



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 1

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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 is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each ‘level’ therefore represents a stage in the development of the candidate’s **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answers within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Move up or down from this mid-range mark by considering whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point. This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

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

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

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

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

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate’s quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate’s meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the “thought level” equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

Paper 1: Studies in Depth

Question 1

- (a) According to Source A, why were the Combination Acts passed? **4**

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

1-4

e.g. To break up gatherings of workers; to allow swift trials; to be able to deal quickly with ringleaders; to make strikes difficult; the government feared a revolution.

- (b)** How useful is **Source B** as evidence about the Grand National Consolidated Trades Union?
Use **Source B and your own knowledge** to explain your answer. **8**

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

Level 1: EITHER 1-2
Learned response

e.g. It is a useful source because the illustration was done in 1834 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 useful because it shows how well supported the GNCTU was by the size of the crowd and how well organised they were.

Level 3: Evaluates the limitations of the source 5-6
e.g. The illustration was produced for a working class magazine which will sympathise with the GNCTU. There may therefore be doubts about how accurately it shows the strength of support. The drawing only shows this particular rally and the support for the Tolpuddle labourers; it does not tell us much about the GNCTU itself.

Level 4: Evaluates as in Level 3 but in context, using knowledge 7-8
e.g. The GNCTU by the time of this rally had over half a million members who paid 3d a week. Robert Owen, whose idea it was, had planned to set up a network of labour exchanges and to support members on strike. He also had even more radical plans such as calling a general strike. The workers were not however prepared to act together. Despite such displays of solidarity shown in the source the GNCTU collapsed the following year.

- (c) **Source C** gives a different view from **Source D** of the Tolpuddle Martyrs. Why do they differ?
Use **Sources C and D and your own knowledge** to explain your answer. **8**
- Target: Interpretation of historical sources (AO6.3), supported by knowledge (A06.1)**
- Level 1: EITHER 1-2**
Selects detail from sources to describe
e.g. Source C explains what the Tolpuddle labourers had done.
- OR**
Simple description of how the source are different
e.g. Source C comes from a speech by a lawyer at the trial but Source D comes from a comment by a newspaper.
- Level 2: EITHER 3-4**
Identifies differences in what the sources say
Source C seems to suggest that the men did not really know what they were doing and that the evidence against them was not very strong. Source D, however, is convinced that they were guilty not only of swearing an oath but also of forming a union.
- OR**
Simple explanation to evaluate the motives of the writers
e.g. The defence lawyer is presenting evidence that will make the accused appear innocent because this is his job. The writer of the newspapers will not be showing the point of view of his readers.
- Level 3: Developed analysis of content and nature of sources to evaluate the motives of the writers 5-6**
e.g. The defence lawyer will have tried to minimise the guilt of the accused by saying that they did not realise that they were doing anything illegal. He will also have cast doubt on the quality of the evidence against them by suggesting that the witnesses were totally unreliable. The Times newspaper was read mainly by the middle classes/employers who would be worried about workers becoming organised. The article would therefore support the guilty verdict.
- Level 4: As Level 3 but also uses knowledge to test interpretations within the historical context 7-8**
e.g. The trial of the Tolpuddle labourers was important because it took place at a time of growing worker demand for unions and the threat to the government of the GNCTU. Unions were not illegal so the men were accused of swearing an oath which was illegal. Both the government and employers were keen to make an example of the men so as to discourage other workers. The Times is correct to this extent that the real issue was forming a union.

