



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 2

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 2: Thematic Studies

Question 1

- (a) According to **Source A**, how was enclosure carried out in the eighteenth century? **3**

Target: Comprehension from an historical source (AO2)

Level 1: Credit 1 mark for each correct point made **3**

e.g. General agreement, Act of Parliament, leading landowners had a meeting, $\frac{3}{4}$ majority, notice on church door, petition to Parliament, Act passed.

- (b) Describe the work of Arthur Young in spreading new ideas in farming during the Agricultural Revolution. 6
- Target: Recall of knowledge (AO1)**
- Level 1: Simplistic answer** 1-2
He wrote books. He travelled the country and observed farming methods.
- Level 2: Detailed description** 3-6
Will refer to examples of publications e.g. Annals of Agriculture, 6 Months Tour; Secretary to Board of Agriculture, etc. He promoted the N4CR and enclosures.

- (c) Does **Source B** give enough information to explain fully why enclosures were introduced?
Use **Source B and your own knowledge** to explain your answer. **8**

Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)

Level 1: Identification from source **1-2**
e.g. It shows the number of Acts introduced or wheat prices.

Level 2: Identifies reasons from own knowledge **3-4**
e.g. Population increased and there were more towns.

Level 3: Explains source from own knowledge **5-6**

OR

Disagrees and explains using own knowledge

e.g. Acts of Parliament which introduced enclosure increased during the French Wars because we had to feed ourselves because of the French blockade. Wheat prices increased so more enclosures were introduced to produce more profit.

e.g. Population increased which meant that more mouths had to be fed and towns grew, leading to a greater demand for food since the townspeople no longer had a ready access to food. The fallow field wasted land and so they had to have a new system to feed the growing population.

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

- (d) ‘Selective breeding was the most important beneficial effect of enclosure during the eighteenth and early nineteenth centuries.’ Do you agree? Explain your answer. **14**
- Target: Recall, describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalisations of breeding/ effects of enclosure** **1-2**
Selective breeding had not been possible under the OFS.
- Level 2: Describes the beneficial effects of enclosure/ selective breeding** **3-7**
Farmers made more profits and new farming measures were introduced/
Bakewell introduced selective breeding.
- Level 3: Explains one of the benefits of enclosure** **8-10**
- Level 4: Explains at least 2 benefits (inc. selective breeding for max marks)** **10-13**
Bakewell introduced selective breeding when he produced the New Leicestershire sheep, which resulted in the diet of the population improving since more fresh meat was available. Other new methods were also introduced as a result of enclosure including the work of Townsend who grew turnip. These were used as winter fodder for the animals, which were therefore not killed in winter anymore. He also grew clover, which could be used for fodder and meant that the fallow was no longer needed. These new methods which were introduced meant more food could be produced to feed the growing population, many of whom lived in the industrial towns.
- Level 5: As Level 4 – also produces a judgement or evaluation.** **14**

Question 2

- (a) According to **Source A**, how was coal mined in the early eighteenth century? **3**

Target: Comprehension from an historical source (AO2)

- Level 1: Credit 1 mark for each correct point made. 3**
e.g. Family involved, bell pits or drift mines dug, larger mines had more workers, used long wall method (description).

- (b) Describe the problems faced by coal miners in deeper mines in the eighteenth century. **6**

Target: Recall of knowledge (AO1)

Level 1: Simplistic answer **1-2**
e.g. There was flooding and gas.

Level 2: Detailed description **3-6**
e.g. Will refer to dangerous gases (firedamp and chokedamp), haulage and flooding issues.

- (c) ‘Does **Source B** give enough information to explain fully why the demand for coal increased in the years 1750 to 1830?’

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

8

Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)

Level 1: Identification from source

1-2

e.g. Coal was used by iron industry and sometimes exported. It is only a pie chart.

Level 2: Identifies reasons from own knowledge

3-4

e.g. Demand from steam powered machines.

Level 3: Explains source from own knowledge

5-6

OR

Disagrees and explains using own knowledge

e.g. The iron industry began to use large amounts of coal especially after Abraham Darby was able to refine it into coke. However it was not until Cort used raw coal in his reverberatory furnace that vast amounts of coal were used. As the source for 1830 shows, gas was developed from coal and was used to light towns. May explain the validity of the source.

e.g. The Newcomen and Watt engines used large amounts of steam to power them as they drained mines. The increase in population led to an increased demand for coal in heating their homes.

