

GCSE 2004

June Series



Mark Scheme

History Specification C Paper One (3043)

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 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**, what were the most important features of the New Model Unions? (4)

Target: Comprehension from an historical source (AO 6.2).

One mark for each valid point.

1-4

e.g. The unions were for skilled and well paid workers. Members were encouraged to become educated. They were needed for the new industrial age. Subscriptions and benefits were high. The unions tried to avoid industrial action.

- (b) **Sources B and C** give different views of the incidents known as ‘The Sheffield Outrages’. (8)
 Why do they differ?
 Use **Sources B and C 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 C explains what had been going on in Sheffield and how some workers had been victimised.
OR
Simple description of how the sources are different.
 e.g. Source B is from a newspaper which appeared at the time of the Sheffield Outrages but Source C is from a book written three years after the events.
- Level 2: EITHER** **3-4**
Identifies differences in what the sources say.
 Source B suggests that very few people were involved in the ‘outrages’ and they were not very frequent. It also does not go into detail of what these ‘outrages’ were. Source C, however, takes a much more serious view of what happened and gives detail of what had actually happened.
OR
Simple explanation to evaluate the motives of the writers.
 e.g. the writer of the extract from the newspaper is reporting what was in the enquiry into the ‘outrages’ and this may not reflect all that the report said. The writer of Source C may have concentrated on a particularly sensational event to make his account more dramatic.
- Level 3: Developed analysis of content and/or nature of sources to evaluate the motives of the writers.** **5-6**
 e.g. Source B is from a newspaper in Sheffield where the events took place. The writer seems to be minimising the seriousness of these events perhaps because they reflect badly on the city. So he does not detail the worst excesses and instead emphasises how few were involved and the fact that they appear to have almost died out. Source C was written three years later but the writer is not in a position to say exactly what happened and why since he was clearly unfamiliar with Sheffield.
- Level 4: As Level 3 but uses knowledge to test interpretations within the historical context.** **7-8**
 e.g. There was an enquiry which began as an examination into the ‘Sheffield Outrages’ but eventually had a much wider purpose which was to look at the organisation and rules of trade unions and the relations between workers and employers. The conclusion was, as Source B says, that unions should be legalised despite what had happened in Sheffield. Source B supports this view and therefore minimises the ‘outrages’. Source C is writing about the trade union violence in Sheffield and appears to have little sympathy for the trade union movement.

- (c) How useful is **Source D** to explain why the London dockers went on strike in 1889? (8)
Use **Source D** and **your own knowledge** to explain your answer.

Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge (A06.1).

Level 1: EITHER 1-2

Learned response

e.g. It is a useful source because the drawing of the dockers being selected for work was made in 1888 and is a primary source.

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 the source as useful.

e.g. Source D is a useful source because it shows the crowd of dockers trying to get work in 1888. We can see how many were there and how desperate they were. It also shows the man in the raised box who is making the selections.

Level 3: Evaluates the limitations of the source. 5-6

e.g. The source only shows the problems of casual employment and there were other reasons why they went on strike. It does not show that the dockers had to do this every day. The drawing seems to be sympathetic to the dockers and the newspaper may have had the drawing done to encourage support for them.

Level 4: Evaluates usefulness in context, using knowledge. 7-8

e.g. Although the daily search for work was one of the dockers main complaints, there were other reasons why they went on strike. Sometimes, even when selected, the work only lasted for a short time, as little as an hour. When there was a lot of work available they might have to work very long hours often for low wages. So their demands were for a minimum wage of 6d an hour (the dockers' tanner), a minimum engagement of four hours and extra payment for overtime.

- (d) How successful were trade unions in the years 1851 to 1889? (11)
Use **all the sources and your own knowledge** to explain your answer.

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

Level 1: Simple undeveloped answer from sources and/or knowledge. 1-3
e.g. They were successful because they were made legal as is mentioned in Source B.

Level 2: EITHER 4-7
Develops reasoned arguments from the sources.
e.g. In many ways they do seem to have made progress. Source A suggests that the workers in the New Model Unions made themselves strong because the employers needed these skilled men and the unions chose wherever possible to work with the employers. Source B says that unions were to be made legal. There were however still problems. Sources B and C show how some union activity threatened this progress. Also Source D shows how the working conditions of some workers, especially unskilled ones, were still unacceptable in 1887.