- (d) How successful were trade unions in the first half of the nineteenth century?
Use **all the sources and your own knowledge** to explain your answer. **11**
- Target: Explanation and Evaluation (AO6.1/6.2)**
- Level 1: Simple generalised comment drawing on sources and/or knowledge** **1-3**
e.g. They were not very successful because they were made illegal as is mentioned in Source A.
- Level 2: EITHER** **4-7**
Develops reasoned arguments from the sources
e.g. Sources A, C and D all suggest that unions faced great opposition from the government. Source A details how unions were made illegal in a series of Combination Acts but Source B shows that despite this opposition the GNCTU, at least, seems to have been very strong.
- OR**
Uses knowledge to address the demands of the question
e.g. The Combination Acts which had more unions illegal were repealed in 1824 but there were immediately a wave of strikes and the government was forced to quickly introduce measures which severely limited workers' ability to take industrial action. The size of the GNCTU certainly worried the government but it collapsed in 1835 probably because it was too radical. Unions did continue to be formed over the next few years but they consisted of workers from a single industry. Overall this period was not one which saw much success for trade unions.
- 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**, how did the Elizabethan Poor Laws and Gilbert's Act provide for the poor?

8

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

One mark for each valid point

1-4

e.g. It was the responsibility of the parish; a poor rate had to be paid by the residents; an overseer of the poor had to be appointed; able bodied provided with work; old and sick had to be looked after; accommodation had to be built for the old and sick.

- (b) **Source B** give a different view from **Source C** of the Speenhamland System of poor relief. Why do they differ?
Use **Sources B and C and your own knowledge** to explain your answer 8
- Target: Interpretation of historical sources (A06.3), supported by knowledge (A06.1)**
- Level 1: EITHER** 1-2
Selects detail from sources to describe
e.g. Source C says that the Speenhamland System is very unfair for the hard working man.
- OR**
Simple description of how the sources are different
e.g. Source C says that the Speenhamland system is very unfair but Source B says that it is a good system.
- Level 2: EITHER** 3-4
Identifies differences in what the sources say
e.g. Source B says that Speenhamland is a good system because it will give money to those with a large family because they deserve it. Source C thinks it is very unfair to give extra money to the man with a large family even if he doesn't work very hard.
- OR**
Simple explanation to evaluate the motives/purposes of the writers
e.g. In Source B the Prime Minister is showing his support for Speenhamland when it has just been introduced. Source C is a comment from a magazine written just before the system was abolished after it had been in use for 37 years.
- Level 3: Developed analysis of content and nature of sources to evaluate the motives of the writers** 5-6
e.g. The Prime Minister is showing his support for this proposed system and clearly thinks it is good for the country for people to have large families and that they should not be discouraged by poverty from doing so. He is supporting it in theory without knowing how it will work in practice. The writer in the magazine is likely to be putting the view of those people who are paying the poor rate. They will have seen how Speenhamland worked in practice and how the idea of paying more to those with large families often seemed to have the effect of penalising those who worked hard but had small families.
- Level 4: As Level 3 but also used knowledge to test interpretations within the historical context** 7-8
e.g. The cost of poor relief had risen enormously over the period 1796 to 1833. There were many reasons for this such as the increased population and the rising price of wheat during the French Wars but the commonly held perception was that the fault lay with outdoor relief and the Speenhamland System which discouraged labourers from working hard and encouraged them to have large families.
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- (c) How useful is **Source D** as evidence about the Swing Riots?
Use **Source D and your own knowledge** to explain your answer. 8
- Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge (AO6.1)**
- Level 1: EITHER 1-2**
Learned response
e.g. It is not very useful because it is only a drawing but it does come from the time 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 useful because it shows us the sort of thing that the rioters did such as setting fire to buildings and haystacks. It also shows what was likely to happen to these men if they were caught. They would be tried and the judge would sentence them to be hanged.
- Level 3: Evaluates the limitations of the source 5-6**
e.g. Although the Source does tell us what was going on it does not tell us why the farm labourers had resorted to such desperate measures especially when their punishment could be so severe. It does not tell us where this was taking place nor how common it was. It does not tell us why they were called the Swing Riots. It is therefore only of limited value.
- Level 4: Evaluates as in Level 3 but in context, using knowledge 7-8**
e.g. Threatening letters were often sent to farmers who were not treating their labourers properly. Some of these were signed ‘Captain Swing’. These Swing Riots were very widespread in the largely agricultural areas in the south and east of England. There was no Captain Swing, just desperate and angry labourers. They caused considerable damage to property and machinery. They were severely punished but, in fact, only nine men were hanged. Hundreds were imprisoned and over 450 sentenced to transportation,
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- (d) Why was there increasing dissatisfaction with the Old Poor Law in the years 1800-1834?
Use **Source A and C and your own knowledge** to explain your answer. **11**
- Target: Explanation and Evaluation (AO6.1/6.2)**
- Level 1: Simple generalised comment drawing on sources and/or knowledge** **1-3**
e.g. People thought that labourers were becoming lazy.
- Level 2: EITHER** **4-7**
Develops reasoned arguments from the sources
e.g. Source A shows how the cost of poor relief had to be paid by local residents who had to provide money for the sick and aged and provide accommodation for them. Source C states that the system of poor relief was not fair to those who worked hard, that those paying the poor rate were subsidising the employers who were able to avoid paying proper wages and that the system had the effect of encouraging laziness among labourers.
- OR**
Uses knowledge to address the demands of the question
e.g. The main reason for the dissatisfaction with the Old Poor Law was that the cost of poor relief had risen so enormously. It was felt that a system based on the Elizabethan Laws when the population was under 5 million and largely a rural one was inappropriate for an increasingly urban population of over 20 million. It was also felt that the workhouses, where they existed, were too comfortable and gave no incentive to the poor to work. There was also no uniformity and large differences in how the poor law was administered in different parishes.
- 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 3

