How useful is **Source C** for understanding the effects of the growth of towns?
 Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility (AO 6.1 & 6.2)**
- Level 1: Answers that assert a source or sources is/are useful or not because it/they tell(s) us something about the growth of towns.** **1-2**
 Answers may select details from the sources to support the answer
 e.g. Source C is useful because it shows lots of houses and bricks being fired into the fields.
- 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** **3-5**
 e.g. Source C is useful because it shows that people were aware of the changes to the countryside and in Punch Cruickshank is satirising one of the features of modern life in the nineteenth century. 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 C is useful or not through an understanding of its content in relation to the effects of the growth of towns**
 e.g. Source C 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.
- Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its context in relation to the effects of the growth of towns** **8**
 e.g. Source C shows that many people understood that the so called 'new' streets advancing on the countryside like an army are in fact very poorly built. This was because there were no regulations governing building. Cruickshank makes clear his disapproval of the urban growth and the pollution it brings. He 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.
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- (e) Read **Source D**. **8**
Source D is an interpretation of the influence of Christianity.
Do you agree or disagree with this interpretation?
Explain your answer using **Source D** and **your own knowledge**.
- Target: An evaluation of an interpretation for accuracy (AOs 6.1 & 6.2)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. I agree because it says there were a lot of Methodists.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**
Answers stating agreement and disagreement with Source D but with only development of one side will be marked at this level
e.g. I agree because Source D says that there were too many Methodists and they were very popular with the poor people unlike some middle class church men in the Church of England.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information** **6-8**
e.g. Source D says that the Methodists helped the working class which I agree with as they did. Although some employers preferred Methodists for their hardworking habits, the Methodists also became some of the earliest workers to unionise and strike out for better conditions. They were articulate and literate. So I don't agree when it says the Methodists made it easier for employers. Certainly the rest of the Church of England was not positive about helping workers.
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- (f) Why was it difficult to improve living and working conditions? 12
 Explain your answer using **the sources and your own knowledge**
- Target: An understanding and evaluation of causation**
- Level 1: Answers that provide general statements, describe single factors or factual details about the living and working conditions** 1-2
 e.g. 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.
- Level 2: Answers that comment briefly on several factors, to do with the living and working conditions** 3-6
 e.g. there was a reluctance to interfere in people's affair. 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 living and working conditions**
 e.g. 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.
- Level 3: Answers that recognise and explain several factors to do with the living and working conditions in specific detail or provide details of the links between factors** 7-10
 e.g. the principal 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. When the franchise was extended in 1867 and 1884 then the incentive was there...
- 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
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Section B
Question 2

- (a) Who could vote before 1832? 6
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** 1-3
 Answers will show simple recognition of the franchise
 e.g. you could vote if you lived in the country and owned freehold property worth £2.
- Level 2: Explanation shows understanding in a broader context of the period.** 4-6
 Answers will show knowledge of some distinctive features of the franchise
 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) Using **Source E** and **your own knowledge**, explain why some people opposed Parliamentary reform. 9
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes the people who opposed parliamentary reform** 1-3
 e.g. the landowners opposed parliamentary reform. They were the aristocracy.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the people who opposed parliamentary reform the opposition** 4-6
 e.g. the landowners opposed parliamentary reform because they did not want to lose their power over legislation. The landowners could influence the election of MPs and often sat in the House of Lords themselves. This gave them power to pass laws that helped them, like the Corn Laws.
- Level 3: Explains more than one aspect related to the people who opposed parliamentary reform the opposition.** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the Duke of Wellington was a Tory. He considered that the system represented the people who really counted in society. It represented the best brains and most important people. They did feel anxious about events in France in 1789. They featured a revolution and this might be the first step. Landowners enjoyed a lot of influence in government and they resisted changes in the franchise that might deprive them of power.
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- (c) How successful was the Great Reform Act of 1832 in bringing about electoral reform before 1851? Explain your answer. **15**

Target: An understanding and evaluation of causation (AO 6.1 & 6.2)

Level 1: Answers that provide general statements, describe single factors or **factual details of the Reform Act** **1-3**
e.g. the Reform Act redistributed the seats. Some places gained MPs others lost them.

Level 2: **Answers that comment briefly on several factors, to do with the Reform Act.** Answers at this level are likely to assume the importance of factor(s) **4-8**
e.g. the Reform Act extended the franchise and it redistributed the seats. Some of the large industrial towns were now represented. This was a success.

OR

Answers that identify and explain one factor, in depth to do with the Reform Act. Answers at this level are likely to assume the importance of the factor

e.g. the Reform Act changed the number of voters from one in ten to one in five after 1832. Most of the voters were owners of small properties but the majority of MPs still represented the traditional landed classes. Between 70-80% of MPs still represented the landed classes. The Chartists pointed this out.

Level 3: **Answers that recognise and explain several factors to do with Reform Act people in specific detail or provide details of the links between factors.** Answers at this level may begin to evaluate the importance of factor(s) **9-12**

e.g. the Reform Act gave a voice to the industrial north of England. For the first time towns like Sunderland, Sheffield, Manchester and Leeds had representative in Parliament. Eight more seats were given to Scotland. The 'rotten' boroughs were reformed. 56 of the most 'rotten' lost both their MPs, 30 slightly 'rotten' lost one MP. This redistribution was an important change and a success. It did mark a move away from the land owners holding power but not a great move. It was symbolic. There were still too many seats in the south of England. Most of the MPs still represented the landed interest. The bribery and corruption continued. Many working men and radicals thought that the Act was not successful.

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.** **13-15**

Question 3

- (a) What was the Speenhamland System? 6
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** 1-3
 Answer will show simple recognition of the Speenhamland system
 e.g. the Speenhamland 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.** 4-6
 Answers will show knowledge of some distinctive features of the Speenhamland system
 e.g. 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.
- (b) Using **Source F and your own knowledge**, explain why there was rioting and disorder in some parts of the countryside before 1834. 9
- Target: Understanding of the key features of the period (AO 6.1)**
- Level 1: Describes the rioting** 1-3
 e.g. the Swing rioters set fire to hayricks
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the reasons for the rioting** 4-6
 e.g. the swing rioters set fire to hayricks and smashed up threshing machines because they blamed them for unemployment and the threat of starvation.
- Level 3: Explains more than one aspect related to the reasons for the rioting.** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the Rioters sometimes responded to the lowering of poor relief allowances as rate payers objected to paying so much to the poor. Rioters thought the machines took away their work. Disorder was a response to poverty and unemployment. Other protesters were against the Corn Laws that they felt kept the price of bread high.

(c) How important was the work of Edwin Chadwick in reforming the Poor Law system? 15

Target: An understanding and evaluation of causation (AO 6.1 & 6.2)

Level 1: Answers that provide general statements, describe single factors or factual details of Chadwick or the Poor Law system 1-3

e.g. Chadwick was on the Poor Law Commission of 1832-34. He became full time Secretary to the Poor Law Commission.

Level 2: Answers that comment briefly on several factors to do with the Poor Law System. Answers at this level are likely to assume the importance of factor(s) 4-8

e.g. 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 Poor Law System which may be Edwin Chadwick. Answers at this level are likely to assume the importance of the factor

e.g. 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. Chadwick was a lawyer. Parliament set up the basic structure but did not lay down the rules.

Level 3: Answers that recognise and explain several factors to do with the Poor Law system in specific detail or provide details of the links between factors. Answers at this level may begin to evaluate the importance of factor(s) 9-12

e.g. 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. 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...

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. 13-15