



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

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GCSE

History C

3043

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 2: Thematic Studies**Question 1**

- (a) According to **Source A**, how was land farmed under the Open Field System in the early eighteenth century? (3)

Target: Comprehension from an historical source (AO 6.2)

Level 1: Credit one mark for each correct point made 3
e.g. Traditional methods, pasture, meadow and arable land. Oats, wheat and barley grown on arable land, which was divided into strips. Fallow land.

- (b) Describe how new ideas of farming were spread in the eighteenth and early nineteenth centuries. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer 1-2
e.g. Word of mouth. Young wrote books and magazines.

Level 2: Detailed description 3-6
e.g. Describes the work of Arthur Young, Thomas Coke, King George, Tull etc in spreading new ideas.

- (c) Does **Source B** give enough information to explain fully why enclosure was introduced during the eighteenth and early nineteenth centuries? (8)
Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of sufficiency of evidence with recall of knowledge (AO 6.1/6.2)

Level 1: Identification from source 1
e.g. It shows wheat prices increasing.

Level 2: Identifies reasons from own knowledge 2-3
e.g. Population increased and towns grew.

Level 3: Explains source from own knowledge 4-6

OR

Disagrees and explains using own knowledge
e.g. Increased wheat prices meant more profit for farmers and this was very beneficial during the War years when there were no imports. Profits increase dramatically.

e.g. Population was increasing which meant that more mouths needed feeding and the 3 Field System could not cope anymore. People living in towns demanded more food because they could not grow it themselves and the French Wars meant no imports of food. Therefore, farmers had to produce more through enclosure.

Level 4: Combines all of Level 3 5-8

- (d) “Enclosures were beneficial rather than harmful.” Do you agree? Explain your answer. (14)

Target: Recall, describe, analyse and explain (AO 6.1)

Level 1: Simplistic answer – generalisation of enclosure 1-2
e.g. Enclosure was beneficial to the rich.

Level 2: Effects of enclosure identified 3-7
e.g. Enclosure meant that more food was produced. New ideas could be introduced. It was costly. They could use more machinery. They lost the community spirit.

Level 3: Explains ways enclosure was beneficial 8-10

OR

Explains the harmful effects of enclosure

Level 4: Explains both the beneficial and harmful effects 9-13

Beneficial effects – new methods, which were introduced, meant more food could be produced to feed the growing population, many of whom lived in the industrial towns. This also led to an improved diet and fresh meat, which was aided by transport improvements. Selective breeding could take place.

Harmful effects – squatters were badly affected since they no longer had a legal right to live on the common. As the common was now closed, villagers no longer had the right to graze their animals or cut fuel. If they could not prove ownership they lost their land.

Level 5: As Level 4 – also produces a judgement or evaluation 14

Question 2

- (a) According to **Source A**, how was the Domestic System organised in the early eighteenth century? (3)

Target: Comprehension from an historical source (AO 6.2)

Level 1: Credit 1 mark for each correct point made **3**
 e.g. All the family worked – women and children, old and young. Work was done in the home – carding, cleaning and spinning. Everyone was involved in the Domestic System / clothing trade / business.

- (b) Describe the problems faced by the textile industry when using water power during the eighteenth century. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer **1-2**
 e.g. Had to be located near a water supply / problems of reliability.

Level 2: Detailed description **3-6**
 e.g. Will refer to rivers freezing, drought in summer – no power. Too many factories on a stretch of river would cause problems for the flow of water to the wheel.

- (c) Does **Source B** give enough information to explain fully why Lancashire became the centre of the cotton industry during the eighteenth and early nineteenth centuries? (8)
 Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of sufficiency of evidence with recall of knowledge (AO 6.1/6.2)

Level 1: Identification from source **1**
 e.g. There was a coalfield.

Level 2: Identifies reasons from own knowledge **2-3**
 e.g. There were fast flowing streams and Lancashire had a damp climate.

Level 3: Explains source and own knowledge **4-6**

OR

Disagrees and explains using own knowledge

e.g. The coalfield would supply coal for powering the steam engines in the factories. The canal would be useful for transporting goods to Liverpool, which would export the finished goods.

e.g. Fast flowing streams were important as they provided water power for the machines. The damp climate was ideal for handling the thread since it broke easily in a dry atmosphere.