- (a) According to **Source A**, why was John Wesley so successful in his preaching? **4**

Target: Comprehension from an historical source (A06.2)

One mark for each valid point

1-4

e.g. Nothing could stop him; his sermons were forceful; different to the mild sermons of others; appealed to people's emotions; frightened people into changing their ways.

- (b) How useful is **Source B** as evidence of the work of Elizabeth Fry?
Use **Source B and your own knowledge** to explain your answer. **8**
- 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 not very useful because it was drawn many years later and is a secondary 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. It is useful because it shows Elizabeth Fry actually with the women prisoners. It shows us that she was well received by the women. It also gives some idea of the poor conditions in the prison and the overcrowding.
- Level 3 5-6**
Evaluates the limitations of the source
e.g. The drawing was produced over a 150 years after the events. We do not know who the artist was but clearly he or she will have had no first hand experience of the events. The drawing will therefore be based on imagination or perhaps paintings/drawing from the time. It tells us little about her work other than that she visited Newgate Prison. It does not tell us why or how often she visited or how successful she was in her attempts at reform.
- Level 4: 7-8**
Evaluates as in level 3 but in context, using knowledge
e.g. The conditions in which the women were kept were appalling, no proper beds no medical facilities and massive overcrowding and this is only hinted at in the drawing. Mrs Fry, a Quaker, and her friends did their best to help the women prisoners.
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- (c) **Source C** gives a different view from **Source D** of the conditions in Newgate Prison. Why do they differ?
Use **Sources C and D and your own knowledge** to explain your answer **8**

Target: Interpretation of historical sources (A06.3), supported by knowledge (A06.1)

Level 1 EITHER 1-2

Selects detail from sources to describe

e.g. Source C says it was too bad to be described. Source D says it was still and calm.

OR

Simple description of how the sources are different

e.g. Source C is from the diary of Mrs Fry describing her first visit in 1813 but Source D is written by the Lord Mayor four years later.

Level 2: EITHER 3-4

Identifies differences in what the sources say

e.g. In Source C, Mrs Fry describes in detail how bad things were for the women prisoners and how ill behaved they were when she first visited the prison but the Mayor seems very impressed by how calm it was and how polite the women prisoners were.

