

GCSE 2004

June Series



Mark Scheme

History Specification C (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.

Further copies of this Mark Scheme are available from:

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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 2: Thematic Studies**Question 1**

- (a) According to **Source A**, why was life difficult for the squatters 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. On lowest rung of social ladder, poor, lived in rough hovels, no legal rights etc.

- (b) Describe how enclosure by Act of Parliament was carried out. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer. 1-2
The village had to get permission.

Level 2: Detailed description. 3-6
Owners of at least 4/5 of the land had to agree to present a petition to parliament. Commissioners came to the village to investigate, draw maps and settle claims.

- (c) Does **Source B** give enough information to explain fully why eighteenth century farming could no longer feed the growing population? (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 1-2
e.g. It shows the broadcasting method of sowing.

Level 2: Identifies reasons from own knowledge 3-4
e.g. It was wasteful. Identifies defects of open field system.

Level 3: Explains source from own knowledge 5-6
OR
Disagrees and explains using own knowledge
e.g. Broadcasting meant that the seed would not be spread evenly and therefore not all seed would be able to grow properly.
e.g. more food was needed and the use of a fallow field wasted too much land as did the common which only used to graze animals rather than grow crops.

Level 4: Combines all of Level 3 7-8

- (d) Was the work of Lord Townshend more important than that of any other farmer during the eighteenth century? Explain your answer. (14)

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

- Level 1: Simplistic answer - generalised description of farming** 1-2
Farmers introduced enclosure.
- Level 2: Describes the work of one or more farmers** 3-7
Townshend introduced turnips.
- Level 3: Explains the impact of the work of one of the farmers.** 8-10
- Level 4: Explains the impact of the work of at least two farmers (incl. Townshend for max marks)** 10-13
Townshend grew turnips, which were used as winter fodder for the animals, which were therefore not killed in winter any more. He grew clover, which could also be used for fodder and meant that the fallow was no longer needed. Bakewell produced the New Leicestershire sheep, which resulted in the diet of the population improving since more fresh meat was available. Tull produced the seed drill, which meant that seeds were now planted in rows resulting in less wastage and better and healthier crops grown as a result.
- Level 5: As Level 4 – also explains a valid judgement or evaluation** 14

Question 2

- (a) According to **Source A**, how did some textile workers react to the introduction of new machinery in the early nineteenth century? (3)

Target: Comprehension from an historical source (AO 6.2)

Level 1: Credit 1 mark for each correct point made. 3
e.g. Weavers carried out violent attacks on machinery, burnt down mills, attacked mill owners and sent letters to mill owners. They joined the Luddites.

- (b) Describe the tasks carried out by children in the textile factories of the early nineteenth century. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer. 1-2
e.g. They cleaned. They had menial and dangerous jobs.

Level 2: Detailed description. 3-6
e.g. will refer to crawling under machines to pick up threads, tying thread, changing bobbins, fetching and carrying etc.

- (c) Does **Source B** give enough information to explain fully why factory reform was introduced during the 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) 1-2

Level 1: Identification from source
e.g. They look hungry.

Level 2: Identifies reasons from own knowledge 3-4
e.g. Children were often beaten and worked long hours.

Level 3: Explains source from own knowledge 5-6

OR

Disagrees and explains using own knowledge

e.g. These pauper apprentices were ill treated by not being given much to eat so they had to get some from the animals. They were poorly dressed and made to wear rags so they must have been cold.

e.g. Children were made to work long hours, which was cruel. This led to demands for reform. Richard Oastler compared workers to colonial slaves and said that they were no better off - so demand increased for reform.

Level 4: Combines of all Level 3. 7-8

- (d) Was the work of Lord Shaftesbury the most important reason for the improvement of working conditions in factories during the first half of the nineteenth century? Explain your answer. (14)

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

- Level 1: Simplistic answer - generalised description of reform/reformers** 1-2
Acts of Parliament were introduced.
- Level 2: Describes the work of one or more of reforms/reformers** 3-7
Shaftesbury campaigned for reform in parliament. The 1833 Factory Act reduced hours.
- Level 3: Explains the importance of one of the reforms/reformers** 8-10
- Level 4: Explains the importance of at least 2 reform/reformers (incl. Shaftesbury for max marks)** 10-13
Shaftesbury was an important influence on factory reform since he campaigned for the improvement in conditions and used his influence in parliament to get laws passed. The 1833 Factory Act was the first effective Act in preventing children working in factories under the age of 9 because it enforced their inspection. However it was still difficult to determine the age of children since birth certificates were still not compulsory.
- Level 5: As Level 4 – also produces a judgement or evaluation** 14

Question 3

- (a) According to **Source A**, what were the difficulties in transporting goods by river 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. too many bends, variations in the water level, could only serve a limited area, slow.

- (b) Describe the problems faced by canal builders during the eighteenth century. (6)

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer. 1-2
e.g. simple statements relating to cost and going uphill.

Level 2: Detailed description. 3-6
e.g. will refer to: stopping water seepage, crossing rivers and going over hills. Each canal needed an Act of Parliament, which was expensive and time consuming. Raising money.

- (c) Does **Source B** give enough information to explain fully why canals 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 1-2
e.g. There were a lot of locks built.

Level 2: Identifies reasons from own knowledge 3-4
e.g. Passengers could not be carried.

Level 3: Explains source from own knowledge

OR

Disagrees and explains using own knowledge

e.g. It took time going through locks and with so many in a short distance such as