



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCSE

History B

3042(Full Course): 3047 (Short Course)

Paper 2

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HISTORY SPECIFICATION C

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 answers 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.

If in doubt about a mark, a little generosity is the best policy. As a general rule, give credit for what is accurate, correct or valid.

Under no circumstances should you reduce a mark, or more importantly, the notional maximum for a question, **solely** because of the existence of an **error** or an **inaccuracy**. For instance, do **not** think “I have what is really a good answer here that has a lot in it and deserves Level 3. It does, however, include a very silly mistake and therefore I will give it only 8 marks instead of 10 marks”.

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.

If it is possible to ignore the mistake, do so and pretend that it does not exist. On the other hand, if the error devalues the rest of what is said, it cannot be ignored.

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 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 1: Studies in Depth**Question 1**

- (a) According to **Source A**, why did many working class people support Chartism? (4)

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

1-4

e.g. Working men were disappointed that the Reform Act did not give them the vote; resentment at the new Poor Law; demand for better living conditions; demand for better working conditions; it was a working class movement.

- (b) How reliable is **Source B** as evidence of the methods used by the Chartists? (8)
Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of a source for reliability (AO6.2), supported by knowledge (AO6.1)

Level 1: EITHER

Learned response.

1-2

e.g. It is a good source because it was said by one of the Chartist leaders at the time.

OR

Simple answer based on content of source.

Level 2: EITHER

Combination of both parts of Level 1.

3-4

OR

Describes the content and accepts it as reliable.

e.g. The speech was made by the Chartist leader who believed in non-violence so he would have argued that violence was not the answer.

Level 3: Evaluates the provenance of the source.

5-6

e.g. William Lovett believed in education and reason not violence so this source accurately reflects his views on what methods the chartists should use. But not all chartists agreed with him. The physical force chartists believed that force should be used wherever necessary.

Level 4: Evaluates as in Level 3 but in context, using knowledge.

7-8

e.g. The chartists were always divided, but the most serious division was over methods. Lovett and his supporters were for moral force. O'Connor and his group felt that, if necessary, they had the right to use violence. He proposed, for example, a general strike followed by armed uprising and even revolution.

- (c) **Source C** gives a different view from **Source D** of the Chartist procession in London in 1848. Why do they differ? (8)
Use **Sources C and D and your own knowledge** to explain your answer.

Target: Interpretation of historical sources (AO6.3) supported by knowledge (AO6.1)

- Level 1: EITHER** **1-2**
Selects detail from sources to describe
 e.g. Source D shows a group of people who seem to be celebrating.
OR
Simple description of how the sources are different.
 e.g. Source C is from a written report, Source D is a picture.
- Level 2: EITHER** **3-4**
Identifies differences in what the sources say about the chartist procession
 e.g. Source C says that the government had brought into London large numbers of police and soldiers but only one policeman can be seen in Source D. The government seemed to be expecting trouble and violence but the picture shows a peaceful gathering with the people very well behaved.
OR
Simple explanation to evaluate the motives/purposes of the writer/artist
 e.g. The writer is the Prime Minister who seems to say that it was very dangerous but the government had done well in coping with things. The artist seems to be more sympathetic to the chartists and paints the gathering as a very civilised one (bottom of level if only one source).
- Level 3: Developed analysis of content and nature of sources to evaluate the motives and purposes of the writer/artist** **5-6**
 e.g. The writer is the Prime Minister who will wish to emphasise to the Queen how dangerous things might have been and thus how well he and his government had performed. He may therefore exaggerate the problems. The artist painted his picture many years afterwards and probably never saw the procession. Much of it must therefore be based on his imagination although the speakers on the cart may be real and their portrayal copied from photographs from the time. How he painted the scene may be influenced by the fact that it was commissioned by a trade union which will not want to show the worst aspects of Chartism (needs valid reference to both sources).
- Level 4: As Level 3 but also uses knowledge to test interpretations within the historical context** **7-8**
 e.g. The danger to law and order was probably a real one since the leader and organiser of the procession, O'Connor, had often advocated violence. Certainly the government seems to have expected it since the Queen had been sent out of London for her safety and the Duke of Wellington had been put in charge. So Source C is probably a more accurate interpretation of the events than the painting which will have been influenced by the trade union which paid for it since trade unions were sympathetic to the aims of Chartism and to a great extent replaced Chartism in their support for the working man.

