



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 1

Mark Scheme

2006 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 it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

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

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

- **Placing an answer 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.

As a general rule, give credit for what is accurate, correct or valid.

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.

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

Question 1

- (a) According to **Source A**, why did people support Chartism? **4**

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

1-4

e.g. protest about factory conditions; demand for political rights; unemployment caused by mechanisation; opposition to the poor law; hatred of workhouses.

- (b) How useful is **Source B** to an historian studying the Chartist meeting on Kennington Common in April 1848? **8**
Use **Source B and your own knowledge** to explain your answer.

Target: Evaluation of a source for usefulness (AO 6.2), supported by knowledge (AO 6.1)

Level 1: EITHER **1-2**
Accepts the content of the source at face value
e.g. it shows a man getting dressed up in armour for a fight therefore it is useful

OR

Generalised or learned response

e.g. it is a cartoon so it will be of little use because cartoons exaggerate.

Level 2: EITHER **3-4**
Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge

e.g. it will not be very useful because it only shows a man dressing in armour before a meeting. It tells us nothing about the events which happened at the meeting and how it was broken up. Most Chartists did not go looking for a fight.

It is useful because it shows us how the Chartists were ridiculed and how easily they were suppressed.

OR

Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias

e.g. *Punch* cartoons exaggerate in order to make a political point; in this case it shows the Chartist expecting a fight and dressing as if for a major battle. It will reflect the attitude of the middle classes and establishment.

Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation **5-6**

EITHER

Knowledge will be explained/developed at this level

e.g. tests the source using knowledge about the importance to the Chartists of the 1848 petition and the eventual disappointment compared with high expectations.

OR

Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose

e.g. the Chartists, especially the physical force supporters were both feared and hated by the establishment and the cartoon is intended to make them appear ridiculous by exaggerating their warlike preparations.

Level 4: Develops an argument about the usefulness AND/OR limitations of the source, using knowledge AND source evaluation. MUST test the source using own knowledge and source evaluation for this level. **7-8**

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- (c) Do you agree with the view about Feargus O'Connor given in **Source C**? **8**
 Use **Source C and your own knowledge** to explain your answer.
- Target: Interpretation of the source (AO 6.3), supported by knowledge (AO 6.1)**
- Level 1: Learned response or simple response based on source** **1-2**
 e.g. it tells us O'Connor was popular and a good speaker.
- Level 2: Makes simple inference using either ascription or content of the source accepting it at face value** **3-4**
 e.g. the article appears in a Chartist newspaper so will naturally present O'Connor in a good light. Thomas Cooper is the editor of a Chartist newspaper so he will most likely be a Chartist himself and an admirer of O'Connor.
- Level 3: EITHER** **5-6**
Evaluates the provenance of the source
 e.g. the article is written by a leading Chartist in Leicester who will be influential as the editor of a Chartist newspaper. He will know O'Connor and therefore be in a position to describe him accurately. But he will also present a favourable view of O'Connor as the newspaper will be Chartist propaganda
- OR**
Uses own knowledge to support and/or question the view expressed in the source placing it into context
 e.g. this is one-sided view since it describes what O'Connor looked like and how good a speaker he was and this is indisputable. But it is also limited since it does not mention how O'Connor supported a militant approach and thus alienated many people including those Chartists who preferred more peaceful measures, nor that this caused a disastrous split in the movement.
- Level 4: Combination of both parts of level 3.** **7-8**
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- (d) **Source D** describes how economic conditions improved in the late 1840s. **11**
How important was this factor in the collapse of Chartism?
Use **Sources A, B and D and your own knowledge** to explain your answer.

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

Level 1: Simple generalised comment drawing on sources and/or knowledge **1-3**
e.g. Chartism ended because there were more jobs available and things were generally improving. People were more content with life.