OR

Simple explanation to evaluate the motives of the writers

e.g. Mrs Fry is writing in her diary and will be describing what she actually saw. The Lord Mayor is describing his impressions of the women prisoners four years after conditions have improved.

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

e.g. In Source C, Mrs Fry is recording in her diary her impressions after her first visit. There is no reason to suppose that this is anything other than an accurate description. The Lord Mayor's impression is also based on what he saw. However, it is four years after Mrs Fry's first visit and she may well have caused conditions to improve. It is also possible that the prison authorities will have made a special effort to clean the place up for the visit of such an important person.

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

e.g. There is little to suggest that Newgate Prison was much different from any other prison at the time. Mrs Fry and the other women who helped her were Quakers who saw it as their duty to help the less fortunate, although her efforts seem to have been limited to helping the women prisoners. It is doubtful that things improved for male prisoners so that at the time of the Lord Mayor's visit in 1817, although the conditions in which the women lived greatly improved, the rest of the prison would have been just the same as it had been four years earlier.

- (d) How successful were John Howard and Elizabeth Fry in improving prison conditions in the late eighteenth and early nineteenth centuries?
Use **Sources B, C and D and your own knowledge** to explain your answer. **11**

Target: Explanation and Evaluation (AO6.1/62)

Level 1: Simple generalised comment drawing on sources and/or knowledge **1-3**
e.g. The sources don't mention John Howard but they show Elizabeth visiting Newgate and tell what her reactions were.

Level 2: EITHER **4-7**
Develops reasoned arguments from the sources
e.g. There does seem to have been some improvement. In Source C, Mrs Fry describes how dreadful conditions were in 1813 but by 1817, according to Source D, things had certainly improved as a result of the work of Mrs Fry and the other Quaker ladies. The place was cleaner and the women prisoners were much quieter and better behaved.

OR

Uses knowledge to address the demands of the question

e.g. John Howard, who was a magistrate, carried out a detailed investigation of prisons at his own expense. He published a report in 1777 which detailed the widespread corruption and dreadful conditions in which the prisoner lived. He made many recommendations such as inspections of prisons, wages for gaolers and generally improved living conditions. Sadly, he was ahead of his times and little was done by the government. This can be seen in Source C which shows that 40 years later in Newgate Prison, one of the places he had visited, things were no better. Mrs Fry was more successful probably because she and her Quaker ladies actually worked in Newgate rather than just visiting and reporting. However the government still did little until the 1820s when Robert Peel followed up Howard's and Fry's suggestions that prisons be inspected, gaolers paid and women prisoners supervised only by women gaolers.

Level 3: Balanced answer which links sources and knowledge to reach a reasoned judgement **8-11**
e.g. Combines levels 2 & 3

NB In the assessment grid, 9 marks out of the 11 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 part played by Feargus O'Connor in the Chartist movement 6

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. O'Connor wanted to use force to achieve power.

Level 2: Detailed answer giving full description 3-6
e.g. O'Connor was the leader of the Physical Force chartists. He was a fiery speaker who proposed the use of force to achieve the aims of Chartism. He also used his newspaper, the Northern Star, to promote his views. In 1847 he was actually elected as an MP which increased his influence. He began a scheme to establish a Chartist Land Society which was intended to enable its members to be self-supporting. He was largely responsible for the 1848 petition.