- (d) How successful was the Chartist movement? (11)
Use **Sources A, B and C and your own knowledge** to explain your answer.

Target: Explanation and evaluation (AO6.1/6.2)

Level 1: Simple generalised comment drawing on sources and/or knowledge 1-2
e.g. It was not very successful because the procession was stopped by the police.
Simple statement that none of the aims were achieved or were achieved later.

Level 2: Develops argued reasons from the sources 3-5
e.g. It was not very successful because the leaders disagreed. Source B suggests that some chartists like Lovett did not like violence whereas the authorities seemed to expect violence from the procession led by O'Connor. Also as Source A states, it was mainly a working class movement and therefore it would lack both money and influence in Parliament since working men did not have the vote. The government took firm action to counter any action by the chartists as Source C points out.

Level 3: Uses knowledge to address the demands of the question 6-8
e.g. It was not very successful in its aims. None of the six points of the Charter were achieved until after Chartism collapsed. There were many reasons for this. The leadership was not very strong and different sections of the movement had different aims and used different methods. The government's firm opposition discouraged many from joining. In the late 1840s, there was increased prosperity and Chartism was a movement that was likely to do well when times were hard. There were many other causes like the Anti-Corn Law League and the Ten Hours Movement which drew away support. Finally, Chartism was discredited when it was found that many of the signatures on the 1848 petition were forgeries.

Level 4: Balanced sustained answer which links sources and knowledge to reach a reasoned judgement 9-11
e.g. Combines levels 2 and 3 (must make valid reference to at least two sources).

Question 2

- (a) According to **Source A**, what were the problems of living conditions in the countryside in the early nineteenth century? (4)

Target: Comprehension from an historical source (AO6.2)

One mark for each valid point

1-4

e.g. No better than the towns; cottages cold and draughty; full of vermin; no flooring or ceiling; unplastered mud walls.

- (b) How reliable is **Source B** as evidence of conditions in the towns in the nineteenth century? Use **Source B and your own knowledge** to explain your answer. (8)

Target: Evaluation of a source for reliability (AO6.2), supported by knowledge (AO6.1)

Level 1: EITHER

1-2

Learned response

e.g. It comes from a magazine published at the time.

OR

Simple answer based on content of source

Level 2: EITHER

3-4

Combination of both parts of Level 1

OR

Describes the content and accepts it as reliable

e.g. It is a good source because many threats to health are shown in the drawing. Rubbish piled up in the street with children playing among it. Rats. Overcrowding especially in the cheap boarding houses. A woman throwing sewage into the street. A coffin being carried through the crowd.

Level 3: Evaluates the provenance of the source

5-6

e.g. The drawing does give a good impression of the problems of public health in the towns. It was drawn at the time so the artist was probably aware of what was going on. But it is a cartoon from Punch magazine and like all cartoons cannot be relied on completely. The main point about cartoons like these is that they are not necessarily supposed to be funny. They are intended to make a political point and to get a message over to people in a way that they will easily understand. The artist here is trying to tell about how bad conditions were so that they will do something about it. He has made his point by exaggerating and showing all the problems of towns in one small area.

Level 4: Evaluates as in Level 3 but in context, using knowledge

7-8

e.g. The cartoon appeared at a time when cholera was the major and most frightening disease. Many people like Chadwick believed that dirty living conditions were the main cause of disease. But there was great resistance to improving things. Cartoons like this one were one way of increasing public pressure to change.

- (c) **Sources C and D** show different attitudes to public health reform. Why do they differ? (8)
Use **Sources C and D and your own knowledge** to explain your answer.