Level 2: EITHER **4-7**
Develops reasoned arguments from the sources
e.g. Source A suggests that one of the reasons for support for Chartism was fear of unemployment. By 1848 as Source D, says there were many more jobs available. There would therefore be less reason for people to take the sort of drastic action which is shown in Source B or support leaders like O'Connor

OR

Uses knowledge to address the demands of the question

e.g. improving economic conditions were clearly an important factor because Chartism did well when times were bad. But there were many other reasons: poor and split leadership; lack of support from the wealthier middle classes; firm government action; the appeal of alternative movements; the fiasco of the 1848 petition; and most importantly, the fact that Chartism was ahead of its time.

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

N.B. In the assessment grid, 9 marks out of 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 E**, what problems were created by the rapid rise in population in the early nineteenth century? **4**

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

Level 1: One mark for each valid point

1-4

e.g. housing shortage; cheaply built houses; no concern for health and welfare of inhabitants; no thought for drainage, sewage etc; local councils not able or willing to intervene.

- (b) How useful is **Source F** to an historian studying public health in the middle of the nineteenth century? **8**

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

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

Level 1: EITHER **1-2**

Accepts the content of the source at face value

e.g. it shows children playing in the dirty conditions

OR

Generalised or learned response

e.g. it is a cartoon so it will be of little use because cartoons exaggerate.

Level 2: EITHER **3-4**

Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge

e.g. it will be very useful because it shows how overcrowded the towns were, how muck was piled up in the streets and how children were allowed to play in these dirty conditions. One child is holding a dead rat. A coffin of a small child is being carried through the crowd

OR

Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias

e.g. *Punch* cartoons exaggerate in order to make a political and/or social point.

Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation **5-6**

EITHER

Knowledge will be explained/developed at this level

e.g. tests the source using knowledge about the conditions in towns, how these were a major cause of diseases such as cholera and how little was being done by the authorities to improve the situation

OR

Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose

e.g. *Punch* magazine was read by the middle classes who should be in a position to press for change. It would therefore be in the interests of the cartoonist to make them aware of how appalling the conditions really are by including as many problems as possible. The cartoon doesn't show how common such conditions were nor whether this is typical of the country as a whole.

Level 4: Develops an argument about the usefulness AND/OR limitations of the source, using knowledge AND source evaluation. MUST test the source using own knowledge and source evaluation for this level. **7-8**

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- (c) Do you agree with the view about Edwin Chadwick given in **Source G**? **8**
 Use **Source G and your own knowledge** to explain your answer.
- Target: Interpretation of source (AO6.3), supported by knowledge (AO6.1)**
- Level 1: Learned response or simple response based on source** **1-2**
 e.g. it tells us Chadwick knew that poor sanitation was a big problem.
- Level 2: Makes simple inference using either ascription or content of the source accepting it at face value** **3-4**
 e.g. Chadwick was ahead of his time in recognising the problems of public health but tried to do too much too quickly. Simon took over his work so one would expect him to know Chadwick and what he achieved.
- Level 3: EITHER** **5-6**
Evaluates the provenance of the source
 e.g. Simon took over Chadwick’s work and so would be expected to know a great deal about the man and his work. However, he may have been an admirer and thus he may have ignored Chadwick’s faults, such as the way he made many enemies and was a difficult and impatient man
- OR**
Uses own knowledge to support and/or question the view expressed in the source placing it into context
 e.g. agrees that Chadwick didn’t bother to gain public support. It is generally recognised that this led to his losing his job and influence with the Board of Health. Simon also says that he knew more about public health than anyone else and this can be seen in his report of 1842. But the source does not mention that he also made some serious mistakes such as encouraging the disposal of raw sewage into the River Thames.
- Level 4: Combination of both parts of level 3.** **7-8**
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- (d) **Source H** describes the discovery of the cause of the spread of cholera. How important was this factor in bringing about improvements in public health by the end of the nineteenth century? **11**
Use **all the sources and your own knowledge** to explain your answer.

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

Level 1: Simple generalised comment drawing on sources and/or knowledge **1-3**
e.g. this discovery by Snow was very important because it showed that cholera was caused by sewage in the drinking water.