- (b) How accurate is Source A as an interpretation of aims and methods of the Chartist movement in 1839?
Use **Source A and your own knowledge** to explain your answer **8**
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (A06.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value or simple undeveloped knowledge.** **1-2**
e.g. Source A suggests that the Chartists intended to get power by causing a rebellion.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. The report appeared in a Chartist newspaper and is written presumably by a supporter of Chartism. He is writing two weeks after the Uprising and will have had time to consider its effects. The writer might be expected to present a one-sided view of the events and perhaps show the Chartists as being stronger than they actually were.
- OR**
- Answers which considers the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
e.g. The source does not show us perhaps the most important point about the Newport Uprising i.e. that it failed. It was badly organised and the large number of Chartists, mostly miners, were easily defeated by a small number of soldiers who killed 14 of them. Frost and the other Chartist leaders in Wales supported the idea of using force to achieve their aims. But there were other Chartists who favoured more peaceful methods. Source tells us nothing about the overall aims of the Chartism i.e. the six points.
- Level 3: Combines both parts of Level 2** **7-8**
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- (c) Explain why the Chartist movement was not successful by 1848. **8**
- Target: Explanation of Causation (A06.1)**
- Level 1: Simple description** **1-2**
Chartism failed because the movement was poorly organised.
- Level 2: EITHER** **3-5**
Identifies reasons
e.g. The leadership was divided; lack of middle support: attraction of other movements: increasing prosperity in the 1840s; firm government opposition; flaws in the 1848 petition.
- OR**
Explains one reason
e.g. The leadership of the movement was split between those like Lovett who used reasoned argument and peaceful protest and those who like O'Connor advocated the use of force if necessary.
- Level 3: Explains more than one reason** **6-8**
Enlarges on and explains some of the following points.
e.g. Split leadership; lack of middle class support: attraction of other movements; dislike of physical force; increasing prosperity in the 1840s; firm government opposition; the flaws in the 1848 petition.

Question 5

- (a) Describe the problems which the New Model Unions faced in the years 1866 and 1867. **6**

Target: Recall of knowledge (A06.1)

Level 1: Simplistic answer, which gives some description in broad outline **1-2**

e.g. The unions were not liked by the government or the employers who blamed them for reducing their profits.

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

e.g. There was a trade slump in 1866-67 and the unions were blamed for pushing up prices and thus making competition with other countries more difficult. In 1866, the ‘Sheffield Outrages’ gave unions a bad name and led the government to set up a Royal Commission to investigate the whole question of trade unions. In 1867, a judge ruled that trade unions funds were not protected by law (*Hornby v Close*). The unions felt that their whole existence was under threat.

(b)	How successful was the Agriculture Labourers' Union in the 1870s?	8
	Target: Explanation of Causation (AO6.1)	
	Level 1: Simple description e.g. The union was not very successful because conditions and wages did not improve in the 1870s.	1-2
	Level 2: EITHER Identifies factors e.g. Joseph Arch was the leader; many labourers joined; strong opposition from employer; agricultural depression made matters worse for labourers; union collapsed. OR Explains one reason e.g. There was an agricultural depression in the 1870s which meant fewer jobs were available so labourers were willing to work for less money. This made the union powers.	3-5
	Level 3: Explains more than one reason e.g. Joseph Arch formed the union in 1871 and it quickly attracted over 100,000 members. The agricultural labourers were very badly paid. This meant that they could not afford large subscriptions so the union was limited in what it could do to support members on strike. The labourers often lived in 'tied' cottages and were in fear of losing their homes if they joined and went on strike. Wages did rise a little but that was the extent of the union's success and it largely collapsed during the agricultural depression when farm jobs became scarce and workers had to accept lower wages in order to survive.	6-8

- (c) How accurate is **Source B** as an interpretation of the reasons why London Dock workers went on strike in 1889
Use **Source B and your own knowledge** to explain your answer **8**
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (A06.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value or simple undeveloped knowledge.** **1-2**
e.g. The writer of the letter suggests that the main reason the dockers went on strike was because many of the workers were afraid not to.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. Clearly this particular worker was opposed to the strike although there is no hint in the source as to why this was. Perhaps he was a foreman and looking to be promoted. He says many men were afraid to stay at work but it is impossible to say what proportion of the workforce this represents. The letter is printed in The Times which would have supported the employers and therefore it would be in the newspaper's interest to promote this idea that the strike was not really popular and that there was widespread intimidation.
- OR**
Answers which considers the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors
e.g. The generally accepted view is that the dockers were in fact solidly behind the strike and that there was sympathy from the general public. The dockers went on strike for several reasons. They would queue for hours and even when chosen might only get a few hours work. Also the work was very dangerous and many accidents occurred. The pay was very poor. They were also inspired to go on strike by the success of the Matchgirls and the Gas workers.
- Level 3: Combines both parts of Level 2** **7-8**
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Question 6

- (a) Describe the terms of the Poor Law Amendment Act of 1834. 6

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline 1-2
e.g. The PLAA forced the poor to go into the workhouse.