Target: Interpretation of historical sources (AO 6.3) supported by knowledge (AO 6.1)

Level 1: EITHER 1-2

Selects detail from sources to describe

e.g. Source C describes the problems of public health in the cities.

OR

Simple description of how the sources are different

e.g. Source C is evidence to a Royal commission, Source D is a letter to a newspaper.

Level 2: EITHER 3-4

Identifies differences in what the sources say about public health reform

e.g. Source C says that the cities are in a dreadfully dirty state and this is the cause of cholera. Laws need to be made so that the slums can be pulled down and replaced by decent streets and housing, but Source D does not agree with this. The letter says that people should not be forced into improving and cleaning up their houses.

OR

Simple explanation to evaluate the motives/purposes of the writer/artist

e.g. Source C is a doctor's evidence to a Royal Commission. As a doctor he should be aware from experience of the problems which poor living conditions can cause. The writer in Source D does not seem to care about this and thinks that it is much more important that people should be able to choose and not be forced into action.

(Bottom of level if only one source).

Level 3: Developed analysis of content and nature of sources to evaluate the motives and purposes of the writer/artist 5-6

e.g. The doctor will have experienced how the poor conditions in the cities and disease seem to be connected and he will want to persuade the Royal Commission that they should pass on a recommendation to Parliament to improve the situation. Source D is a letter to *The Times*, a newspaper, which was read and reflected the views of the middle classes. They might not want to make major changes because they would have to pay for them. He seems to be taking an exaggerated and slightly humorous view in order to make his point.

(needs valid reference to both sources).

Level 4: As Level 3 but also uses knowledge to test interpretations within the historical context 7-8

e.g. The Royal Commission report was not acted upon for some time and it was the return of cholera which led in 1848 to the first Public Health Act and the setting up of a Board of Health with Chadwick as one its commissioners. The resistance to public health measures shown in Source D is not just conservatism or a reluctance to spending money. It was also because Chadwick had made himself very unpopular among many of the class of people who read *The Times*.

- (d) How successful were the Public Health Acts of 1848 and 1875 in solving the problems of living conditions in nineteenth century Britain? (11)
Use **Sources B and D and your own knowledge** to explain your answer.

Target: Explanation and evaluation (AO6.1/6.2)

- Level 1: Simple generalised comment drawing on sources and/or knowledge** 1-2
e.g. The Public Health Acts were successful in dealing with the conditions which were described in the sources.
- Level 2: Develops argued reasons from the sources** 3-5
e.g. The 1848 Health Act cannot have been completely successful because the conditions do not seem to have improved much if you believe what is shown in the drawing in Source B. Also the writer in Source D says that people do not want to go along with Chadwick's ideas which suggests that there was considerable resistance to the 1848 Act.
- Level 3: Uses knowledge to address the demands of the question** 6-8
e.g. The major problem with the 1848 Act was that it allowed local councils to clean up their towns but it did not force them. Only when the death rate reached 23 in a 1000 were the council compelled to form a local Board of Health. Despite this it did go some way to dealing with the problems. The 1875 Act was much more successful because it was compulsory. Local authorities now had to provide clean water, proper drainage and sewers, and appoint a medical officer of health.
- Level 4: Balanced sustained answer which links sources and knowledge to reach a reasoned judgement** 9-11
e.g. Combines levels 2 and 3.
(must make valid references to both sources).

NB Credit will be given for own knowledge within all levels.

Question 3

- (a) According to **Source A**, what were the problems of the Sunday schools? (4)

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point. 1-4

e.g. standard not high; unpaid, unqualified teachers; did not teach writing; unsuitable buildings; overcrowding; lack of ventilation; attendance voluntary.

- (b) How reliable is **Source B** as evidence of Monitorial schools? (8)
Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of a source for reliability (AO6.2), supported by knowledge (AO 6.1)

Level 1: EITHER 1-2

Learned response

e.g. The drawing comes from the time when monitorial schools were common.