Level 2: EITHER **4-7**
Develops reasoned arguments from the sources
e.g. Snow proved conclusively the link between contaminated water supplies and cholera and focused some people's minds on the importance of clean water. However, he could not explain why this was happening since he was unable to identify the germ. In many towns therefore there was little or no improvements when cholera returned in 1860

OR

Uses knowledge to address the demands of the question

e.g. the need for clean water and proper sewage disposal was not really dealt with until the existence of airborne germs was proved by the work of Pasteur and later Koch. There were also issues of overcrowding, poor housing and so on. Real progress was not made until 1875 Public Health Act when the government finally accepted responsibility for the health of the people.

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

N.B. 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 J**, why did public schools become more popular in the nineteenth century? **4**

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

One mark for each valid point

1-4

e.g. the industrial revolution led to a large middle class who could afford to pay; they wanted to send their sons to boarding schools; the new railways provided transport; the schools reformed themselves; outstanding headmasters.

- (b) How useful is **Source K** to an historian studying schools for the poor in the early nineteenth century? **8**
Use **Source K and your own knowledge** to explain your answer.
- Target: Evaluation of a source for usefulness (AO 6.2), supported by knowledge (AO 6.1)**
- Level 1: EITHER** **1-2**
Accepts the content of the source at face value
e.g. it is useful because it shows us an old lady teaching a class of young children
- OR**
Generalised or learned response
e.g. it is a useful source because it was done in the early 19th century and is a primary source.
- Level 2: EITHER** **3-4**
Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge
e.g. the source is useful because it shows an old lady teaching quite a large number of small children in one room which also appears to be her bedroom
- OR**
Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias
e.g. the drawing was made to advertise this particular school so the artist will try to make the conditions look as pleasant as possible. It only shows one such school and there were many other different types of schools for the poor.
- Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation** **5-6**
EITHER
Knowledge will be explained/developed at this level
e.g. it is impossible to tell from the drawing how good this type of education was. Most teachers in such schools were unqualified. There were also a great number other types of schools for the poor such as Ragged Schools and Sunday Schools. All the different schools varied in quality depending on how good the teachers were. However they all provided some sort of basic education usually in the 3Rs for poor children who would otherwise have remained illiterate
- OR**
Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose
e.g. the drawing is an advertisement and not surprisingly shows the class in a pleasant fairly large room. Other pictures of Dame schools show much more cramped conditions.
- Level 4: Develops an argument about the usefulness AND/OR limitations of the source, using knowledge AND source evaluation. MUST test the source using own knowledge and source evaluation for this level.** **7-8**
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- (c) Do you agree with the view of the work of monitorial schools given in **Source L**? **8**
Use **Source L and your own knowledge** to explain your answer.
- Target: Interpretation of source (AO6.3), supported by knowledge (AO6.1)**
- Level 1: Learned response or simple response based on source** **1-2**
e.g. it tells us that a thousand children were all being educated at the same time.
- Level 2: Makes simple inference using either ascription or content of the source accepting it at face value** **3-4**
e.g. the letter is from a Methodist minister who will approve of this school because the children are learning about the Bible. The source is describing how a thousand children were being educated at the same time which was the main characteristic of these monitorial schools.
- Level 3: EITHER** **5-6**
Evaluates the provenance of the source
e.g. the minister clearly approves of the school because of its emphasis on teaching through the Bible but it is very generalised since he is judging it after a visit. He cannot possibly know that all the children had previously been making trouble on the streets or that they were all happy in their work.
- OR**
Uses own knowledge to support and/or question the view expressed in the source placing it into context
e.g. Source L should be reasonably accurate as it is describing the first monitorial school run by Lancaster the man who is said to have invented the system. It also details the huge number of children being taught at the same time which was Lancaster's main claim.
- Level 4: Combination of both parts of level 3** **7-8**
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- (d) **Source M** describes how government grants to education were introduced in the 1830s. How important were these grants in developing elementary education in the years up to 1869? Use **Sources K, L and M 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. the government gave a grant of £30,000 in 1833 and this was later increased in 1839 because it had begun to feel responsible for educating children.

