



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 2

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 2

1(a) According to **Source A**, why did the Open Field System last so long? **3**

Target: Comprehension from an historical source (AO2)

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

e.g. it created a strong community spirit; it was traditional; it provided the village with most of its needs; no need to produce any extra food because of the low population.

1(b)	Describe the main features of the Open Field System.	6
Target	Recall of knowledge (AO1)	
Level 1:	Simplistic Answer They grew crops. They all had some land and worked together.	1-2
Level 2:	Detailed Description Will refer to e.g. field contained wheat and barley, common land. 3 fields, description of strips, rotation method etc.	3-6

- 1(c)** Does **Source B** give enough information to explain fully why enclosures were introduced? **8**
 Use **Source B and your own knowledge** to explain your answer.
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**
- Level 1: Identification from source** **1-2**
 e.g. it shows population figures and how population increased.
- Level 2: Identifies reasons from own knowledge** **3-4**
 e.g. French Wars. Profit motive. Defective Open Field System. There were more towns.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Explains using own knowledge only**
 e.g. Acts of Parliament, which introduced enclosure, increased during the years 1793-1815 when the French Wars were being fought. Because of the French blockade we had to feed ourselves and Enclosure Acts were passed to ensure more food could be grown.
 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 towns people no longer had ready access to food.
- Level 4: Combines all of Level 3** **7-8**

- 1(d)** Was the Norfolk Four-Course Rotation the most important change in farming methods to be introduced during the eighteenth and early nineteenth centuries? Explain your answer. **14**
- Target: Recall, Describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalisations of farming innovations** **1-2**
e.g. There were lots of improvements in farming methods. More food was produced.
- Level 2: Describes the NFCR or other innovations** **3-7**
e.g. the NFCR had four fields and grew turnips.
- Level 3: Explains one innovation** **8-10**
- Level 4: Explains at least 2 innovations (incl. NFCR for max marks)** **10-13**
e.g. Townsend grew turnips in the NFCR which were used as winter fodder for the animals. This meant that therefore they were not killed in winter anymore. He also grew clover, which could also be used for fodder and meant that the fallow was no longer needed. However there were other innovations. 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 such as the seed drill by Jethro Tull, which meant that seeds could be planted in rows with less waste resulting in more crops being grown.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**

2(a) According to **Source C**, what problems did the iron industry face 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. less pig iron was being produced; shortage of charcoal; timber which made charcoal was scarce; iron ore mines closing; expensive imports of pig/bar iron.

2(b)	Describe the work of Benjamin Huntsman.	6
Target	Recall of knowledge (AO1)	
Level 1:	Simplistic Answer e.g. he produced steel. He was a clockmaker.	1-2
Level 2:	Detailed Description e.g. will refer to crucible steel method, its effects and drawbacks.	3-6

- 2(c)** Does **Source D** give enough information to explain fully why the demand for steel increased during the nineteenth century? **8**
Use **Source D and your own knowledge** to explain your answer.
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**
- Level 1: Identification from source** **1-2**
e.g. steel was used in building the Forth bridge.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. it could be used in building large towers, railway engines and ships. Industry wanted a cheaper, stronger and more flexible material than iron.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Disagrees and explains using own knowledge**
e.g. steel had many advantages over iron in that it could stand up to the stress and strain of building larger bridges such as the Forth railway bridge
e.g. it was more flexible and stronger than iron and was used in the construction of ships such as Brunel's Great Eastern and the Eiffel Tower in Paris.
- Level 4: Combines all of Level 3** **7-8**
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- 2(d)** ‘The work of Henry Bessemer was more important in the development of steel production than the work of any other engineer in the years 1850 to 1900.’ Do you agree? Explain your answer. **14**
- Target: Recall, Describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalised description of Bessemer/steel** **1-2**
e.g. Bessemer was very important in improving the steel industry.
- Level 2: Describes the work of Bessemer/improvements** **3-7**
e.g. Bessemer invented the Converter which converted iron into steel production.
- Level 3: Explains one improvement** **8-10**
- Level 4: Explains at least 2 improvements (incl. Bessemer for max marks)** **10-13**
e.g. Henry Bessemer was important to the development of the steel industry. His process involved molten pig iron being poured into the converter and hot air blown into it. It was cheap and simple and could be cast into girders and rails etc. Siemen’s Open Hearth process was also important. It could produce steel in bulk and cheaply. The basic process invented by Sidney and Percy Gilchrist-Thomas was also important. It used a lining of limestone in the furnace which meant that phosphoric ores could now be used.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**

3(a) According to **Source E**, what was the conditions of the roads 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. they were in an awful condition. Roman roads had slabs torn up. Many roads were worse than farm tracks. Wheels were broken and work by the parish didn't make things any better.