OR

Uses knowledge to address the demands of the question.

e.g. Although the unions of skilled workers had become very successful in the 1850s and 1860s, unskilled workers unions were less powerful. It was the success of the Matchgirls, led by Annie Besant, the Gasworkers and most dramatically the London dockers in 1889 which showed how all workers could, by joining together and withdrawing their labour, improve their pay and working conditions.

Level 3: Balanced answer which links sources and knowledge to reach a reasoned judgement. 8-11
e.g. Combines both parts of Level 2.

NB. In the assessment grid, 9 marks out of the 11 are allocated to Objective 6.1. This is reflected in the marking scheme with credit being given for own knowledge within all levels.

Question 2

- (a) According to **Source A**, what were the main points of the Poor Law Amendment Act of 1834? (4)

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

One mark for each valid point.

1-4

e.g. Parishes were grouped in unions. Allowance systems were stopped. Only indoor relief was given. The workhouses were made unpleasant places so that the only the most desperate would want to go in. A commission was set up.

- (b) How useful is **Source B** as evidence of conditions in workhouses in the mid-nineteenth century? (8)

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

Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge(A06.1)

Level 1: EITHER

1-2

Learned response

e.g. It is a useful source because the drawing of women in the workhouse was made in 1843 and is a primary source.

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 the source as useful.

e.g. Source B is a useful source because it shows us that women were separated from the men and slept in a large room in beds that looked like coffins. It also shows how unpleasant and bare the conditions were with cracked walls and little heating apart from in the middle of the room. It also shows that the inmates of this workhouse were not allowed to smoke.

Level 3: Evaluates the limitations of the source.

5-6

e.g. Although it is useful for showing living conditions, it is only one workhouse. Others may have been better or worse. It does not help us to know how the men were treated or the children. It tells nothing about the work that was done in the workhouse or the food that was provided. We are not told where this workhouse was nor why the drawing was made in the first place.

Level 4: Evaluates usefulness in context, using knowledge.

7-8

e.g. There are some children in the drawing but they are probably only visiting their mother. Such visits were allowed once a day. Most workhouses had a uniform and it can be seen that the women are all dressed similarly. Although the room is not very pleasant it does look clean. As with the food and the work everything was very basic and uninteresting. The drawing was made only 9 years after the New Poor Law was introduced when regulations were very strictly applied.

- (c) **Sources C and D** show different views of conditions in workhouses. 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 what has been going on in the Andover workhouse..
OR
Simple description of how the sources are different.
e.g. Source C is an extract from an enquiry into the Andover workhouse in 1845 but Source D is a from a newspaper written earlier.
- Level 2: EITHER** **3-4**
Identifies differences in what the sources say.
e.g. Source C says that the conditions in the workhouse were so bad that the inmates were starving and forced to eat rotting meat. Source D on the other hand says that the conditions for the inmates were very pleasant.
OR
Simple explanation to evaluate the motives of the writers.
e.g. Source C is from an official government enquiry so it will probably be recording accurately what happened at this workhouse. The writer of Source D, however, is a friend of the governor of a workhouse so he will probably take the side of the authorities.
- Level 3: Developed analysis of content and/or nature of sources to evaluate the motives of the writers.** **5-6**
e.g. Source C is reporting what an inmate says he had witnessed in the Andover workhouse so it is based on an eye-witness account. He may however exaggerate in order to make the authorities look worse in order to make conditions easier. Source D paints a more pleasant picture of a workhouse but he was presumably a friend of the governor so he is less likely to criticise things. It is also possible that conditions were made to look better whilst he was visiting.
- Level 4: As Level 3 but also uses knowledge to test interpretations within the historical context.** **7-8**
e.g. There seems little doubt that the conditions at Andover were terrible. In that sense, Source C could appear to be the more reliable interpretation. There was a parliamentary investigation and the report caused an outcry. However, conditions in workhouses were not supposed to be pleasant so the fact that there was such an outcry suggests that Andover was not typical. Even if the writer of Source D is telling the truth, it is doubtful whether the workhouse described in Source D is typical either since it seems far too pleasant and comfortable.

- (d) How successful was the New Poor Law in dealing with the problems of poverty in the nineteenth century? (11)

Use **all the sources and your own knowledge** to explain your answer.

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

Level 1: Simple undeveloped answer from sources and/or knowledge. 1-3
e.g. It achieved one of its aims which was to save money.