Level 2: Detailed answer giving full description 3-6
e.g. There was to be one system of poor relief over the whole country. Parishes should join together to form unions which would build a large workhouse. Outdoor relief for the able bodied was to be abolished. In order to get relief, the poor had to enter the workhouse. The conditions in the workhouse should be no better than those of the lowest paid labourer.

- (b)** Explain why the Poor Law Amendment Act of 1834 was only partly successful. **8**
- Target: Explanation of Causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. It didn't work very well in the north of England.
- Level 2: EITHER** **3-5**
Identifies reasons
Problems in the industrial North; cost of poor relief was reduced; many new workhouses were built; the idea of less eligibility did not always work; outdoor relief continued to be given.
- OR**
Explains one reason
e.g. The PLAA worked well in the rural south of England but in the north it was not very successful. Employment patterns in the industrial north were different. Trade cycles meant that there was either almost full employment, in which case the workhouses were empty or massive unemployment in which case the workhouses were unable to cope.
- Level 3 Explains more than one reason** **6-8**
e.g. Workhouses were unable to cope in the north of England because of the cyclical nature of work. It was often impossible to make the conditions worse than that of the poorest labourer outside without ending up with an 'Andover' situation. Paupers in the workhouse often received better medical care and education than those outside who could afford neither. Outdoor relief continued to be given by some parishes because it was more cost effective. By 1847 most of the paupers in the workhouses were the old and sick. The cost of poor relief did fall but this was largely the result of fewer claimants and increasing general prosperity.

- (c) How accurate is **Source C** as a view of conditions in the workhouses in the years after 1834?
 Use **Source C** and **your own knowledge** to explain your answer **8**
- 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 or simple undeveloped knowledge.** **1-2**
 e.g. The workhouses were meant to be horrible places and **Source C** gives detail of one such place.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the author
 e.g. The statement was made by an inmate. It is in his interest to make the conditions seem really terrible so he may be exaggerating in order to get, for example extra food. It is more difficult to assess the motives of Mr Mundy and why he felt the need to make his own investigation. Perhaps he feels unable to change things without getting complaints from the inmates. In that case, the more dramatic the accounts are, the more he will be able to use them
- OR**
Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors
 e.g. There is no doubt that conditions in the Andover workhouse were appalling as a public enquiry made clear. But this was not typical of workhouses as a whole. In general the food was sufficient and the accommodation adequate. However they were not pleasant places and they were hated by the poor. Families were split up, uniforms had to be worn, the work was often hard and monotonous and there were many strict rules
- Level 3 Combines both parts of level 2** **7-8**

Question 7

- (a) Describe the problems which were created by the rapid growth of towns in the first half of the nineteenth century. **6**

Target: Recall of Knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline **1-2**
e.g. Conditions were very unpleasant and unhealthy.

