



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 1 Studies in Depth

Mark Scheme

2007 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.

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION C

A: *INTRODUCTION*

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **The Assessment Objectives**

The revised specifications have addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

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

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

- **Placing an 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 been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

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

- **Post Standardising Meeting**

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

Paper 1: Studies in Depth: Social Protest, Social Reform and Social Improvements in the 18th and 19th Centuries

Section A

Question 1

- (a) According to **Source A**, what were the main features of the New Unions? **4**

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

1-4

E.g. For unskilled workers; not concerned with professional standards; focused on fighting for higher wages and less unemployment; no time for self-improvement through education; more inclined to strike.

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- (b) How useful is **Source B** to an historian studying the National Agricultural Labourers' Union? **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 (AO6.1)**
- Level 1: EITHER 1-2**
Generalised or learned response
e.g. It is a primary source because it comes from the memoirs of Joseph Arch who set up the union.
- OR**
Accepts the content of source at face value.
e.g. It tells how bad conditions were therefore it is useful.
- 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 tells us about how hard life was for the workers. It isn't really about the union. Useful because it shows that they formed a union because they were desperate.
- OR**
Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias.
E.g. Useful because it is written by Arch who set up the union and was its leader and therefore will know about these events.
Not useful because it was written 27 years later by which time Arch may not remember exactly what happened.
- 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. Agricultural labourers were among the lowest paid workers. They also lived in 'tied cottages' which came with their jobs and so could be thrown out of their homes if they were sacked. The 1870s saw a severe depression in agriculture so the workers' situation became much worse as described in Source B. The source is however very limited since it describes the circumstances in which the union was formed and doesn't give any information about whether the union had any success in improving conditions.
- OR**
- Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose.**
E.g. Joseph Arch helped to form the union and became its leader. Although a farm labourer himself, he became a Methodist minister and later an MP and wrote these memoirs about his successful life. His memoirs will reflect this
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and although they were written many years after the events there is little reason to think that his description of the problems for agricultural workers in 1871 were exaggerated.

Level 4: Develops an argument about 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

-
- (c) Do you agree with the view given in **Source C** about the working conditions of the Matchgirls? **8**
Use **Source C 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 is primary evidence because the writer was there.
- Level 2: Makes simple inference using either ascription or content of source accepting it at face value. 3-4**
The article is from a newspaper in London which describes the matchgirls and their working conditions at the time. The writer visited the factory and seems to have been impressed at what he has seen. Therefore there seems no reason for the article to be untrue.
- Level 3: EITHER 5-6**
Evaluates the provenance of the source.
E.g. We know nothing about the writer other than that he visited the factory. We do not know why the article was written nor what his connection might have been with the owners of the factory.
- OR**
Uses own knowledge to support and/or question the view expressed in the source placing it in context.
The article appeared in 1888, the same year as the famous Matchgirls strike but the visit may have taken place after the strike had achieved some improvement. However, we know that their working conditions were dreadful and it seems impossible that they could have improved so much in such a short time. It is also highly unlikely that any group of factory workers in the nineteenth century were ever as happy and well treated as this article suggested.
- Level 4: Combination of both parts of level 3 7-8**
-

- (d) **Source D** shows that thousands of people turned out in London to support the dockers. **11**
 How important was this strong support in the success of their strike in 1889?
 Use **Sources A, C 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. Source D is a painting which was not painted at the time and the support for the dockers could be exaggerated.

Level 2: EITHER **4-7**

Develops reasoned arguments from the sources

e.g. Source D shows massive support for the dockers although it was a painting and is clearly exaggerated. But they did enjoy great support and this enabled them to stay out on strike.

Source A says that unions like the dockers concentrated on higher wages and less unemployment and were prepared to strike. Source C details another group, the Matchgirls whose successful strike was an inspiration to the dockers.

OR

Uses knowledge to address the demands of the question.

The support in London for the dockers was very important but they also received financial support from as far away as Australia. Another important factor was that the employers were losing money rapidly as the strike progressed and ships were unable to off-load cargoes especially perishable goods. They were also very well led by such men as Tillet, Burns and Mann.

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 were the findings of the Royal Commission on the Poor Laws which reported in 1834? **4**

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

1-4

E.g. Criticised the Old Poor Law; one uniform system of poor relief; parishes to join together to form unions and build a workhouse; outdoor relief to be ended; relief only in workhouses; workhouses to be run very strictly.

(b)	How useful is Source F to an historian studying attitudes to the New Poor Law of 1834? Use Source F and your own knowledge to explain your answer.	8
	Target: Evaluation of a source for usefulness (AO 6.2), supported by knowledge (AO 6.1)	
	Level 1: EITHER	1-2
	<p>Generalised or learned response e.g. It is a primary source because it was written only seven years after the New Poor Law was introduced.</p> <p>OR</p> <p>Accepts the content of the source at face value e.g. It tells about a man who starved to death because he wouldn't go into the workhouse.</p>	
	Level 2: EITHER	3-4
	<p>Simple comment 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 tells us about how much this poor man hated going in the workhouse. Not useful because it only tells us about the attitude of this one man.</p> <p>OR</p> <p>Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias e.g. useful because it comes from a book written at the time by a man who had collected evidence. Not useful because the writer was biased and wanted to show the New Poor Law in a bad light and might have chosen the very worst examples.</p>	
	Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation.	5-6
	<p>EITHER Knowledge will be explained/developed at his level e.g. the workhouses were intended to be very harsh to deter people from entering and this caused many to refuse to enter them as is shown in Source F. Generally the poor hated all aspects of the New Poor Law but there were also many exaggerated accounts of what was going on the workhouses. The government and most of the people who paid the poor rates were pleased with the new measures as it saved them money.</p> <p>OR</p> <p>Level 2 answers will be developed by questioning the provenance of the source in terms of purpose e.g. there was a great deal of opposition to the New Poor Law. Source F is an example of evidence which was gathered to try to improve the situation.</p>	