Level 2: EITHER 4-7

Develops reasoned arguments from the sources.

e.g. The cost of the Old Poor Law had been very high especially paying outdoor relief. Everyone now had to go into the workhouse. As the sources show, these were very basic places so the New Poor Law was successful in saving money. But as Sources C and D show, in some cases the poor were treated very badly so from the point of view of many of the poor it was not a great success.

OR

Uses knowledge to address the demands of the question.

e.g. The cost of the Poor Law fell dramatically from nearly £7 million in 1833 to £4million in 1837. Another aim was to reduce the number of paupers and in this it was also successful because the poor would only enter the workhouse when they were absolutely desperate and this was the only way in which they could claim relief. The idea of this was also to make them responsible for themselves and their own families. The New Poor Law was supposed to treat the poor in the same way over the whole country, but this proved much more difficult to achieve. The main problem was that the workhouse system was not suitable for the industrial North where the nature of employment meant that there was often either full employment or massive unemployment.

Level 3: Balanced answer which links sources and knowledge to reach a reasoned judgement. 8-11

e.g. combines both parts of Level 2.

NB In the assessment grid, 9 marks out of the 11 are allocated to Objective 6.1. This is reflected in the marking scheme with credit being given for own knowledge within all levels.

Question 3

- (a) According to **Source A**, what were the aims of the 1870 Education Act? (4)

Target: Comprehension from an historical source (AO 6.2).

One mark for each valid point.

1-4

e.g. The existing schools were not to be replaced. Schools were set up where there was a shortage of school places. Education was to be for 5 to 10 year-olds. Schools were to be built and maintained by local rates and government grants. Fees could be charged.

- (b) **Sources B and C** give different views of education in the 1870s. Why do they differ? (8)
Use **Sources B and C** 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 B details the problems which an attendance officer had.

OR

Simple description of how the sources are different.

e.g. Source B was written by a man who worked in education in a large city but Source C is from the memories of someone describing her own schooldays in a village.

Level 2: EITHER 3-4
Identifies differences in what the sources say.

e.g. Source B says that attendance officers were not well liked and that parents were not very keen on their children attending school. However, Source C says that she enjoyed going to school.

OR

Simple explanation to evaluate the motives/purposes of the writers.

e.g. The attendance officer is describing the problems which he had in London but this may not have been typical of the country as a whole. The writer of Source C is looking back on her own schooldays and describing how she felt about attending school.

Level 3: Developed analysis of content and/or nature of sources to evaluate the motives of the writers. 5-6

e.g. In Source B the attendance officer is looking back over his career and may be describing perhaps the early years of compulsory education in the 1870s in London where parents and children may have preferred to work and earn money. He may be generalising or just describing the worst aspects of his job. The writer of Source C is perhaps describing a smaller school in the countryside and is talking about her attitude to learning. She seems very bright and keen to benefit from what was on offer and, therefore, is likely to have good memories of the school and the authorities who provided this education.

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

e.g. There were often very good reasons why children did not attend school which made the idea of attending less attractive. Some parents were unwilling to do without the money that their children could earn especially at times when men were unemployed. Although later in the 1870s laws were passed which limited the employment of children, these were often ignored, especially in rural areas. The quality of education depends very much on the teachers and it may well be that Flora Thompson was fortunate to have teachers who encouraged her in her obvious love of learning.

- (c) How useful is **Source D** as evidence of the spread of secondary and technical education in the years 1875 to 1900? (8)

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

Target: Evaluation of a source for usefulness (A06.2), supported by knowledge (A06.1).

Level 1: EITHER 1-2

Learned response

e.g. It is a useful source because the drawing of a technical school class was made in 1884 and is a primary source.

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 the source as useful.

e.g. Source D is very useful because it shows a technical school class of boys in 1884. It seems to be a science lesson and the room is very well equipped. This shows us that much more was being taught than simply the 3Rs.

Level 3: Evaluates the limitations of the source. 5-6

e.g. It needs to be asked why this drawing was done and how accurate a picture this is of the facilities at Finsbury Technical School. It is also limited because it only shows one class in one school. It does not tell us anything about the rest of this school let alone other secondary schools at this time. We are unable to know how these boys were chosen or whether their parents had to pay for them to attend.