Level 4: Combines all of Level 3

7-8

- (d) ‘The work of Humphrey Davy was the most important factor in improving working conditions in coal mining in the years 1750 to 1850.’ Do you agree? Explain your answer. **14**
- Target: Recall, describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalised description of Davy/ improvements** **1-2**
Davy was important in improving working conditions.
- Level 2: Describes the work of Davy/ improvements** **3-7**
Davy invented the Safety Lamp/ Steam engines drained mines.
- Level 3: Explains the importance of Davy/ one improvement** **8-10**
- Level 4: Explains at least 2 improvements (inc. Davy for max marks)** **10-13**
Davy invented the Safety Lamp which meant that miners could work in deeper mines. The protective gauze meant that the flame would no longer ignite the methane. However Watts was also important to the improvements in working conditions. He improved the steam engine (an improvement on previous attempts) and made the draining of mines more effective. However Watt’s improvements and rotary motion in particular meant that miners and coal could be lifted to the surface using steam power. Buddle’s invention of the Exhaust Fan meant that choke damp would be less of a problem and so ventilation in mines improved. The 1842 Mines Act prevented children from working underground.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**

Question 3

- (a) According to **Source A**, how did railways develop at the beginning of the nineteenth century? **3**

Target: Comprehension from an historical source (AO2)

Level 1: Credit 1 mark for each correct point made **3**

e.g. First successful steam locomotive was invented by Robert Trevithick. In 1804 a locomotive was built to pull wagons at Pen-y-darren in Wales but broke rails. William Headley at Wylam Colliery built the ‘Puffing Billy’ in 1813. George Stephenson, at Killingworth Colliery, built his first locomotive in 1814.

- (b) Describe the work of Isambard Kingdom Brunel in the development of railways. **6**

Target: Recall of knowledge (AO1)

Level 1: Simplistic answer **1-2**
e.g. Simple statements to Broad Gauge.

Level 2: Detailed description **3-6**
e.g. Will refer to: 7 foot gauge, conflict with Stephenson, Narrow Gauge Act
etc. He built the G.W.R.

- (c) Does **Source B** give enough information to explain fully why there was opposition to the introduction of railways in the nineteenth century?
Use **Source B and your own knowledge** to explain your answer. **8**
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**
- Level 1: Identification from source** **1-2**
e.g. Innkeepers and horses put out of work. Canals would not be used.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. Towns and farmers opposed railways.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Disagrees and explains using own knowledge**
e.g. Coaching companies objected to railways as they could not compete with faster and cheaper passenger travel by rail. Therefore the coaching inns, which had grown with the new roads, faced decline leading to unemployment amongst innkeepers. Canals would also decline due to faster, cheaper railways.
- e.g. Some towns and universities e.g. Northampton, Oxford and Cambridge opposed railways and so were not included on the main arterial routes out of London. Doctors opposed railways as some felt that the human body would not withstand high speeds.
- Level 4: Combines all of Level 3** **7-8**
-

- (d) ‘The social effects of railways were more important than the economic ones during the nineteenth century.’ Do you agree? Explain your answer. **14**
- Target: Recall, describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalised description of effects of railways** **1-2**
Social effects were more important. They were cheap and quick.
- Level 2: Effects of railways identified** **3-7**
Railways could carry goods such as coal.
- Level 3: Explains social benefits of railways** **8-10**
- OR**
- Explains economic benefits of railways**
- Level 4: Explains both parts of Level 3** **10-13**
e.g. People could travel to such seaside resorts as Blackpool on day trips or holidays. People began to live outside of cities since they could now commute to work and as a result their health improved. Children and their luggage could now be transported more easily and as a result public schools began to grow rapidly.
e.g. Bulky goods such as coal could be transferred more easily, quicker and cheaper by rail. The brick, cement, steel and coal industries expanded due to the need for tunnels, rails, rolling stock and steam powered engines, etc.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**

Question 4

- (a) What does **Source A** suggest about the introduction of the Corn Laws in 1815? **4**

Target: Comprehension and inference from an historical source (AO2)

Level 1: Description of source **1-2**
e.g. It shows a cartoon of a boatful of Frenchmen bringing cheap corn.

Level 2: Supported inference linked to the source **3-4**
e.g. The source shows that the English landowners were refusing to buy cheap corn from the French even though they knew that the poor were starving because of the Corn laws and some were even prepared to leave England for good. It shows the French trying to sell cheap corn to the British. It suggests that the landowners were greedy and uncaring of the poor. All they were concerned about was not losing money. It suggests that landowners were selfish. They only cared about money rather than the state of their workers.