Level 2: EITHER **4-7**
Develops reasoned arguments from the sources
e.g. it was important that the government began to accept some responsibility for education and both to give money to schools and to monitor how it was spent. However, the grant did not cover the full cost and thus the main responsibility still lay with the voluntary societies

OR

Uses knowledge to address the demands of the question

e.g. the giving of government grants was only a small, first step. There were many other important measures which followed. In 1840, the first Teachers Training College was set up to try to improve the standard of teaching being delivered in the monitorial schools. The amount of government money increased rapidly over the next decade reaching £500,000 by 1850. Finally a Royal Commission showed poor standards and the system of Payment by Results was introduced to improve the quality.

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

N.B. 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 given for own knowledge within all levels.

Section B**Question 4**

- (a) Describe the problems of forming trade unions in the years 1799 to 1824. **6**

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer which gives some description in broad outline **1-2**
e.g. the government opposed the idea of trade unions.

Level 2: Detailed answer giving full description **3-6**
e.g. friendly societies and other early forms of unions were not equipped to deal with factories and increasing industrialisation. Unskilled and semi-skilled workers in the factories were not well represented. Food shortages had caused workers to demand higher wages. Strong government opposition to increased radicalism and fear of revolution led to the passing of the Combination Acts. These made gatherings of workers and consequently strikes illegal. Repeal of Combination Acts meant that problems ceased. The need to meet in secret put people off forming a trade union.

- (b)** Explain how the Co-operative Movement benefited working people. **8**
- Target: Explanation of Causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. the Co-operative Movement provided cheap food for the working class.
- Level 2: Identifies reasons** **3-4**
e.g. the workers owned the shop; goods were sold at reasonable prices: workers shared in the profits.
- Level 3: Explains one reason** **5-6**
e.g. working-class people paid a small deposit to become a member of the co-operative and this enabled them to share in any profit which was paid out in dividends.
- Level 4: Explains more than one reason** **7-8**
e.g. working-class people could all share in the profit of the co-operative through dividends; goods were priced reasonably because they did not wish to make excessive profits and could buy in bulk; goods were of good quality because they have no reason to do otherwise since the customers also owned the shops. The co-operatives also bought and farmed land employing only members. Social clubs and adult education classes were also set up to benefit the members.

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- (c) Would an historian support the view given in **Source N** of the reasons why the Tolpuddle labourers were found guilty? **8**
Use **Source N and your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value or rote answer** **1-2**
e.g. the historian will be able get information from *The Times* such as that they were guilty of forming a union to get better wages.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. the historian would need to be careful using this source. Clearly *The Times'* writer was opposed to the idea of trade unions. He uses words like 'dangerous' and 'intimidation' in his description. He is writing in *The Times* which would be read by the middle and upper classes and would reflect the views of the establishment and the employers
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
e.g. the historian would consider this source in context. In 1834 forming a trade union, strikes and gathering of workers were not illegal. The government was worried about the growing membership of the GNCTU and Owen's threat to call a general strike. The government needed an opportunity to frighten the union members. The Tolpuddle labourers presented such an opportunity when their union used secret oaths when new members joined. These secret oaths were still illegal under an act of 1797.
- Level 3: Combines both parts of level 2.** **7-8**
-

Question 5

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

Target: Recall of knowledge (AO6.1)

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 union funds were not protected by law (*Hornby V Close*). The unions felt that their whole existence was under threat.