OR

Simple answer based on content of source

Level 2: EITHER 3-4

Combination of both parts of Level 1

OR

Describes the content and accepts it as reliable

e.g. It is a good source because it shows clearly how the Monitorial system worked. It shows the teacher who is in overall charge at the front, the monitors helping their groups and the children sitting in rows.

(bottom of level if only one source).

Level 3: Evaluates the provenance of the source 5-6

e.g. It is clearly dated 1839 so it comes from the period when monitorial schools were popular as a means of educating large numbers of children reasonably cheaply. It does show the children as sitting very quietly which was probably not really the case. It does not say who drew the picture or why it was drawn but it may have been to promote the idea of the system. It is a drawing of a particular school in London, presumably a successful one and this may not necessarily be typical of monitorial schools in general.

(needs valid reference to both sources).

Level 4: Evaluates as in Level 3 but in context, using knowledge 7-8

e.g. The Monitorial system was devised early in the 19th century to cater for large numbers of children but their success in educating these children was probably overrated. The education was only intended to be a basic one but the quality of this depended largely on the quality of the monitors. Often it consisted simply of rote response learning with children having little or no understanding.

- (c) **Source C** gives a different view from **Source D** about school inspections. Why do they differ? Use **Sources C and D and your own knowledge** to explain your answer. (8)

Target: Interpretation of historical sources (AO6.3) supported by knowledge (AO6.1).

Level 1: EITHER 1-2

Selects detail from sources to describe

e.g. The children prepared for the tests by using just one book.

OR

Simple description of how the sources are different

e.g. Source C is an inspector's report, Source D is from a schoolteacher's diary.

Level 2: EITHER 3-4

Identifies differences in what the sources say about school inspections

e.g. Matthew Arnold says that the children passed the tests easily but only used one book. At the end of it all, the children had not really learned very much. But Source D seems to suggest that the children are being made to work very hard and there is a very real chance that some of them might not pass and have to stay down for a year.

OR

Simple explanation to evaluate the motives/purposes of the writer/artist

e.g. In Source C, Matthew Arnold is commenting on a number of schools, perhaps a very large number so his will be rather general comments. The schoolteacher is recording what is happening in that one school so it is much more specific.

(bottom of level if only one source).

Level 3: Developed analysis of content and nature of sources to evaluate the motives and purposes of the writer/artist 5-6

e.g. The value of Arnold's interpretation of the state of education will depend on how many schools' inspections he attended or read reports about. It is possible that these were some of the worst schools in the country. However, if it is a fair sample of all the schools, then it should be a reliable interpretation since he can afford to be much more objective than, for example, the schoolteacher in Source D. The schoolteacher will not wish to be seen as not having prepared the children properly. Whether his entries in the school log book will be truthful is questionable and may depend on what impression of the school he wants to create.

(needs valid references to both sources).

Level 4: As Level 3 but also uses knowledge to test interpretations within the historical context 7-8

e.g. There was great pressure on teachers to get their children through the test and the worry about this can be seen in Source D where the children have this importance made clear to them. The grant that the school will receive and hence the teacher's salary will depend on how well the children perform.

- (d) How successful were the attempts to educate young children by 1869? (11)
Use Sources B, C and D and your own knowledge to explain your answer.

Target: Explanation and evaluation (AO 6.1/6.2)

Level 1: Simple generalised comment drawing on sources and/or knowledge 1-2
e.g. The sources say that the children just prepared for the tests.

Level 2: Develops argued reasons from the sources 3-5
e.g. The biggest problem seems to have been the increasing numbers of children as the population grew in the 19th century. All these children needed to be educated. The solution was to come up with new systems which could cater for large numbers being taught at the same time. This was achieved by Monitorial schools. The government wanted to check what was happening so it devised another system of checking on what children were learning. The problems of inspections were that the schools just concentrated on preparing children for the test as Sources C and D show.