Level 4: Evaluates usefulness in context, using knowledge. 7-8

e.g. Generally speaking, secondary education in the 19th century was limited to the children of the middle classes and was not free. 'Higher grade' schools were introduced as early as 1875 but only by a few School Boards and usually in industrial areas where particular skills were required. The 1870 Act only allowed rates to be used for elementary education and this limited the building of secondary schools. Instead, extra standards were introduced within the elementary schools in which a wider curriculum could be introduced.

- (d) How successful were the attempts to improve elementary education in the years 1870 to 1900? (11)

Use Sources A, B and C and your own knowledge to explain your answer.

Target: Explanation and evaluation (AO 6.1/6.2).

Level 1: Simple undeveloped answer from sources and/or knowledge. 1-3

e.g. It was better because secondary schools were introduced like the one shown in Source D.

Level 2: Develops reasoned arguments from the sources. 4-7

e.g. Many of the problems had been solved because the 1870 Act referred to in Sources A and C provided many more school places so that everyone who wished to attend could do so. Although school fees could still be charged usually it was free. Attempts were made in some areas to get all children into school as is shown in Source B although it is clear that there was some resistance to this.

OR

Uses knowledge to address the demands of the question.

e.g. The 1870 Act did not at first make education either free or compulsory. It merely allowed the Boards to do this. Later, Sandon's Act of 1876 and Mundella's Act of 1880 did make attendance at school compulsory although the charging of fees did not disappear until 1891. An extra standard was introduced in many board schools where a wider curriculum was available for the brighter children who wished to stay on.

Level 3: Balanced answer which links source and knowledge to reach a reasoned judgement. 8-11

e.g. Combines both parts of Level 2.

NB In the assessment grid, 9 marks out of the 11 are allocated to Objective 6.1. This is reflected in the marking scheme with credit being given for own knowledge within all levels.

Question 4

- (a) Describe the main features of the Grand National Consolidated Trade Union. (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 very large trade union for all workers.

Level 2: Detailed answer giving full description 3-6
e.g. The GNCTU was intended to bring together workers from different trades together in one union. It had over half a million members. The union would support members on strike in any trade. It also intended to organise a general strike to change the way in which the country was governed.

- (b) Explain why Robert Owen founded the Grand National Consolidated Trades Union. (8)

Target: Explanation of causation (AO6.1).

Level 1: Simple description. 1-2
Robert Owen was the man who thought up the idea of the GNCTU.

Level 2: Identifies causes 3-4
e.g. Owen was a wealthy man; he wanted to help the workers; he had radical ideas about labour.

Level 3: Explains one reason. 5-6
e.g. Robert Owen was a radical who wanted to change the way in which the country was run by creating a large powerful trade union.

Level 4: Explains more than one reason. 7-8
e.g. Owen was a self-made man who, despite his wealth and success, had always had the working men's interest at heart. Because of this, he was a natural leader and enthusiast to whom the workers would listen. His proposal to bring all workers together to make them more powerful was adopted enthusiastically by workers from many different trades. He also had other popular ideas like setting up a network of labour exchanges (job centres) and using a general strike to challenge the government.

- (c) How accurate is **Source A** as an interpretation of why the Grand National Consolidated Trades Union collapsed in 1834? (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 the interpretation at face value. 1-2

e.g. Source A suggests that the government was very strong and determined and this is the reason why the GNCTU collapsed.

Level 2: EITHER 3-6

Answer which evaluates the motive/purpose of the author.

e.g. The writers of this extract were social reformers looking to change things and therefore would approve of the formation of the GNCTU. They might not want to see the fault for failure lying with the workers or the GNCTU leaders. Instead they may see the collapse as the result of strong government action.

OR

Answer which considers the limitations of the interpretation using knowledge.

e.g. Although strong government action was a factor, there were other reasons. There was a lack of solidarity among the workers and they were probably too afraid and too poor to stay on strike in support of others. The attempts at striking were badly co-ordinated and there was poor communication. The cost of supporting a strike was too much for most workers. Those who might have been able to afford it, the skilled workers, had largely refused to join the GNCTU.

Level 3: Combines both parts of Level 2. 7-8

Question 5

- (a) Describe the aims of Chartism. (6)

Target: Recall of knowledge (AO 6.1).

Level 1: Simplistic answer, which gives some description in broad outline. 1-2
e.g. Chartism aimed to improve the conditions for the working classes by getting the government to agree to a number of demands.