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- (b) Would an historian support the view given in **Source O** of the reasons for the Matchgirls' strike in 1888? **8**
Use **Source O and your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value or rote answer** **1-2**
e.g. the historian would be able to get information from the source such as that the Matchgirls went on strike because they were encouraged to do so by troublemakers.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. the historian would need to be careful using this source. *The Times* clearly has little sympathy for the Matchgirls' Strike as can be seen by the vocabulary used to describe it as a 'sad prospect' and its supporters as 'agitators' and 'irresponsible'. The article from *The Times* would be read by the middle and upper classes and would reflect the views of the establishment and the employers at Bryant and May.
- OR**
Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors.
e.g. the historian would need to place this source in context. It is certainly true that the Matchgirls would not have gone on strike if they had not had outside support. But they had much justification for doing so. They worked for very poor pay and the conditions in which they worked were dangerous to their health. This was made known to the public by such people as the journalist Annie Besant.
- Level 3: Combines both parts of level 2** **7-8**
-

- (c) Explain why the London dock workers were successful in their strike in 1889. 8
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** 1-2
e.g. they had a great deal of support from the public and other unions.
- Level 2: Identifies factors** 3-4
e.g. the example of the Matchgirls' successful strike; financial support of the general public and other unions; they stuck together; the employers were afraid of losing money.
- Level 3: Explains one reason** 5-6
e.g. the London docks were brought to a standstill because ships could not be unloaded. Goods could not be dispatched and imported food on the ships began to rot. The employers began to lose money and were forced to negotiate.
- Level 4: Explains more than one reason** 7-8
e.g. the Dockers had seen how successful other unskilled and semi-skilled groups like the Gas workers and the Matchgirls had been and this acted as an incentive; the pressures on the employers to negotiate; there was considerable financial support from the general public and other unions, most notably £30,000 from Australian unions. The Dockers themselves were determined to stick together and very few became 'blacklegs'.

Question 6

- (a) Describe how the poor were treated under the Elizabethan Poor Law. **6**
- Target: Recall of knowledge (AO6.1)**
- Level 1: Simplistic answer which gives some description in broad outline** **1-2**
e.g. poor people were looked after by the parish they lived in.
- Level 2: Detailed answer giving full description** **3-6**
e.g. each parish had to look after its own poor and the cost was paid out of the poor rate. Paupers were therefore moved on if they were living in a place which was not their home parish. Most paupers received outdoor relief although some parishes did build workhouses for the able-bodied poor. Poor were categorised as deserving or undeserving.

- (b)** Would an historian support the view given in **Source P** of the problems of the Speenhamland System of poor relief? **8**
Use **Source P and your own knowledge** to explain your answer
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value or rote answer** **1-2**
e.g. the historian would be able to get information from the source such as that the Speenhamland System encouraged people to be idle and to marry and have large families
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. the historian would need to be careful with this source. The source is from the report to the Royal Commission. The cost of poor relief had risen enormously in the early 19th century and the Commissioners were encouraged to find fault with what was seen as an expensive system. Much of the evidence is therefore intended to support a preconceived view by being selective
- OR**
Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors
e.g. the historian would need to put this source in context. The rising cost of poor relief was clearly a problem but it is unfair to blame it all on Speenhamland and other allowance systems. The nature of employment was changing as a result of firstly the Agricultural and then the Industrial Revolutions. The price of food had also risen. Speenhamland saved people from starvation. It made ratepayers more involved and aware of the problem of poverty. It kept workers quiet at a time of high prices and low wages
- Level 3: Combines both parts of level 2** **7-8**
-

- (c) Explain why there was increasing discontent among the poor in the years 1815 to 1830 **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. things got worse because there were fewer jobs and worse conditions.
- Level 2: Identifies factors** **3-4**
e.g. there was much unemployment; the Corn Laws were introduced; the price of bread was high.
- Level 3: Explains one reason** **5-6**
e.g. after the French Wars ended the Corn Laws were introduced and this kept the price of bread high and wages did not rise to cater for the bread price increase so people were worse off.
- Level 4: Explains more than one reason** **7-8**
e.g. the increased cost of food caused by the Corn Laws made the poor discontented because wages usually stayed the same. There was also increased unemployment for many caused by soldiers returning, enclosure and mechanisation on the land and the move from a domestic to a factory system of manufacture. This discontent led to Luddism and the Swing Riots. There was also a rapid rise in population especially in the towns where living conditions were very bad. Finally the government increased this discontent by its policies of laissez faire and repression.