Level 2: Detailed answer giving full description **3-6**
e.g. Towns grew so rapidly that there was a shortage of decent housing. Houses were built as cheaply as possible and were damp and ill ventilated. Much overcrowding. Air pollution. No running water, no proper sewerage all led to disease and a lack of personal hygiene

- (b)** Explain how the work of Edward Jenner and John Snow helped in the control of epidemic diseases. **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
Jenner and Snow were doctors who made discoveries which helped in fighting disease.
- Level 2: EITHER** **3-5**
Identifies factors
Jenner discovered smallpox. He developed a vaccine. Snow studied the outbreaks of cholera in a part of London. He found out the cause of cholera.
- OR**
Explains one factor
Jenner was a doctor who noticed that milkmaids did not contract smallpox. He guessed that they had contracted cowpox, a much milder strain. He inoculated people with cowpox which he found built up their immunity to smallpox. This was the first vaccine.
- Level 3** **Explains more than one factor** **6-8**
e.g. Details the story of Jenner and the development of a vaccine for smallpox. Points out that this did not lead to the development of other vaccines for another 60 years. Details Snow's work in proving that cholera was a water-borne disease and not caused by miasma; the story of the Broad Street pump, but his evidence was not generally accepted for some time.

- (c) How accurate is **Source D** as an interpretation of attitudes towards the problems of public health in the mid-nineteenth century?
Use **Source D and your own knowledge** to explain your answer. 8
- 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 or simple undeveloped knowledge.** 1-2
e.g. The writer is saying that too much washing and emphasis on public health is not a good idea.
- Level 2: EITHER** 3-5
Answer which evaluates the motive/ purpose of the author
e.g. The article appears in The Times newspaper which will be read by the wealthier middle classes. They are the people who will have to pay for all the measures which were needed to improve public health especially for the poor. Not surprisingly many were opposed to any great expenditure. The article appeared at the time when the Board of Health had been disbanded. This had become unpopular as had Chadwick its leading commissioner. He had made some mistakes such as ordering all London's sewage to be flushed into the Thames and he also made himself disliked by his arrogant manner.
- OR**
Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors
e.g. It is unlikely that the writer of Source D really believes that cleanliness is bad for him, but he is exaggerating to make his point. However, like many people, he did still probably believe that the epidemic diseases were not caused by the lack of public health. But, by now, there was a great deal of evidence that linked disease with dirty living conditions. Chadwick's report of 1842 had shown this clearly and the 1848 Act was used by many towns to enable them to begin a clean up
- Level 3 Combines both parts of level 2** 6-8
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Question 8

- (a) Describe the different types of schools which were available for the poor in the eighteenth century. **6**

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer, which gives some description in broad outline **1-2**
e.g. There were many different schools such as Dame schools, Charity schools and Sunday schools.

Level 2: Detailed answer giving full description **3-6**
e.g. Dame schools were small places usually run by one woman and catered for those who could afford a small fee. The rooms were often crowded, and education was limited to sewing, knitting and reading the Bible. There were also the Charity schools run by religious charities. They tried to teach children obedience and to accept their place in society. Later in the century, Sunday schools were set up for those children who worked during the week.. Reading, writing and arithmetic were taught.

- (b) How accurate is **Source E** as an interpretation of the work of the monitorial schools?
Use **Source E and your own knowledge** to explain your answer. 8
- 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 or simple undeveloped knowledge.** 1-2
e.g. The inspector does not seem too impressed with this school describing students as unruly and inattentive.
- Level 2: EITHER** 3-6
Answer which evaluates the motive/ purpose of the author
e.g. It is difficult to know how typical this was of monitorial schools. The inspector was very critical and feels that the children will not be learning very much in this environment. It is likely to be an accurate description of this particular school since there seems to be no reason why the inspector should be exaggerating.
- OR**
Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors
e.g. The monitorial schools worked almost like a factory turning out thousands of children who knew the basics of the 3 Rs. To that extent they were successful. Most of the accounts of the time suggest that they were not very exciting places but that they were very well organised and that the children were well disciplined unlike the school described in Source E. At the time of this inspection there were very few inspectors. In 1839, there were only two for the country as a whole so the likelihood of being inspected was small. There are therefore very few reports of inspections so it is difficult to say how typical this school was. Other evidence from the time suggests that the problems of monitorial schools were more to do with the quality of the education than the unruliness of the children.
- Level 3 Combines both parts of level 2** 7-8
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- (c) Explain how the government became more involved in education in the years 1833 to 1862. **8**

Target: Explanation of Causation (AO6.1)

Level 1: Simple description **1-2**

e.g. The government began to spend more money on education.