Level 3: Uses knowledge to address the demands of the question 6-8
e.g. There had been government involvement since the first grant to schools of £20,000 in 1833. Over the years this had increased to over half a million by 1860. Because this sum had become so large, the government wanted to know and influence how it was being spent. A Royal Commission was appointed to look into education and it reported in 1861. It found many problems still existed and the money was not being wisely spent. This led to Payment by Results. Although this made schools more accountable it did not solve the problems of education. Teacher training colleges were started in the 1840s and a system of pupil-teachers was introduced and these soon replaced monitors. The standard of education however continued to be poor and there were still insufficient places available for children.

Level 4: Balanced sustained answer which links sources and knowledge to reach a reasoned judgement 9-11
e.g. Combines levels 2 and 3.
(must make valid reference to at least two sources).

NB Credit will be given for own knowledge within all levels

Question 4

- (a) Describe the way workers were organised before 1799. (6)

Target: Recall of Knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. They joined together for protection.

Level 2: Detailed answer giving full description 3-6
e.g. These early trade unions were called Combinations and had evolved from earlier trade clubs, because workers were ‘combining’ together. Usually they were groups of skilled workers and they aimed to protect their members wages, by setting minimum rates and maximum working hours. They helped their members to find work and sometimes organised strikes for higher wages.

- (b) Explain why trade unions were weak in the years 1799 - 1825. (8)

Target: Explanation of Causation (AO6.1)

Level 1: Simple description 1
e.g. Trade unions were illegal.

Level 2: Identifies causes 2-3
e.g. The Combination Acts made trade unions illegal; groups were small and belonged to one trade.

Level 3: Explains one cause 4-5
e.g. The Combination Acts made trade unions illegal and therefore it was much more difficult for workers to meet together in order to plan and develop their unions.

Level 4: Explain more than one cause 6-8
e.g. Explains the importance of several factors such as government opposition, the fear of revolution and protest, lack of funding by poorly paid workers at a time of rising prices, the small size of the existing trade ‘clubs’ made action ineffective.

- (c) How accurate is **Source A** as an interpretation of the reason why the Tolpuddle Martyrs were found guilty? (8)

Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting or rejecting the interpretation at face value 1-2

e.g. They were found guilty because the judge was biased and the trial was unfair.

Level 2: Answer which evaluates the interpretation in the source 3-4

e.g. The authorities were determined to find the men guilty and so the judge probably was not very balanced in what he said. He could get away with it because the jury felt the same way. The court seems to have ensured that they were given little chance to defend themselves.

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6

e.g. Source A talks about the court deciding that they were guilty even before they were tried, but there were other important factors. The Martyrs were found guilty of swearing a secret oath rather than forming a union. The government also wanted to make an example of these labourers to discourage other workers from becoming members of a union and taking industrial action.

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context 7-8

e.g. The Combination Acts had been repealed in 1824 so it was no longer illegal simply to form a union. But workers were still afraid of being victimised by employers for being in a union so they swore secret oaths of loyalty to the union. Such secret oath taking was illegal. The government was also very worried about the growth of the GNCTU formed in January 1834 and was looking for the opportunity to frighten workers from joining. The Tolpuddle labourers provided just such an issue.

Question 5

- (a) Describe the main features of the New Model Unions. (6)

Target: Recall of Knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. They were unions for skilled workers. They could afford to pay the subscriptions.

Level 2: Detailed answer giving full description 3-6
e.g. These unions were formed by skilled and usually well-paid workers. The subscriptions were high so the union could pay out very generous benefits. They tried to avoid confrontation with the employers believing that this often harmed the workers more than the employers. The first of these New Model Unions was the Amalgamated Society of Engineers formed in 1851.

- (b) How accurate is **Source A** as an interpretation of the conditions in which the Matchgirls worked? (8)
Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting or rejecting the interpretation at face value 1-2
e.g. The source comes from a local newspaper and is a primary source so the writer will probably have seen what conditions were like.

Level 2: Answer which evaluates the motive/purposes of the journalist 3-4
e.g. Newspaper were not generally written for working class people so the article will probably reflect the view of the factory owners. It also seems very unlikely that many, if any, workers could ever be as happy as the article suggests. So it is probably written in a biased way to defend the factory against all the bad publicity from the Matchgirls' strike.