Question 7

- (a) Describe the main findings of the Royal Commission on the Poor Law in 1834. **6**

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer which gives some description in broad outline **1-2**
e.g. it found that the poor were being too well treated.

Level 2: Detailed answer giving full description **3-6**
e.g. the Report criticised the Old Poor Law. It found that the Old Poor Law encouraged idleness and discouraged the poor from improving themselves. It confirmed what everybody suspected that the system was very expensive and open to abuse by the poor and employers. It also found the system to be inappropriate for the early 19th century, parishes were too small and officials were usually unpaid amateurs. The system was also being applied differently in different places.

- (b) Would an historian support the view given in **Source Q** of the effects of the 1834 Poor Law Amendment Act? **8**
Use **Source Q and your own knowledge** to explain your answer

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

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

e.g. the historian would be able to get information from the source such as that there will be a large decrease in the amount being spent on the poor but the poor will still be looked after.

Level 2: EITHER 3-6

Answer which evaluates the motive/purpose of the writer

e.g. the historian would need to be careful with this source. The Guardians seem pleased that they can report a saving and maintain that they have still done their job of looking after the poor. This report will be for the benefit of the government but most of all for the rate payers who will be most interested in how much of their money has been saved. They may be less interested in the plight of the poor and will be quite happy to accept that they have not suffered. The historian will find it more difficult to accept that the view in the source is accurate.

OR

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

e.g. the historian would need to put this source in context. All historical evidence does agree that there was a huge reduction in the cost of poor relief after the Poor Law Amendment Act. But it does not agree that, in general, the poor did not suffer. In many places, outdoor relief was not given and the poor were forced either to find work, often at low wages, or enter the workhouses where conditions were deliberately unpleasant. It is possible that money was saved by the Poor Law Union becoming more efficient but the source does not show any evidence for this.

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

- (c) Explain how the workhouses helped to reduce the cost of poor relief after 1834. **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. the people in the workhouse were often not fed very well and only given cheap food.
- Level 2: Identifies factors** **3-4**
e.g. people were discouraged from entering the workhouse; conditions inside the workhouse were very basic.
- Level 3: Explains one reason** **5-6**
e.g. conditions within the workhouse were made so unpleasant that the poor would be desperate not to enter them so there were fewer people to pay for.
- Level 4: Explains more than one reason** **7-8**
e.g. conditions in the workhouse were to be less comfortable than in the homes of the lowest paid worker so there was no incentive to enter. Inmates were given the bare minimum in terms of food and living conditions so this also saved money. Towns and villages were encouraged to join together to build large workhouses which were more cost-effective.

Question 8

- (a) Describe the main points of the 1870 Education Act. **6**

Target: Recall of knowledge (AO6.1)

Level 1: Simplistic answer which gives some description in broad outline **1-2**
e.g. education was made available to many more children.

Level 2: Detailed answer giving full description **3-6**
e.g. elementary schools were provided for 5 to 10 year olds where none existed. Schools were built and funded by rates and government grants. Fees could be charged. School attendance was not made compulsory. The Act allowed parents to withdraw their children from scripture lessons and religious assemblies. Schools would to be run by local boards.

- (b)** Would an historian support the view given in **Source R** of the system of Payment by Results? **8**
Use **Source R** and your own knowledge to explain your answer

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

Level 1: Answer which describes the content of the source accepting the interpretation at face value or rote answer **1-2**

e.g. the historian would be able to get information from the source such as that the children did not really understand what they were taught. They simply repeated what they were told parrot fashion.

Level 2: EITHER **3-6**
Answer which evaluates the motive/purpose of the writer

e.g. the historian would need to be careful with this source. It is not known how many schools Arnold himself saw and how this influenced what he was writing. He says that it is 'possible' to get the children through the examinations this way but this does not mean that this is what is happening all the time. So he may be exaggerating so as to encourage schools to change the way in which they are teaching.