- (b) How useful is **Source B** to an historian studying the campaign for the repeal of the Corn Laws?
Use **Source B and your own knowledge** to explain your answer. 8
- Target: Evaluation of source for utility, supported by knowledge (AO1/2)**
- Level 1: Accepts source at face value describing its content/ generalised uncritical evaluation (rote answer)** 1-2
e.g. It shows a picture of a bazaar held by the ACLL. / It is a picture so it's useful.
- Level 2: EITHER** 3-4
Comments on the usefulness of source by arguing from its content
e.g. It is useful because it shows that people were raising money by selling goods at a bazaar.
- OR**
- Comments on usefulness or limitations of the source in terms of provenance/ reliability/ bias**
e.g. It was used by the ACLL and so gives a biased view.
- OR**
- Identifies reasons using own knowledge with no reference to source**
e.g. The ACLL used the postal service and railways to put across their message.
- Level 3: Uses contextual knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility** 5-6
e.g. We know that the ACLL were using a number of different methods to raise funds to put over the message of why the Corn Laws should be repealed and this applied especially to the middle classes such as merchants and industrialists who are illustrated in the source. These people had their livelihoods at stake and so strongly supported the demands of the ACLL.
- OR**
- It does not show other factors in the campaign for repeal such as the use of the penny post to send pamphlets and leaflets to possible supporters. After 1841 it was represented in Parliament by Cobden and later Bright. They were good speakers and were able to influence Parliament.
- OR**
- The source is being used by the ACLL to make a propaganda point by showing how well people were supporting the ACLL. The message is support the ACLL and we will be successful in raising sufficient money to challenge the Corn Laws. It looks very grand which means the picture is exaggerated as it was mostly the middle class who wanted repeal.
- Level 4: Combines two parts of Level 3** 7-8
-

- (c) Even though the Corn Laws were repealed in 1846, there was still a period of prosperity in British agriculture until the 1870s.
Using **Source C and your own knowledge**, explain why this was so. **10**

Target: Explanation of cause using source and own knowledge (AO1/2)

Level 1: Identification from source **1-2**
e.g. It identifies the absence of foreign competition as the reason.

Level 2: Identifies reasons from own knowledge **3-5**
e.g. There were years of growing population and railways.

Level 3: EITHER **6-8**

Explains source using own knowledge

e.g. Farming prospered because of the absence of competition. This was because of the absence of steam ships to send cheap corn from the USA. Much of Europe was involved in wars and was unable to concentrate on competing with us. Australia and New Zealand were unable to compete with us on cheap food since it was too expensive and refrigerated ships had yet to be invented.

OR

Explains using own knowledge only

e.g. A growing population meant an expanding market for food and cheap fast transport by rail meant perishable foodstuffs could be transported into towns and reach the people overnight. New ideas such as the use of fertilisers, like guano and super phosphates, meant that farmers could increase their yield from the land and therefore make more profit.

Level 4: Combines both parts of Level 3 **9-10**

Question 5

- (a) What does **Source A** suggest about the textile industry in 1700? **4**

Target: Comprehension and inference from an historical source (AO2)

Level 1: Description of source **1-2**
e.g. It shows women working at home. It was slow.

Level 2: Supported inference linked to the source **3-4**
e.g. The source shows women working on spinning machines. It looks as though the work would have been slow as there are only 2 machines and they looked fairly primitive. The work is done in their own home which would have made the living conditions very crowded. It looks like they are in the living room because there is a fire and a clock in the picture. Women did the spinning.

-
- (b) How useful is Source B to an historian studying the opposition to the employment of children in textile factories during the nineteenth century?
Use **Source B and your own knowledge** to explain your answer. **8**
- Target: Evaluation of source for utility, supported by knowledge (AO1/2)**
- Level 1: Accepts source at face value describing its content/ generalised uncritical evaluation (rote answer)** **1-2**
e.g. It is useful because it shows children working in factories/ it is a picture so it is useful.
- Level 2: EITHER** **3-4**
- Comments on the usefulness of source by arguing from its content**
e.g. It is useful as it shows us evidence of children being beaten in factories.
- OR**
- Comments on usefulness or limitations of the source in terms of provenance/ reliability/ bias**
e.g. It could be exaggerated since it is an artist's impression.
- OR**
- Identifies reasons using own knowledge with no reference to source**
e.g. Shaftesbury and Oastler campaigned against the employment of children.
- Level 3: Uses contextual knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility** **5-6**
e.g. We can see that children were standing close to machines which were unprotected and so could cause harm to them if they caught themselves. Also there is a man with a stick who beat children if they did not work hard enough.
- OR**
- e.g. It does not show us the campaign in Parliament whereby a Royal Commission was founded to investigate conditions and heard evidence from children, which shocked MPs and provided Shaftesbury with the evidence to introduce laws.
- OR**
- e.g. The source is an artist's impression which uses emotive language such as 'The White Slaves of England' and emotive scenes such as the child being beaten. People who opposed children working in factories would therefore find this source useful in campaigning for reform.
- Level 4: Combines two parts of level 3** **7-8**
-

