



General Certificate of Secondary Education

GCSE History 3041/6/2B *Specification A*

Paper 2B Britain 1815–1895

Mark Scheme

June examination - 2008 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 2b: Britain, 1815–1851
Question 1

- (a) Read **Source A**. **4**
 What does **Source A** suggest about railway building?
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Answers that select details from the source** **1**
 e.g. the source suggests people attacked those trying to build the railways.
- Level 2: Answers that draw a simple inference from the source** **2-3**
 e.g. the canal owners did not like the railways and opposed the building of the railways.
- Level 3: Answers that develop a complex inference from the source** **4**
 e.g. there was strong opposition from the owners of existing methods of transport because they feared competition.
- (b) Read **Sources A and B**. **6**
 What different view of railway building is suggested by **Source B**?
 Refer to **both** sources in your answer.
- Target: Comprehension and inference from two historical sources (AO2)**
- Level 1: Answers that select details from Source B** **1-2**
 e.g. Source B says that there were railways side by side with railways.
- Level 2: Answers that provide a simple comparison based on the details of both sources** **3-4**
 e.g. the impression in Source A is that they do not like the railways but Source B says they cannot get enough of them.
- OR**
- Answers that may use both sources but provide an inference from one**
 e.g. the impression in Source A is that they will fight the railways surveyors but in Source B there is a kind of madness that says every railway to no matter where will make money.
- 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 there is no enthusiasm for railways and some strong opposition from those it will compete with. In Source B it seems that railways will compete with themselves. They do not realise that that cannot all make money. The thinking has gone completely the other way and lines are being duplicated.
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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 (AO1 & AO2)**
- 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 Source A says that they are not welcome but Source B says they want them even if they have not yet got a stagecoach.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place** **3-5**
e.g. Source A was written by a pioneer of the railway at an early stage, but Source B is a book about all railways in 1851.
- 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 to Stephenson's son and Robert was also interested in railways. This was also the first line and other commercial interests opposed him. In Source B Francis has seen all the major building of the railways completed by 1851 and realises that some people were swept along by the railway mania. They had to build lines that were not economical. By 1851 the critics have been won over and have no doubts about the value of railways.
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- (d) Study **Source C**. **8**
 How useful is **Source C** for understanding the effects of the railways on other forms of transport?
 Explain your answer using **Source C** and your own knowledge.
- Target: An evaluation of utility (AO1 & AO2)**
- Level 1: Answers that assert a source or sources is useful or not because it tells us something about effects of the railways** **1-2**
 Answers may select details from the sources to support the answer
 e.g. Source C is useful because it shows the railway and all the carriages full of people.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the effects of the railways on other forms of transport** **3-5**
 e.g. Source C is useful because it shows that people admired the railway and its power enough to have a picture of it.
- OR**
- Answers that explain that Source C is useful or not through an understanding of its content in relation to the effects of the railways on other forms of transport**
 e.g. Source C is useful because it shows that the railways affected the horse drawn carriages.
- 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 railways on other forms of transport** **6-8**
 e.g. Source C shows that many people understood that the railway was very important. They wanted a picture that illustrated what a change the railway had made. It is useful up to a point but although long distance carriages did less business, short haul carts and coaches did thrive. So the picture is useful for showing part of the impact on other forms of transport. It does not show a canal either and they were affected by the railway.
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- (e) Read **Source D**. **8**
Source D is an interpretation of the importance of railways.
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 (AO1 & AO3)**
- Level 1: Answers that describe the source and details of it or its provenance** **1-2**
e.g. I agree because it says that people got together. The rich would not travel in their own coach but have to be with ordinary people.
- 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 disagree because Source D says that people mix in. But there were different classes of carriage and the poorer people had to go in third class. This was not the most important result of the railways that mattered. It was the ordinary people seeing what the landowners had that made them more politically aware.