Level 2: Detailed answer giving full description. 3-6
e.g. Chartism aimed to improve working and living conditions. They issued a charter which had six aims. Votes for all men over 21; secret ballots; no property qualifications for MPs; payment of MPs; equal size constituencies; annual parliamentary elections.

- (b) Explain why William Lovett was important in the Chartist movement. (8)

Target: Explanation of causation (AO6.1).

Level 1: Simple description. 1-2
e.g. Lovett was one of the Chartist leaders.

Level 2: Identifies reasons 3-4
e.g. Lovett was one of the Chartist leaders; he supported peaceful protest; he thought education was important.

Level 3: Explains one reason. 5-6
e.g. Lovett was the secretary of the group which met in 1836 and was responsible for drawing up the six aims of Chartism.

Level 4: Explains more than one reason. 7-8
Explains the importance of Lovett in forming the London Working Men's Association, the group which conceived the idea of achieving changes through Parliament and his leading role in drawing up the Charter. Lovett was influential through his emphasis on 'moral force', his links with middle-class radicals and his insistence that the working man should educate himself to make him worthy to receive the vote.

- (c) How accurate is **Source A** as an interpretation of why the Chartist movement failed? (8)
Use **Source A and your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3).

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

e.g. The 1848 Charter was the last petition and it was a disaster. It was laughed at by MPs in the House of Commons so this was clearly a reason why Chartism failed.

Level 2: EITHER 3-6
Answer which evaluates the motive/purpose of the author.

e.g. Kingsley was living at the time and would have seen the events which he is describing. But he was a social reformer so he would have supported the ideas of Chartism and would have seen the events as a tragedy. Perhaps he might have exaggerated the sadness of it all and seen the failure of the petition as unfortunate rather than the result of bad presentation and mismanagement.

OR

Answer which considers the limitations of the interpretation using knowledge.

e.g. Source A talks about the problem of the 1848 petition which contained numerous obviously forged signatures, but there were other reasons for the failure of Chartism. The leadership was generally very poor and divided and O'Connor with his physical force tactics caused many, especially the middle classes, to withdraw support. Also the firm way in which the government dealt with Chartism made progress difficult. Finally, there were many other movements such as the Anti-Corn Law League which proved more attractive.

Level 3: Combines both parts of Level 2. 7-8

Question 6

- (a) Describe the Swing Riots. (6)

Target: Recall of knowledge (AO 6.1).

Level 1: Simplistic answer, which gives some description in broad outline. 1-2
e.g. The Swing Riots were outbreaks of violence in the countryside.

Level 2: Detailed answer giving full description. 3-6
e.g. In the years 1830-32, agricultural labourers in the south of England turned to violence to try to solve their problems. They were discontented at the low wages, the increasing mechanisation and dreadful living conditions. Mostly they smashed or burned property and machinery. The Swing Riots were so called because the rioters often left messages signed by a Captain Swing, who did not really exist.

- (b) Explain why problems for the poor increased in years 1815 to 1832. (8)

Target: Explanation of causation (A06.1).

Level 1: Simple description. 1-2
e.g. Things got worse because there were fewer jobs and worse conditions.

Level 2: Identifies reasons. 3-4
The Corn Laws were introduced in 1815; price of bread was high; there was much unemployment.

Level 3: Explains one reason. 5-6
e.g. After the French Wars ended, the Corn Laws were introduced and this kept the price of bread high but the wages of the poor did not increase so they were much worse off.

Level 4: Explains more than one reason. 7-8
e.g. The increased cost of food caused by the Corn Laws made life more difficult for the poor because their wages usually stayed the same. But sometimes things were worse when prices in general rose and wages fell. There was at times increased unemployment caused by enclosure and mechanisation on the land and increased mechanisation in the factories. There was also a rapid rise in the population especially in the towns where the living conditions were very bad. Finally, the government made matters worse by its policies of laissez faire and of repression.

- (c) How accurate is **Source A** as an interpretation of why the 1832 Royal Commission on the Poor Law was set up? (8)

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

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3).

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

e.g. Nassau Senior was involved in the report and therefore his comments about the problems should be accurate.

Level 2: EITHER 3-6

Answer which evaluates the motive/purpose of the author.

e.g. Nassau Senior played a major part in the writing of the report and therefore his comments need to be considered seriously. But many historians consider that Chadwick and Senior had decided beforehand that the old system of poor relief needed to change. They therefore selected the evidence which fitted their ideas. Senior, writing seven years later, will justify what he and his colleagues had done.