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6
e.g. Source A presents a very glowing picture of the conditions in which the girls were working, but it seems very unlikely. The Matchgirls were on strike because the conditions were so bad. They were forced to work very long hours under strict discipline for low wages. They often contracted a form of gangrene known as 'phossy jaw' from the matches.

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context **7-8**

e.g. The Matchgirls, like most unskilled workers, felt powerless to do anything about their conditions of work as they had no union to look after their interests and were afraid to speak out or take any action for fear of losing their jobs.

OR

Developed and detailed answers looking at motives of the newspapers and limitations of the source

(c) Explain why the London dock workers were so successful in their strike of 1889. (8)

Target: Explanation of Causation (AO6.1)

Level 1: Simple description **1**
e.g. They all worked together.

Level 2: Identifies causes **2-3**
e.g. The example of the Matchgirls; good leaders; public support and donations.

Level 3: Explains one cause **4-5**
e.g. They had the example of the Matchgirls who had shown that it was possible for unskilled and poorly paid workers to take industrial action and be successful.

Level 4: Explains more than one cause **6-8**
e.g. Explains the importance of several factors such as example of Matchgirls, the leadership of Ben Tillett, the help of other unionists like Mann and Burns, the nature of their demands e.g. 'the dockers tanner', public sympathy and support, economic problems for the employers, solidarity of the dockers, the donation of £30,000 from Australia and the mediation of the Catholic Cardinal Manning.

Question 6

- (a) Describe the Speenhamland System. (6)

Target: Recall of Knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. It was a system for paying poor relief.

Level 2: Detailed answer giving full description 3-6
e.g. It was a system for paying outdoor relief which topped up a labourer's wages from the poor rates. It was first used by the overseers of the poor in Speenhamland in Berkshire and then copied in many other areas. It was calculated on the basis of the labourer's wage, the size of his family and the price of bread.

- (b) How accurate is **Source A** as an interpretation of the reasons why there was discontent among the poor in the years 1815 to 1830? (8)

Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting or rejecting the interpretation at face value 1-2
e.g. The farmers were losing money so they had to reduce the workers' wages.

Level 2: Answer which evaluates the interpretation in the source 3-4
e.g. Source A looks at the problem from the point of view of the farmer. It explains why the farmer is in trouble with rents staying high but prices falling so they have less money coming in. Therefore they cannot afford to pay the workers the same wages and this is bound to cause the workers to become discontented.

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6
e.g. Source A talks about the reasons why the workers' wages have been reduced but there were other reasons for them becoming discontented. There was the loss of common land caused by enclosure; increasing mechanisation causing unemployment; the punitive game laws; rising population also meant more people chasing fewer jobs. Does not deal with discontent among the poor in the industrial north (with explanation).

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context 7-8
e.g. The high prices had been caused by the French Wars when imports of wheat had been limited. Once the wars ended in 1815, the price of wheat fell dramatically and a severe depression set in. Although the Corn Laws prohibited cheap imports, the British farmers were producing too much.

- (c) Explain why the Royal Commission into the Poor Law was set up in 1832. (8)

Target: Explanation of Causation (AO 6.1)

- Level 1: Simple description** 1
e.g. The government wanted to have a look at how the Poor Law was working.
- Level 2: Identifies causes** 2-3
e.g. Identifies reasons i.e. cost, inefficiency, effects on the poor, but does not develop them.
- Level 3: Explains one cause** 4-5
e.g. The government was worried about the way in which the cost of the Poor Law had doubled in only 30 years and wanted to look at why this had happened.
- Level 4: Explains more than one cause** 6-8
e.g. Explains the government worries about costs; the feeling that the Old Poor Law was inappropriate for the period; the view that there was no incentive for the poor to be responsible for themselves; the view that there was no consistency in the way in which the Poor Law operated.