Level 4: Combines all of Levels 3 **5-8**

- (d) “Weaving inventions were more important than spinning inventions to the cotton industry during the eighteenth and early nineteenth centuries.” (14)
Do you agree? Explain your answer.

Target: Recall, describe , analyse and explain (AO 6.1)

Level 1: Simplistic answer – generalisation account of the coal industry 1-2
e.g. Spinning and weaving were improved due to machines, which were invented.

Level 2: Description of inventions 3-7
e.g. Kay invented the Flying Shuttle which was a weaving invention used in the home. James Hargreaves invented the Spinning Jenny, which produced a lot of thread.

Level 3: Explains impact of weaving inventions 8-10

OR

Explains impact of spinning inventions

Level 4: Explains both 9-13

Weaving – Kay’s Flying Shuttle was a weaving invention, which meant that broad cloth could now be produced since the width of cloth was no longer determined by the span of a man’s arms. Cartwright’s Power Loom was the other main weaving invention, which eventually was operated by unskilled workers in factories. It was powered by steam.

Spinning – Hargreaves’ Spinning Jenny was the first major improvement, which increased the amount of yarn since it had 8 spindles. It produced thin but weak yarn and could only be used for the weft thread. The Water Frame was too large to fit in the home and resulted in the growth of factories. It produced strong but coarse yarn and could only be used for warp thread. The Mule resulted in pure cotton being spun which was both strong and fine and could be used for both the warp and weft threads.

Level 5: As Level 4 – also produces a judgement or evaluation 14

Question 3

- (a) According to **Source A**, what problems did road users face in the eighteenth century? (3)

Target: Comprehension from an historical source (AO 6.2)

Level 1: Credit 1 mark for each correct point made 3
 e.g. roads were unsuitable for wagons, roads were narrow. When wagons were used they made roads worse – dusty, muddy and dangerous.

- (b) Describe the work of Turnpike Trusts. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer 1-2
 e.g. Turnpike Trusts were made up of local businessmen.

Level 2: Detailed description 3-6
 e.g. Will refer to tollgates and their charges, purpose of the toll, riots etc. Tollgates were built.

- (c) Does **Source B** give enough information to explain fully why roads declined in importance during the early nineteenth century? (8)
 Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of sufficiency of evidence with recall of knowledge (AO 6.1/6.2)

Level 1: Identification from source 1
 e.g. Goods took a long time to be transported.

Level 2: Identifies reasons from own knowledge 2-3
 Railways caused the decline of roads.

Level 3: Explains source and own knowledge 4-6

OR

Disagrees and explains using own knowledge

e.g. A more effective way of transporting bulky goods e.g. coal cheaper than by road was needed and so the Bridgewater canal was built.

e.g. Railways caused the decline of roads because they could carry more passengers, cheaply. They could also carry perishable goods, which canals could not. Also travel by road was expensive for passengers and there were too many stops to make at tollgates. Some of the roads in between tollgates had not been improved and so travel was often slow and easily disrupted by highwaymen.

Level 4: Combines all of Level 3 5-8

- (d) “The work of John Macadam was more important in the development of roads than the work of any other road engineer during the eighteenth and early nineteenth centuries.” (14)
Do you agree? Explain your answer.

Target: Recall, describe, analyse and explain (AO 6.1)

Level 1:	Simplistic answer – generalised description of road builders e.g. Macadam built a lot of roads.	1-2
Level 2:	Describes the work of one or more road builders e.g. Telford built the London to Holyhead road.	3-7
Level 3:	Explains the importance of one road builder	8-10
Level 4:	Explains the importance of at least 2 road builders (inc. Macadam) Wade built military roads in Scotland. Telford built the London to Holyhead road, which enabled Irish MPs to have a good road link to Ireland. Metcalfe linked the industrial areas of Yorkshire and Lancashire. Macadam’s roads were more popular than Telford’s because they were cheaper to build. Others copied his methods.	9-13
Level 5:	As Level 4 – also produces a judgement or evaluation	14

Question 4

- (a) What can you learn from **Source A** about farmers in the early nineteenth century? (4)

Target: Comprehension and inference from an historical source (AO 6.2)

Level 1: Description of source 1-2
e.g. It shows us a wealthy household.