Level 2: EITHER **3-5**

Identifies factors

Teacher Training Colleges were set up; government grants were introduced; the government set up the system of Payment by Results.

OR

Explains one reason

e.g. In 1839 an Education Committee was set up under its secretary James Kay-Shuttleworth. He set up Teacher Training Colleges because of the shortage of teachers and a pupil-teacher system to overcome the immediate problems of this shortage. He also hoped to improve standards by appointing more inspectors.

Level 3 Explains more than one reason **6-8**

e.g. In 1833 the government gave direct help to education for the first time with a grant of £20, 000. Kay-Shuttleworth set up Teacher Training Colleges to train pupil-teachers. The government continued to appreciate the importance of education and by 1850 the annual grant had risen to £500,000. To try to make sure that the money was effectively spent, the government introduced the Revised Code and Payment by Results in 1862.

Question 9

- (a) Describe the system of Payment by Results. **6**

Target: Recall of knowledge (AO6.1)

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

Level 2: Detailed answer giving full description **3-6**
e.g. Payment by Results had been introduced by the government to make sure the government grants were being spent wisely. Grants were to be made as a result of annual inspection of schools, pupils' attendance and their performance in the 3 Rs. The system was far from perfect. It often had a harmful effect on education as pupils were drilled continually for the tests. Schools in poorer areas with poor attendance were penalised. Teachers were known sometimes to cheat. Despite its imperfections, the system lasted until 1897.

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- (b) How accurate is **Source F** as an interpretation of education in Board schools?
Use **Source F and your own knowledge** to explain your answer. **8**

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 or simple undeveloped knowledge. **1-2**
e.g. Harold Owen says that his Board school was boring and that the students did not do very much.

Level 2: EITHER **3-6**
Answer which evaluates of the motive/ purpose of the author
e.g. Harold Owen is writing about his schooldays many years afterwards. He admits that his memories are very blurred. He remembers that nobody seemed very interested in teaching or learning and that it was all rather quiet and boring. It is hard to know how accurate these memories are. He is also writing about this one particular school and it would be unfair to judge all Board schools by this.

OR

Answers which considers the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors

e.g. By and large, Board schools were not exciting places. They only offered elementary education in reading, writing, arithmetic and the bible. Classes were often very large and there were insufficient trained teachers. They tended to be much stricter than **Source F** suggests and emphasis was laid on teaching children to be well behaved. The Board schools were built to fill an increasing need for a better educated population. But they did eventually provide free education for all children many of whom previously would not have had the opportunity. They represented the beginning of the British state system of education.

Level 3 Combines both parts of level 2 **7-8**

- (c) Explain how education was made available to more children in the years 1870 to 1899. **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. Education was provided free for all children in the 3 Rs.
- Level 2: EITHER** **3-5**
Identifies factors
e.g. The 1870 Act provided for many more schools; other acts made attendance compulsory and free; secondary education was also introduced.
- OR**
Explains one reason
e.g. The 1870 Act was intended to fill the gaps where voluntary societies did not provide a school or enough places. They would be controlled by School Boards whose job it was to provide elementary education for all 5 to 10 year olds out of local rates. Parents were expected to pay a small fee unless they were very poor.
- Level 3 Explains more than one reason** **6-8**
e.g. Explanation of the 1870 Act as in level 2. The Act did not make attendance compulsory since at first there were not sufficient places available. It was not until the mid 1880s that there were sufficient. Other acts such as Sandon's and Mundella's raised the school leaving age and made attendance compulsory. In 1891, a further bar to attendance at schools was removed when elementary education was made free. Gradually throughout the last 15 years of the century the curriculum was widened and some limited provision of secondary education introduced.