Question 7

- (a) Describe the main findings of the Royal Commission on the Poor Law in 1834. (6)

Target: Recall of Knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. It found that the poor were being too well treated.

Level 2: Detailed answer giving full description 4-6
e.g. The Report criticised the Old Poor Law. It found that the Old Poor Law encouraged idleness and discouraged the poor from improving themselves. It confirmed what everybody suspected that the system was very expensive and open to abuse by the poor and employers. It also found the system to be inappropriate for the early 19th century, parishes were too small and officials were usually unpaid amateurs. The system was also being applied differently in different places.

- (b) How successful was the New Poor Law of 1834? (8)

Target: Explanation of Causation (AO 6.1)

Level 1: Simple description 1
e.g. Agrees / disagrees without explaining the statement.

Level 2: Identifies factors 2-3
e.g. The Poor Law of 1834 reduced costs; paupers had to go into workhouses.

Level 3: Explains one factor 4-5
e.g. The Poor Law of 1834 was successful because it reduced the cost of poor relief which was its main objective by abolishing outdoor relief for the able-bodied.

Level 4: Explains more than one factor 6-8
e.g. The Commissioners had proposed radical changes to cope with the problems of dealing with a growing number of poor and the enormous cost of providing for them. To that extent it was successful. Nationally the cost fell by over a third. Unions were formed and many new purpose-built workhouses were constructed. However, the system did not work well in the industrial north where unemployment was often cyclical. In these areas, outdoor relief continued to be given.

- (c) How accurate is **Source A** as an interpretation of what the conditions in the workhouses were like after 1834? Use **Source A and your own knowledge** to explain your answer. (8)

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting the interpretation at face value 1-2

e.g. Taine seems to think that this Manchester workhouse is treating the inmates very well.

Level 2: Answer which evaluates the motive/purposes of the author 3-4

e.g. Taine is a visitor to a workhouse. It is not possible to know the circumstances in which the visit was made or whether special efforts had been made to make the workhouse look more pleasant. Certainly there is no reason why Taine as a foreigner and occasional visitor should not be telling the truth.

OR

Generalised description of conditions in workhouses

e.g. A is not accurate because.....

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6

e.g. Source A describes a very well run workhouse, but this was probably not typical of workhouses which the poor called 'bastilles'. Conditions in some workhouses such as the Andover workhouse were dreadful and there was a Parliamentary Enquiry into this. Andover was probably an extreme example but the workhouses generally were feared by the poor. Families were split up, uniforms had to be worn, the work was hard and the food was boring and monotonous.

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context 7-8

e.g. The conditions in the workhouses were designed to discourage the poor from entering them. Under the principle of less eligibility, conditions were generally designed to be worse than those in which the lowest paid workers would be living. Poverty was seen at the time to be the fault of the poor and therefore everything was done to persuade them to help themselves and to reduce the burden of poor relief which fell on the more affluent.

Question 8

- (a) Describe what was meant by the system of Payment by Results. (6)

Target: Recall of Knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. Payment by Results was a system where teachers got paid more if they got good results.

Level 2: Detailed answer giving full description. 3-6
e.g. Payment by Results was introduced by Robert Lowe, the Minister for Education, in 1862. He was worried about both the cost and quality of education. Government grants were to be made as a result of annual inspection of schools, pupils' attendance and their performance in the 3Rs.

- (b) Explain why the 1870 Education Act was passed. (8)

Target: Explanation of Causation (AO6.1)

Level 1: Simple description 1
e.g. The government wanted to improve education.

Level 2: Identifies causes 2-3
e.g. There were more young children and not enough schools; needs of industry.

Level 3: Explains one cause 4-5
e.g. There was an increasing awareness that, with the huge rise in population, there were insufficient schools for the young. The government needed to provide these.

Level 4: Explains more than one cause 6-8
e.g. The population, especially of children, had risen dramatically and there were insufficient schools. The demands of industry now required an educated workforce and the government was worried that other countries were becoming better educated and Britain was falling behind. The Reform Act of 1867 had given many working men the vote and it was thought that they needed to be educated so as to be able to vote responsibly.