Level 2: Supported inference linked to the source 3-4
e.g. The farmer and his family are very rich as can be seen by their clothes and furniture, probably gained as a result of making vast profits from farming. Also the wealth has been made during wartime when food was scarce and profits high. They must be well off since only wealthy people could send their children to boarding school in contrast probably with his workers on the farm who could not afford education.

- (b) How useful is **Source B** to an historian studying the reasons for the repeal of the Corn Laws in 1846? Use **Source B and your own knowledge** to explain your answer. (8)

Target: Evaluation of source for utility, supported by knowledge (AO 6.1/6.2)

Level 1: Accepts source at face value describing what its content / generalised uncritical evaluation (rote answer) 1-2
e.g. It shows people being given clothes / there was a famine / it is a sketch.

Level 2: EITHER 3-4
Comments on the usefulness of source by arguing from its content
e.g. It is useful because it shows poor people receiving handouts.

OR

Comments on usefulness or limitations of the source in terms of provenance / reliability / bias
e.g. It is not very useful because it is from a modern textbook.

OR

Uses own knowledge with no reference to source to explain answer

Level 3: Uses applied knowledge to develop an argument about the usefulness OR limitations of the source 5-6
e.g. We know that the Famine caused widespread starvation and thousands died because of the shortage of food, therefore the source illustrates the effects of the Famine on people. It is useful because the people were obviously in some difficulties because charities usually gave things to poor people who had no money.

OR

It does not show other events which were influential in the repeal such as the bad harvests which spurred Peel on to take action against the opposition of his own party which was split as a result. It does not tell us about the work of the ACLL which was influential in bringing about repeal through the work of Cobden and Bright.

Level 4: Combines both parts of Level 3 7-8

- (c) Using **Source C and your own knowledge**, explain why there was a Golden Age of Agriculture in the years 1846 to 1870. (10)

Target: Explanation of cause using source and own knowledge (AO 6.1/6.2)

Level 1: Identification from source 1-2
e.g. It describes new farming methods.

Level 2: Identifies reasons from own knowledge 3-4
e.g. There was a Golden Age because of railways and the absence of foreign competition.

Level 3: Explains source and own knowledge 5-8

OR

Disagreed and explains using own knowledge

e.g. Caring for the animals and feeding them well would produce profits for farmers resulting in greater investment in farming.

e.g. Wars in many countries meant that they were not concerned about cheap exports to Britain. The railways in the USA could not yet transport wheat from the Prairies and cheap transport across the Atlantic was not available.

Level 4: Combines both parts of Levels 3 7-10

Question 5

- (a) What can you learn from **Source A** about coal mining in the early eighteenth century? (4)

Target: Comprehension and inference from an historical source (AO 6.2)

Level 1: Description of source 1-2
e.g. It shows a bell pit.

Level 2: Supported inference linked to the source 3-4
e.g. The source shows a small mine where the workings are reached by ladder, which also looks unsafe. Therefore mining in such pits could be dangerous. Packhorses are shown taking the coal away, which suggests that only small quantities were dug.

- (b) How useful is **Source B** to an historian studying the problems that coal miners faced in digging deeper mines in the eighteenth and nineteenth centuries? (8)
Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of source for utility, supported by knowledge (AO 6.1/6.2)

Level 1: Accepts source at face value describing what its content / generalised uncritical evaluation (rote answer) 1-2
e.g. It shows an explosion / the source is a sketch.

Level 2: EITHER 3-4
Comments on the usefulness of source by arguing from its content
e.g. It is useful since it shows the dangers of explosion from firedamp / how they held up the roof.

OR

Comments on usefulness or limitations of the source in terms of provenance / reliability / bias
e.g. It could be exaggerated since it is an artist's impression of an explosion only and he may never have seen one firsthand.

OR

Identifies problems using own knowledge
Miners were killed by flooding / roof falls.

Level 3: Uses knowledge to explain the usefulness OR limitations of the source 5-6
e.g. Firedamp was methane gas, which exploded when in contact with a naked flame so it shows the terrifying effect of such explosions.