OR

Answers which consider the limitations of the interpretation using knowledge.

e.g. Source A talks about one of the faults of the old systems of poor relief like Speenhamland and clearly it was far from perfect. But there were other reasons why there was a Royal Commission and the main one was that the cost of poor relief had risen dramatically. This was partly because the numbers of people claiming relief had risen but also because the system was being abused by both labourers and employers.

Level 3: Combines both parts of Level 2 7-8

Question 7

- (a) Describe the impact of the population changes in towns which took place in Britain in the years 1750 to 1851. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline. 1-2
e.g. The size of the population grew enormously during this period.

Level 2: Detailed answer giving full description. 3-6
e.g. During this period the size of the population grew from about 7 million to over 20 million probably as a result of the increased birth rate. But there was also increased immigration especially from Ireland. In 1751 most people lived in the countryside but by 1851 most lived in the towns where they had moved to look for work. This rapid growth led to overcrowding, cheap and poorly built housing and squalid living conditions and disease.

- (b) Explain why improvements in medical knowledge helped in dealing with the problems of public health in the nineteenth century. (8)

Target: Explanation of causation (AO 6.1)

Level 1: Simple description. 1-2
Improved medical knowledge meant that people now knew the causes of diseases and could find ways of treating them.

Level 2: Identifies reasons 3-4
Jenner discovered a vaccine for smallpox; Snow found the link between cholera and contaminated water supplies; Pasteur proved the existence of airborne germs.

Level 3: Explains one reason. 5-6
At the end of the 18th century Jenner had discovered a vaccine for use against smallpox. Despite much opposition at the beginning, this was used increasingly in the 19th century to deal with one of the major epidemic diseases.

Level 4: Explains more than one reason. 7-8
e.g. Although Jenner's development of the first vaccine was a major contribution to the fight against smallpox, no-one knew how and why it worked. John Snow came closer to an understanding of the causes of epidemic diseases when he worked out a link between cholera and contaminated water supplies. But it was not until Pasteur proved the existence of airborne germs that research could be done to identify the specific germs which were causing disease and to find ways of treating the diseases.

- (c) How accurate is **Source A** as an interpretation of the part played by Edwin Chadwick in improving public health? (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 the interpretation at face value. 1-2

e.g. Source A says that Chadwick was the first man to recognise the importance of public health and to pressure politicians to do something about it and obviously this was very important.

Level 2: EITHER 3-6

Answer which evaluates the motive/purpose of the author.

e.g. Simon is clearly a great admirer of Chadwick and he will be in a position to know in detail what Chadwick did achieve since he succeeded him. But this was written in the year in which Chadwick died so Simon may well have concentrated on the best aspects of his work.

OR

Answer which considers the limitations of the interpretation using knowledge.

e.g. There is no reason to believe that, as Simon says, Chadwick was not very influential. His work on the 1842 report highlighted the worst aspects of public health especially in the rapidly growing industrial towns. This led to the first Public Health Act in 1848 and the setting up of a Board of Health on which Chadwick himself was a commissioner. However Chadwick did make mistakes such as his refusal to recognise the link between water supply and cholera which led to his order that all London's sewage should be flushed into the Thames. Chadwick had made a lot of enemies over the years and this was mostly as a result of his manner which was often rude and intolerant. His enemies managed to force his retirement in 1855 and consequently his contributions to the improvement of public health ceased even though he lived for another 35 years.

Level 3: Combines both parts of Level 2 7-8

Question 8

- (a) Describe how monitorial schools educated children in the first half of the nineteenth century. (6)

Target: Recall of knowledge (AO 6.1)**Level 1: Simplistic answer, which gives some description in broad outline. 1-2**

e.g. Monitorial schools were introduced in order to teach a large number of children at the same time.

Level 2: Detailed answer giving full description. 3-6

e.g. The idea behind monitorial schools was that one teacher could teach a class of several hundred children at the same time. This made education cheaper. Under this system, the teacher taught the older children, and monitors, who then instructed the younger children. The children simply repeated what they had been told several times and wrote it on a slate. So they learnt very simple facts by rote and they all had to work at the same speed. There was little understanding and no opportunity to ask questions.