- (c) Using **Source C and your own knowledge**, explain why the cotton industry was located in Lancashire during the eighteenth and early nineteenth centuries. **10**
- Target: Explanation of cause using source and own knowledge (AO1/2)**
- Level 1: Identification from source** **1-2**
e.g. Lancashire had a port and the mills were close to Manchester.
- Level 2: Identifies reasons from own knowledge** **3-5**
e.g. There were fast flowing streams and a coal field.
- Level 3: EITHER** **6-8**
- Explains source using knowledge**
e.g. Liverpool was the port in Lancashire into which came the raw cotton from the Americas. It could also transport the finished cloth to overseas markets.
- OR**
- Explains using own knowledge only**
e.g. Fast flowing streams in Lancashire meant that water power was supplied to the factories and machines. With the invention of steam the Lancashire coal fields could provide the fuel for the steam driven machines in the factories.
- Level 4: Combines two parts of Level 3** **9-10**

Question 6

- (a) What does **Source A** suggest about the upkeep of roads in the late eighteenth century? **4**

Target: Comprehension and inference from an historical source (AO2)

Level 1: Description of source **1-2**

e.g. The source shows men repairing roads. It was a basic and simple operation. They used wheelbarrows.

Level 2: Supported inference linked to the source **3-4**

e.g. The source shows men repairing roads by filling in holes rather than building new ones. This means that most road surfaces were poor. The men appear to be not very skilled and were using primitive tools. This suggests that the upkeep of roads was poor.

- (b) How useful is **Source B** to an historian studying the effects of Turnpike Trusts charging tolls in the eighteenth and nineteenth centuries?
Use **Source B and your own knowledge** to explain your answer. 8
- Target: Explanation of source for utility, supported by knowledge (AO1/2)**
- Level 1: Accepts source at face value describing its content/ generalised uncritical evaluation (rote answer)** 1-2
e.g. It shows women attacking a tollgate. / It is useful because it is from a newspaper.
- Level 2: EITHER** 3-4
- Comments on the usefulness of source by arguing from its content**
e.g. It shows that tolls were unpopular and had resulted in some people taking their anger out on the gate. People were unhappy with the tollgates.
- OR**
- Comments on usefulness or the limitations of the source in terms of provenance/ reliability/ bias**
e.g. The artist may be exaggerating the event because it is an artist's impression.
- OR**
- Identifies effects using own knowledge with no reference to source**
e.g. Tolls provided money to build roads.
- Level 3: Uses contextual knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility** 5-6
e.g. We know that some people opposed tolls as they often had to pay several times in a short distance to travel by road. Local people were especially affected since they had to pay also and could pay far more than the occasional traveller. That is why there were so many people objecting.
- OR**
e.g. It does not show that tolls provided funding to build good fast road surfaces so that travel became much quicker and also safer from breaking down. As a result coaches became much more comfortable and were built for speed.
- OR**
e.g. It is useful because the artist is drawing attention to the unhappiness of local people who were angry at the six tollgates in the town.
- Level 4: Combines two parts of Level 3** 7-8
-

- (c) Using **Source C and your own knowledge**, explain the importance of road engineers to the development of road transport during the eighteenth and early nineteenth centuries. **10**

Target: Explanation of change using source and own knowledge (AO1/2)

Level 1: Identification from source **1-2**
e.g. Metcalf built 180 miles of road.

Level 2: Identifies reasons from own knowledge **3-5**
e.g. Telford built the London to Holyhead road. His roads were expensive. Macadam's roads were not as expensive as Telford's. Metcalfe built the Harrogate to Knaresborough road.

Level 3: EITHER **6-8**

Explains source using own knowledge

e.g. Metcalfe was important. He linked the industrial areas of Yorkshire and Lancashire.

OR

Explains using own knowledge only

e.g. Telford was important to the development of road transport. He built the London to Holyhead road which enabled Irish MPs to have a good road link to Ireland. Macadam's roads were more popular with turnpike trusts than Telford's because they were cheaper to build. His methods were copied by others. Wade built military roads in Scotland. This was important because it meant that armies could reach trouble spots in Scotland far more quickly following the Jacobite rebellion. Road engineers improved road surfaces so that mail could be transported around the country. Without these improvements the Golden Age of Coaching would not have happened.

Level 4 Combines both parts of Level 3 **9-10**