3(b)	Describe the Golden Age of Coaching.	6
Target	Recall of knowledge (AO1)	
Level 1:	Simplistic Answer e.g. travel by road got better and lots of coaches were built. They were popular.	1-2
Level 2:	Detailed Description Will refer to: increased comfort and speed, which was reflected in better coach building and the development of Coaching Inns. Names of coaches reflected the increased speed e.g. Lightning, Comet.	3-6

- 3(c)** Does **Source F** give enough information to explain fully why there was opposition to turnpikes in the nineteenth century? Use **Source F 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. they had to stop at tollgates. They had to pay tolls.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. they were dishonest. There was no national network. Some roads weren't improved. People didn't like paying tolls.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Disagrees and explains using own knowledge**
e.g. coaches had to stop frequently at the tollgates to pay the toll, which slowed down the journey and often made travel expensive. There were often many tollgates on short stretches of roads, which made travel even slower.
- e.g. some trusts were dishonest or badly managed and failed to spend the tolls on improving roads. Many travellers objected to paying the tolls especially local people since road travel had been free before they had been introduced. It sometimes led to riots.
- Level 4: Combines all of Level 3** **7-8**
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- 3(d)** ‘The work of Thomas Telford was more important in the development of roads than the work of any other road engineer during the eighteenth and early nineteenth centuries.’ **14**
Do you agree? Explain your answer.
- Target: Recall, Describe, analyse and explain (AO1)**
- Level 1: Simplistic answer – generalised description of roads** **1-2**
e.g. road engineers produced much better roads.
- Level 2: Describes the work of Telford or others** **3-7**
e.g. Telford built the London to Holyhead road. Wade built roads in Scotland.
- Level 3: Explains work of Telford/one engineer** **8-10**
- Level 4: Explains work of at least 2 engineers (incl. Telford for max marks)** **10-13**
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. Metcalfe was also important. He built the Harrogate to Knaresborough road and linked the industrial areas of Yorkshire and Lancashire. Macadam’s roads were more popular than Telford’s because they were cheaper to build. Others copied his methods. Wade built military roads in Scotland.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**

- 4(a)** What does **Source G** suggest about farming and farmers in the mid-nineteenth century? **5**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**
e.g. shows a picture of farmers and cattle at Smithfield market. The source shows farmers looking at animals and talking to one another. There are a lot of people there.
- Level 2: Unsupported inference** **2-3**
e.g. the farmers look well off. It looks a busy place. Farming looks popular and profitable.
- Level 3: Supported inference linked to the source** **3-5**
e.g. the farmers are well dressed and therefore show that farming was a prosperous business. The market looks crowded and busy with lots of animals and farmers, which suggests that business was brisk and profitable.

- 4(b)** How useful is **Source H** to an historian studying the effects of foreign competition on British Agriculture in the years 1875 to 1900? **9**
Use **Source H and your own knowledge** to explain your answer.
- 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 two men talking to one another. It's a cartoon.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
e.g. it's useful because it shows they are arguing about the weather and that British agriculture was suffering from corn being imported from America.
- OR**
Comments on usefulness or limitations of the source in terms of provenance/reliability/bias
e.g. it's useful because it was drawn at the time. It's not useful because it is from a satirical magazine.
- OR**
Identifies reasons using own knowledge with no reference to source
e.g. the animals often died from diseases such as foot rot or liver disease.
- Level 3: Uses applied knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility 6-7**
e.g. we know that foreign competition from the USA in the form of cheap wheat and low transport costs from fast steam ships across the Atlantic caused British agriculture to decline.
- OR** it doesn't show other factors in other competition from other countries such as Australia's cheap frozen goods or tinned meat from Argentina, which was also cheap.
- OR** the source is being used by Punch to show the differences between British farmers represented by Farmer Bull who is overweight and looks prosperous compared with a much slimmer man who represents the efficiency of the American wheat farmer. The cartoon put into context, e.g. Punch was a topical magazine and the source was written in 1879 at the time of the Depression and so could be seen as an accurate representation of the state of British farming.
- Level 4: Combines two parts of Level 3 8-9**
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- 4(c)** Using **Source J** and your own knowledge, explain how farming activities changed as a result of the Depression in the years 1875 to 1900. **8**

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

Level 1: Identification from source **1-2**
e.g. Lincolnshire and East Anglia were hit hardest.

Level 2: Identifies reasons from own knowledge **3-4**
e.g. market gardeners grew perishable food.

Level 3: Explains source from own knowledge **5-6**
e.g. dairy farmers, although affected to some extent by imports were saved from total collapse by a rising demand for milk.

OR

Explains using own knowledge only

e.g. market gardeners prospered during this time, as they were not under threat from foreign competition. Arable farmers were also badly affected by cheap imports of wheat from America and either went out of business or changed to other areas such as market gardening. Livestock farmers, although affected to some extent by frozen meat imports were saved from total collapse by a rising demand for meat.

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

- 5(a)** What does **Source K** suggest about working conditions in coal mines? **5**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**
e.g. the source shows children pushing coal trucks. The source shows very young children working underground.
- Level 2: Unsupported inference** **2-3**
e.g. it looks hard work. It's dark. It looks frightening. They look tired.
- Level 3: Supported inference linked to the source** **3-5**
e.g. looking at the source it seems like children were finding the work hard and tiring as the truck looks heavy. The passages look very small and children would be ideal for this work since they were small and could manage to walk along more easily than adults.