- 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 meeting people from the landowning class was important for factory owners. But it was more important for the working class. The railways did make life more public and social; it broke down class barriers. It also brought social recreation to the mass of British people. There were many other reasons why the railways were important such as the work they brought to people running and making them.
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- (f) Why was Britain able to develop a national rail network by 1851? 12
 Explain your answer using **the sources and your own knowledge**
- Target: An understanding and evaluation of causation (AO1 & AO2)**
- Level 1: Answers that provide general statements, describe single factors or factual details about the railways** 1-2
 e.g. navvies who did all the hard work built the railways.
- Level 2: Answers that comment briefly on several factors, to do with the development of a national rail network** 3-6
 e.g. Britain had the best engineers like Stephenson in Source A. Britain had the money to invest in the railways. Britain had a government willing to legislate for the railways. Britain had access to raw materials for the building.
OR
Answers that identify and explain one factor, in depth to do with the development of a national rail network
 e.g. some brilliant engineers like George Stephenson and his son Robert built the railways. Isambard Kingdom Brunel was another early railway pioneer. George Stephenson came from the north-east of England. He built the Liverpool to Manchester railway which opened in 1830. His engine the Rocket won the Rainhill Trials in 1829. These men had skill in designing and constructing vast engineering projects and the vision to see how it might take shape.
- Level 3: Answers that recognise and explain several factors to do with the development of a national rail network in specific detail or provide details of the links between factors** 7-10
 e.g. there were many factors that explain why Britain had a national network so early. Several clever engineers like Stephenson helped design the railways. Once people had the idea of rail travel a 'railway mania' took over. Britain was able to gather the finance because of the agricultural revolution to pay for the railways. Because Britain was the first nation to industrialise it had the raw materials and the need for a faster transport system.
- 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) What were the working conditions for children in factories and mines in the early nineteenth century? **6**
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-3**
 Answers will show simple recognition of child labour conditions
 e.g. children had to work long hours and there were accidents.
- Level 2: Explanation shows understanding in a broader context of the period. 4-6**
 Answers will show knowledge of some distinctive features of child labour
 e.g. children were exploited in the early nineteenth century factories and mines. Very young children worked long hours in poor conditions. They were frightened, tired and often hurt by these conditions. They got little or no education. Their growing bodies were often deformed by the work for example in the mines child labour allowed things to be produced cheaply. They were deprived of a normal family life because they often did not see their parents much.
- (b) Using **Source E and your own knowledge**, explain why some Christians tried to improve the lives of the poor. **9**
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only 1-3**
OR
Describes the work of Christians in simple terms
 e.g. Elizabeth Fry was a Quaker who visited prisoners.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the reasons why Christians tried to improve the lives of the poor 4-6**
 e.g. Elizabeth Fry wanted more people to help others who were less fortunate. She want to make people aware of the poor conditions in prisons.
- Level 3: Explains more than one aspect related to he reasons why Christians tried to improve the lives of the poor 7-9**
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. Elizabeth Fry was prompted by her religious beliefs to do good work in prisons. She felt it expressed her Christian faith. Other Christians chose to do social work because their type of Christians did it. The Methodists wanted to take Christians to poor people. It gave them a new set of morals and a voice to speak out. Lord Shaftsbury was a leader of the movement for Factory Reform. After the passing of the Mines Act in 1842 which prohibited female working in coal mines Shaftsbury wrote in his diary, 'whatever has been done, it is but a millionth part of what there is to do.'
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- (c) How important was the work of the Christians churches in improving the living and working conditions of the people of England by 1851? **15**
- Target: An understanding and evaluation of causation (AO1 & AO2)**
- Level 1: Answers that provide general statements, describe single factors or factual details of living and working conditions and their improvement** **1-3**
e.g. life did get better for most working class people. The government passed laws to control the conditions in the factories.
- Level 2: Answers that comment briefly on several factors, to do with improvement in living and working conditions** **4-8**
Answers at this level are likely to assume the importance of factor(s)