OR

It doesn't show other dangers underground or that there would not be such explosions when the Davy Lamp was used properly.

OR

Source evaluation to test utility
The artist may have dramatised this picture to highlight the problems of explosive gasses to warn miners to take care when working underground.

Level 4: Combines 2 or 3 parts of Level 3 7-8

- (c) Using **Source C and your own knowledge**, explain why there was a increased demand for coal in the eighteenth and early nineteenth centuries. (10)

Target: Explanation of cause using source and own knowledge (AO 6.1/6.2)

Level 1: Identification from source 1-2
e.g. Steam engines needed coal.

Level 2: Identifies reasons from own knowledge 3-4
e.g. The growth of towns resulted in the increased demand for coal.

Level 3: Explains source and own knowledge 5-8

OR

Disagrees and explains using own knowledge

e.g. The steam engine needed coal to produce the power to drive the machines. The work of Henry Cort increased the production of wrought iron and his Puddling method used vast amounts of coal.

e.g. More people living in houses in town needed coal to heat their homes and cook their food. The development of gas lighting in the early years of the nineteenth century needed coal to produce the gas to light the growing industrial towns.

Level 4: Combines both parts of Level 3 7-10

Question 6

- (a) What can you learn from **Source A** about the problems faced in the building of railways in the nineteenth century? (4)

Target: Comprehension and inference from an historical source (AO 6.2)

Level 1: Description of source 1-2
e.g. It shows workers building the railway.

Level 2: Supported inference linked to the source 3-4
e.g. It shows that the Liverpool to Manchester railway had to go through rocky ground which would have caused the workers problems because they only had primitive tools such as the picks as shown in the source. Probably dynamite would have had to be used because these tools could not have dug through such massive rocks.

- (b) How useful is **Source B** to an historian studying the effects of railways on the lives of people in Victorian Britain? Use **Source B and your own knowledge** to explain your answer. (8)

Target: Evaluation of source for utility, supported by knowledge (AO 6.1/6.2)

Level 1: Accepts source at face value describing what its content / generalised uncritical evaluation (rote answer) 1-2
e.g. It is a busy station / it is a painting.

Level 2: EITHER 3-4
Comments on the usefulness of source by arguing from its content
e.g. It shows that railways were popular given the number of people in the picture. Families could go on trips.

OR

Comments on usefulness or limitations of the source in terms of provenance / reliability / bias
e.g. The artist may be exaggerating the use of railways by having so many different people in such a small space.

OR

Identifies effects using own knowledge
e.g. People could get newspapers. People were able to commute.

Level 3: Uses knowledge explain the usefulness OR limitations of the source **5-6**
 e.g. We know that trains carried large numbers of people to many destinations including the seaside. Most of the people shown in the painting are well dressed and probably would be travelling first class. They appear to have a lot of luggage and may be going on holiday to Weston-super-Mare or transporting their children to boarding school since trains became popular for this purpose.

OR

It does not show ordinary people who could now travel cheaply by rail and did so in large numbers to such event, as the Great Exhibition.

OR

Source evaluation to test utility

It is not useful to show the effects of railways on people because the artist has only shown the wealthy using railways which would not have been typical of the time.

Level 4: Combines 2 or 3 parts of Level 3 **7-8**

(c) Using **Source C** and your own knowledge, explain the effects railways had on the economy of Victorian Britain. **(10)**

Target: Explanation of change using source and own knowledge (AO 6.1/6.2)

Level 1: Identification from source **1-2**
 e.g. Lots of goods were carried by rail.

Level 2: Identifies effects from own knowledge **3-4**
 e.g. Trains carried industrial goods because it was quick, cheap and could be transported in bulk.

Level 3: Explains source and own knowledge **5-8**

OR

Disagrees and explains using own knowledge

e.g. Many of the goods in the source were perishable and relied on fast transport, which trains provided.

e.g. Railways benefited the iron and steel industries because the rolling stock was built out of these. Engines used vast amounts of coal as fuel. Agriculture also benefited as cattle could be transported more easily.

Level 4: Combines both parts of Levels 3 **7-10**