OR

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

e.g. the historian would need to put this source in context. It is called a General Report so it presumably summarises what is happening in a large number of schools but it may still be generalising. The system placed such a great emphasis on the results which a school achieved that it would not be surprising that teachers taught towards the tests. However, the source does not mention that one of the objectives of Payment by Results was to keep the cost of education down if it was not effective. It also does not show that it must have been reasonably efficient since the system existed for 35 years.

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

- (c) Explain how educational provision was extended in the years 1875 to 1900. **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. more schools were provided; more children were educated.
- Level 2: Identifies factors** **3-4**
e.g. elementary education was made free; attendance was made compulsory; the curriculum was extended.
- Level 3: Explains one reason** **5-6**
e.g. despite the introduction of elementary education for all in 1870, it was not until Mundella's Act in 1880 that attendance was made compulsory up to the age of 10.
- Level 4: Explains more than one reason** **7-8**
e.g. many school boards made education compulsory but this was not made law until Sandon's Act made it illegal to employ anyone under the age of 10 and later Mundella's Act actually made attendance for all 5 to 10 year olds compulsory. The curriculum was extended past the 3Rs in many Board schools and some made attendance up to 13 compulsory thus introducing secondary schools. Some technical colleges were also introduced in this period. In 1891, elementary education was made free, although many school boards had already done this.

Question 9

- (a) Would an historian support the view given in **Source S** of the way John Wesley was treated when he preached? **8**

Use **Source S and your own knowledge** to explain your answer

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

Level 1: Answer which describes the content of the source accepting the interpretation at face value or rote answer **1-2**

e.g. the historian would be able to get information from the source such as that he was threatened with violence or that his sister should know as she would have been close to him.

Level 2: EITHER **3-6**

Answer which evaluates the motive/purpose of the writer

e.g. the historian would need to be careful when using this source. It is not clear whether his sister actually travelled with him and witnessed these scenes or whether she is describing what Wesley or others have told her. She would naturally wish to present a sympathetic view of him so she could have been exaggerating the violence and playing down his part in stirring it up.

OR

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

e.g. the historian would need to put this source in context. Wesley was a fiery speaker who inspired strong feelings in people when they listened to him but he was also very successful in converting the working people neglected by the Church of England. He was forced to speak in the open air which made him more open to such acts of violence. But most of his meetings cannot have been as violent as the ones described by his sister or he would not have been so successful.

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

- (b) How successful was Elizabeth Fry in improving conditions for women prisoners? **8**
- Target: Explanation of causation (AO6.1)**
- Level 1: Simple description** **1-2**
e.g. she visited women in prisons and reported what she saw.
- Level 2: Identifies factors** **3-4**
e.g. Fry visited women imprisoned in Newgate and saw how bad their conditions were; she pressured the government to do something about the problems.
- Level 3: Explains one reason** **5-6**
e.g. she was a Quaker with strong religious beliefs and this made her keen to help those less fortunate than herself. For thirty years she worked to persuade governments to improve the conditions for women prisoners.
- Level 4: Explains more than one reason** **7-8**
e.g. she was successful in getting prisons regularly inspected. Other successes came when gaolers were paid rather than relying on fees paid by the prisoners themselves and when women prisoners were supervised only by women warders. Other reforms which she supported were not introduced until after her death.

- (c) Describe the work of William Booth in the years 1865 to 1900. **6**
- Target: Recall of knowledge (AO6.1)**
- Level 1: Simplistic answer which gives some description in broad outline** **1-2**
e.g. William Booth formed the Salvation Army
- Level 2: Detailed answer giving full description** **3-6**
e.g. Booth was a Methodist Minister in the East End of London who was upset by the poverty he saw around him and determined to do something about it. He published a pamphlet which made the public aware of the problems and this raised over £10,000. In 1876 he formed the Salvation Army because he saw it as war against poverty. He hoped to convert people to lead a better, more Christian life but also provided more practical solutions by setting up soup kitchens and hostels for the sick, homeless and unemployed.