e.g. the government passed laws to improve living conditions. The railways helped improved social contact, employment and diet. The Christian churches like the Methodists helped improve the lives of working people. Some individuals like Fry and Shaftsbury did help change conditions in mines, factories and prisons.
OR
Answers that identify and explain one factor, in depth to do with improvement in living and working conditions
Answers at this level are likely to assume the importance of the factor
e.g. evangelicals in the Church of England were keen to improve the lives of the poor. They were influential in bringing in a range of reforms. They helped pass laws to improve factories. The Ten Hour Act made it illegal for children under 9 to work in factories. In 1842 Lord Shaftsbury helped get the Mines and Collieries Act passed. This removed women and children under 10 from the mines. The churches were the first to set up schools for the poor and lower classes. John Pound set up the Ragged School Union in 1844 and Shaftsbury became its leader.
- Level 3: Answers that recognise and explain several factors to do with improvement in living and working conditions in specific detail or provide details of the links between factors.** **9-12**
Answers at this level may begin to evaluate the importance of factor(s)
e.g. the government passed laws to improve living conditions such as the 1833 Factory Act. Education was also a force for change. From 1833 there was a government grant for schools. Government was the biggest cause of improvement. However the railways helped improve social contact; it allowed the ordinary people to have holidays. There was more work for the people building and running the railways. Diet improved as fresher food was available. Technology like the new sewers helped improve living conditions. The Christian churches like the Methodists helped improve the lives of working people, as did self help groups like the Co-operative societies. Temperance societies were a positive influence on people's health and wealth. Some individuals like Fry and Shaftsbury did help change conditions in mines, factories and prisons.
- 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) Who was Feargus O'Connor? 6
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question.** 1-3
 Answer will show simple recognition of Feargus O'Connor.
 e.g. Feargus O'Connor was a Chartist leader. He was known as a more violent Chartist. He was an Irish landowner and ex-MP.
- Level 2; Explanation shows understanding in a broader context of the period.** 4-6
 Answers will show knowledge of Feargus O'Connor.
 e.g. Feargus O'Connor was a leader of the Chartists. He was responsible for the Northern Star newspaper. He set up the National Land Company in 1845. It was an ambitious scheme to help the poor to help themselves.
- (b) Using **Source F and your own knowledge**, explain why people supported the Chartists. 9
- Target: Understanding of the key features of the period (AO1)**
- Level 1: Discusses the source only** 1-3
OR
Describes the Chartists and support for them in simple terms.
 e.g. the Chartists wanted the six points of the Charter. They wanted a vote for every man over the age of...
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the support for the Chartists** 4-6
 e.g. the Chartists got support because many people felt that the 1832 Reform Act did not go far enough. Moreover they felt betrayed by the government. The LWMA was formed to bring moral pressure on the government. Many skilled workers joined the Chartists; they believed in the justice of the six points of the Charter.
- Level 3: Explains more than one aspect related to the support for the Chartists** 7-9
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation
 e.g. the dissatisfaction with the limited reforms of 1832 caused many men to join the Chartists. They felt abandoned by the middle classes. Certainly many joined when economic conditions deteriorated such as when the American cotton crop failed. All thought that the Charter would be the long term solution to their problems. Between 1837 and 1845 many Chartist groups were formed that were only for women. This was because they wanted to support their men. Later on some Chartists regretted that they had not involved women more.

- (c) How important was the lack of middle-class support in causing the failure of the Chartist movement? **15**
- Target: An understanding and evaluation of causation (AO1 & AO2)**
- Level 1: Answers that provide general statements, describe single factors or factual details of the Chartists or the failure of the Chartists** **1-3**
e.g. the Chartists produced three petitions. The last one was in 1848.
- Level 2: Answers that comment briefly on several factors to do with the failure of the Chartists** **4-8**
Answers at this level are likely to assume the importance of factor(s)
e.g. 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 factor, in depth to do with the failure of the Chartists which may be the lack of middle-class support
Answers at this level are likely to assume the importance of the factor
e.g. 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.
- Level 3: Answers that recognise and explain several factors to do with the failure of the Chartists in specific detail or provide details of the links between factors.** **9-12**
Answers at this level may begin to evaluate the importance of factor(s)
e.g. 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 and 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...
- 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**