- (c) How accurate is **Source A** as an interpretation of the effects of the 1870 Education Act? (8)
Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting or rejecting the interpretation at face value 1-2

e.g. Board schools were not very good because they were overcrowded and lacked teachers.

Level 2: Answer which evaluates the motive/purposes of the author 3-4

e.g. Cootes was writing a school text-book in which he is critical of Board schools which were introduced by the 1870 Act. He has concentrated on the negative aspects and omitted to mention the things which the Board schools achieved (generalised, not detailed).

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6

e.g. There were certainly problems with some Board schools initially and the source highlights these. But there were other aspects of the Education Act. It proposed for the first time that there should be a school place for every child who wanted it and the Board schools were built to fill the gaps in the existing system. These places were not at first free. The schools were to be run by local school boards.

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context 7-8

e.g. Cootes' interpretation of the Education Act is not inaccurate but it fails to recognise the situation at the time. It took time to provide enough places at first because the numbers needing educating were so great so there were inevitably often large classes and insufficient qualified teachers. But the Act was just the first step. In time, sufficient schools were built and teachers trained. Later, other acts were passed so that education was free and compulsory.

Question 9

- (a) Describe prison conditions in the late eighteenth and early nineteenth centuries. (6)

Target: Recall of Knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. Prisons were terrible places in this period.

Level 2: Detailed answer giving full description 3-6
e.g. Prisons were seen simply as places of punishment and there was no attempt to reform prisoners. They were overcrowded because of the huge population rise and an increase in crime in this period. Prisoners were treated very poorly and there were strict rules and punishments like solitary confinement, silence, exercising in single file and hard labour.

- (b) How successful was John Howard in improving prison conditions? (8)

Target: Explanation of Causation (AO6.1)

Level 1: Simple description 1
e.g. He improved things for prisoners by making sure that they were treated decently.

Level 2: Identifies factors 2-3
e.g. He visited prisons and saw what the problems were; he made various recommendations.

Level 3: Explains one factor 4-5
e.g. He carried out an investigation into several prisons and wrote a report which made the general public aware of how appalling conditions were.

Level 4: Explains more than one factor 6-8
e.g. John Howard was a magistrate who was worried about the conditions in the prisons to which he was sending people. He carried out a detailed survey published in 1777 which shocked public opinion. He recommended that gaolers should be paid to avoid the corruption through which they had previously demanded money from prisoners, better sanitation and ventilation, clean clothing and bedding. He also suggested that workshops and chapels should be provided. But he was ahead of his time and few of these recommendations were ever considered seriously until after his death.

- (c) How accurate is **Source A** as an interpretation of the work of Elizabeth Fry? (8)
Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting or rejecting the interpretation at face value 1-2
e.g. Mrs Fry achieved little because the government ignored her advice.

Level 2: Answer which evaluates the motive/purposes of the author 3-4
e.g. Hetherton was writing a school text-book in which he is critical of the government's attitude to prison reform. He has concentrated on the negative aspects and omitted to mention the things which Mrs Fry did achieve (generalised not detailed).

Level 3: Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors 5-6
e.g. Source A highlights the difficulties she had in overcoming the resistance of the government to change. She concentrated on the plight of women prisoners and became an expert on the problems especially of Newgate Prison. She visited the prisoners and she and her committee provided much needed clothing and clean straw for the women and their children to lie on. She also concentrated on trying to persuade politicians to take action.

Level 4: As with levels 2 and 3 but uses knowledge to test interpretation within the historical context 7-8
e.g. Eventually Mrs Fry did force some improvements to be made. Prisons were regularly inspected, gaolers were paid and women prisoners were supervised only by women warders. But, as with Howard, she was ahead of her time and attitudes to the unfortunate members of society like the poor and people found guilty of minor crimes were very harsh. Many of her suggested reforms had to wait until the public and politicians were ready to adopt a more caring approach.