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- 5(b)** How useful is **Source L** to an historian studying the working conditions in textile factories during the early nineteenth century? **9**
Use **Source L and your own knowledge** to explain your answer.
- 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 child being beaten/it's a cartoon. It shows children working in factories.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
e.g. it's useful because it shows us strict discipline and rules in factories. The children were frightened. The children were very young.
- OR**
Comments on usefulness or limitations of the source in terms of provenance/reliability/bias
e.g. it could be exaggerated since it is a cartoon and may be poking fun.
- OR**
Identifies reasons using own knowledge with no reference to source
e.g. it was very hot and unhealthy in the factories. Workers were fined and they worked long hours.
- Level 3: Uses applied knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility 6-7**
e.g. The men with the stick and whip are very cruel as they are beating children who look only about 6 or 7 because they aren't working hard enough.
- OR** it doesn't show us the unhealthy conditions that were in the factories. Windows were kept closed so that the air would remain warm in order for the threads to be workable. Many hundreds of workers shared only a few toilets and diseases spread easily. Workers especially children were fined often for small offences such as leaving windows open which caused resentment among them.
- OR** the source is entitled English Factory Slaves and so gives the impression that children such as these were employed in conditions like slaves and so provided an emotional shock to those people who were investigating working conditions in factories.
- Level 4: Combines two parts of Level 3 8-9**
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5(c) Using **Source M and your own knowledge**, explain how factory conditions were improved in the years 1802 to 1850. **8**

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

Level 1: Identification from source **1-2**
e.g. Oastler and Fielden were important people in improving factories.

Level 2: Identifies reasons from own knowledge **3-4**
e.g. The 1833 Factory Act improved conditions.

Level 3: Explains source from own knowledge **5-6**
e.g. Fielden campaigned for reform in parliament and Oastler highlighted problems in factories by writing letters to the Leeds Mercury.

OR

Explains using own knowledge only

e.g. Acts of Parliament improved factory conditions. The 1833 Factory Act was the first effective Act in preventing children working in factories under the age of 9 because it enforced their inspection. However it was still difficult to determine the age of children since birth certificates were still not compulsory. Shaftesbury was an important influence on factory reform since he campaigned for the improvement in conditions and used his influence in parliament to get laws passed.

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

- 6(a)** What does **Source N** suggest about canal transport in the eighteenth century? **5**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**
e.g. the source shows a barge travelling on the Barton aqueduct, pulled by a horse.
- Level 2: Unsupported inference** **2-3**
e.g. it looks slow. It looks as though not many goods would be carried.
- Level 3: Supported inference linked to the source** **3-5**
e.g. the source shows an aqueduct and illustrates the problems canal builders had in crossing rivers. Also the source shows that barges had to be pulled by horses which meant that canal transport would be slow. Also the canal looks narrow and so it wasn't possible for two barges to pass each other. Again this would mean slow transport as barges would have to wait in order to pass each other.

6(b) Using **Source O and your own knowledge**, explain the effects of canal transport on industry during the eighteenth and early nineteenth centuries. **8**

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

Level 1: Identification from source **1-2**
e.g. Wedgwood promoted the Grand Trunk Canal.

Level 2: Identifies reasons from own knowledge **3-4**
e.g. the Bridgewater Canal benefited the coal industry/coal was carried cheaply.

Level 3: Explains source and own knowledge **5-6**
e.g. Wedgwood pottery could be transported on the Grand Trunk Canal without fear of breakages which happened when he transported it by road. he could also transport china clay from Cornwall more easily at a cheaper price.

OR

Explains using own knowledge only

e.g. the Bridgewater Canal meant that the price of coal sold in Manchester was cut by half. It also meant that textiles benefited since when Liverpool was linked with Manchester the price of cotton was cut from £1.50 to 30p per ton. Cotton goods produced in Manchester could now be transported cheaply to Liverpool for export.

Level 4: Combines two parts of Level 3 **7-8**

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- 6(c)** How useful is **Source P** to an historian studying the decline of canals in the nineteenth century? **9**
Use **Source P** and **your own knowledge** to explain your answer.
- 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 men and women worshipping a train. It's a cartoon.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
e.g. it shows that trains were popular and led to the decline of canals.
- 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 a cartoon and may be poking fun.
- OR**
Identifies effects using own knowledge with no reference to source
e.g. canals couldn't transport perishable goods. Canals were slow because of locks. Canals couldn't carry passengers. There was no national system.
- Level 3: Uses applied knowledge to develop an argument about the usefulness OR limitations of the source OR Source evaluation to test utility. 6-7**
e.g. we know that people were very keen to travel by rail because they were able to travel cheaply and quickly. Railways could transport perishable goods such as milk and fruit quickly without them deteriorating. Bulky goods such as coal could be carried faster and more cheaply.
- OR**
Canals were slower and didn't transport people. Because canal transport was slow the barges had to moor overnight and goods could be stolen. There was no national system because canals had different widths. Waiting at the locks led to delays and a slow journey.
- OR**
It's useful because the source shows the immense popularity of railways in the lives of people. The name 'Speculation' suggests that these people might have made money from investing on railways and the cartoon is exaggerating the effect it had on them.
- Level 4: Combines two parts of Level 3 8-9**
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