- (b) Explain why there was increasing government involvement in education in the years 1833 to 1869. (8)

Target: Explanation of causation (AO6.1).**Level 1: Simple description. 1-2**

e.g. The existing system was not working very well so the government decided to take a more active role.

Level 2: Identifies reasons 3-4

The population was increasing; many children could not read and write; better educated workers were needed.

Level 3: Explains one reason. 5-6

e.g. The population, especially of young people, was growing and the existing voluntary system could not keep up with the increased demand for more schools because they did not have the necessary resources.

Level 4: Explains more than one reason. 7-8

e.g. The voluntary system did not have the resources to cope with the increased demand for school places. The government therefore began from 1833 to give grants to both the voluntary societies. The Industrial Revolution was increasingly creating the need for a better educated work-force. As a minimum, children needed to be given an elementary education in the 3Rs. It was also felt that the working classes were becoming more politically powerful so it was necessary through education to make them more responsible.

- (c) How accurate is **Source A** as an interpretation of how ‘Payment by Results’ worked during the 1860s? (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 the interpretation at face value. 1-2

e.g. Source A says that the value of the system is that it will be either cheap or efficient.

Level 2: EITHER 3-6
Answer which evaluates the motive/purpose of the author.

e.g. Robert Lowe is introducing a new system and will want to make it sound as attractive as possible so that the Revised Code which he is proposing will be passed and become law. For those MPs who are keen on education he suggests that it will be efficient and for those who do not want to waste money, he says that if it does not work then at least it will not cost much. He clearly does not know whether it will work so he is not sure of the value.

OR

Answer which considers the limitations of the interpretation using knowledge.

e.g. This source tells us what it was hoped the system might achieve. But it does not explain what actually happened. It does not say how it had a harmful effect on teaching since the students were taught what was required in order to pass the annual tests so that schools would get their grants and teachers their salaries. Attendance at school was also a factor.

Level 3: Combines both parts of Level 2. 7-8

Question 9

- (a) Describe how William Booth improved the lives of the poor in the late nineteenth century. (6)

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline. 1-2
e.g. William Booth formed the Salvation Army which helped the poor.

Level 2: Detailed answer giving full description. 3-6
e.g. Booth was a Methodist Minister in the East End of London who was upset by the poverty he saw around him and determined to do something about it. In 1876 he formed the Salvation Army because he saw it as a war against poverty. He hoped to convert people to lead a better, more Christian life but also provided more practical solutions to their problems by setting up soup kitchens and hostels for the sick, homeless and unemployed.

- (b) Explain why Dr Barnardo set up his children's homes. (8)

Target: Explanation of causation (AO6.1)

Level 1: Simple description. 1-2
e.g. He wanted to give children a better chance in life.

Level 2: Identifies reasons. 3-4
He saw that there were a lot of homeless children; he was a very religious man; he thought it was his duty to help the children.

Level 3: Explains one reason. 5-6
e.g. Barnardo was training to be a missionary doctor when one evening in London he came across some homeless children in the doorway of a church hall and realised that he had a mission to help them.

Level 4: Explains more than one reason 7-8
e.g. Barnardo, a religious man, after coming across the large number of homeless children in London clearly saw it as his mission to do something for them. These homeless children were helped first but he later extended his homes to cater for another group, orphaned children, about whom he was also worried. He also saw it as his duty not just to care for the children but also to educate them and turn them into better citizens.

- (c) How accurate is **Source A** as an interpretation of the work of Dr Barnardo? (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 the interpretation at face value. 1-2

e.g. The writer of Source A suggests that Dr Barnardo was overrated and did not do all the things he claimed to have done.

Level 2: EITHER

Answer which evaluates the motive/purpose of the author.

e.g. Williams worked for Dr Barnardo for 10 years and therefore should have known him well and be in a position to comment accurately on him. But his views contradict so completely everything which is generally accepted about Barnardo and his work that we have to question his motives. Perhaps he had been dismissed by Barnardo or had had a major disagreement with him.

OR

Answer which considers the limitations of the interpretation using knowledge.

e.g. Williams presents a very one-sided view of Barnardo and his work and is rather critical. However, he does not actually say that these are his views but rather that 'it was said' without saying who said these things. He fails to mention the scale of his achievements, the hundreds of homes which were set up and the thousands of children who were helped by him.

Dr Barnardo dedicated his life for nearly forty years to the task of caring for,