The title of the book uses the term 'Bastilles' which suggested similarities between the notorious French prison and the workhouses. The writer is unlikely to choose examples of well-run workhouses and reasonably contented paupers. He may well exaggerate in order to persuade his readers to support changes.

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

-
- (c) Do you agree with the view given in **Source G** about life in the workhouses? **8**
Use **Source G** and **your own knowledge** to explain your answer.
- Target: Interpretation of 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, for example, that this workhouse was a lovely place and the paupers were well looked after.
- Level 2: Makes simple inference using either ascription or content of the source accepting it at face value** **3-4**
e.g. the writer visited and stayed for several days so he would have had plenty of time to assess this workhouse. There is nothing in the article to suggest that he is not telling the truth about what he saw.
- Level 3: EITHER** **5-6**
- Evaluates the provenance of the source**
e.g. the writer was a visitor to this workhouse and he had been invited by the governor. As he wrote for a Scottish newspaper he presumably lived there so he may well have been a friend of the governor. This may have led him to write a glowing and less than honest report. It is also possible that, for example, the food was much better than usual during his visit. He may also only have been shown the best aspects of the workhouse.
- OR**
Uses own knowledge to support and/or question the view expressed in the source placing it into context
e.g. even if one accepts that this was an honest report, it contrasts hugely with the generally accepted view of workhouses after 1834. They were intended to be very strictly run and to offer the basic amount of food and accommodation. Most were harsh places which the paupers hated and there are many examples of workhouses where the inmates were starved and very cruelly treated. So it does raise a huge question as to why this particular workhouse was so different.
- Level 4: Combination of both parts of level 3.** **7-8**
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- (d) **Source H** is a drawing of an attack on a workhouse in 1842. How important were attacks like this in bringing about changes in the New Poor Law? **11**
Use **Sources F and H and your own knowledge** to explain your answer.

Target: Explanation and Evaluation (AO 6.1/6.2)

Level 1: Simple generalised comment drawing on sources and/or knowledge **1-3**
e.g. Source H is a drawing made for a newspaper which shows a large crowd being given bread

Level 2: EITHER **4-7**

Develops reasoned arguments from the sources

e.g. Source H is a drawing from a London newspaper which appears from the way the way the people outside the workhouse are portrayed to be sympathetic to them. It shows a large crowd being given free bread rather having to go into the workhouse. There were many instances of protests and attacks on workhouses and on the people responsible for running them. These protests came often from local people who were not themselves paupers so it would seem that there was general discontent with the harshness of the New Poor Law and this persuaded the government to make changes. Source F suggests that evidence like this may have influenced government to make changes.

OR

Uses knowledge to address the demands of the question

e.g. although many aspects of the New Poor Law were hated by people there were other reasons why changes were made. The idea of less eligibility often did not work since the conditions in which many of the poor lived was so bad that it was almost impossible to make the conditions of the workhouses even worse. One attempt at Andover led to even greater opposition to the New Poor Law. It did not work in the North of England because poverty tended to be cyclical. Whole communities were out of work during a slump, the workhouses could not cope and outdoor relief had to be given. Although fewer people entered the workhouses and the overall cost of poor relief had fallen it was found that these new workhouses were too expensive and it was actually cheaper to give outdoor relief. By 1846 most of the paupers in the workhouses were the old and the sick and the vast majority of the poor were on outdoor relief.

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 was there opposition to the 1870 Education Act? **4**

Target: Comprehension from an historical source (AO 6.2)

One mark for each valid point

e.g. school attendance was not made compulsory; voluntary schools felt threatened; some felt voluntary societies should be under state control; worries about religious teaching in the new schools.

1-4

-
- (b) Do you agree with the view given in **Source K** about the system of Payment by Results? **8**
Use **Source K and your own knowledge** to explain your answer.
- Target: Interpretation of source (AO6.3), supported by knowledge (AO 6.1)**
- Level 1: Learned response or simple response based on source** **1-2**
e.g. it tells us that the system was not very good and children didn't really learn much.
- Level 2: Makes simple inference using either the ascription or content of the source accepting it at face value** **3-4**
e.g. the report is from a school inspector who visited many schools and was not very impressed with what he saw. He feels that the children were able to pass the examinations but did not really understand what they have been taught. There seems to be little reason for him not to be telling the truth.
- Level 3: EITHER** **5-6**
- Evaluates the provenance of the source**
e.g. it is not possible to know how many schools Arnold actually visited himself so it is impossible to say how typical this was of the system generally. However, the title is General Report for the Year 1869 so it may be a summary of all the schools visited by all the inspectors not just Arnold in which case one would have to accept the findings.
- OR**
- Uses own knowledge to support and/or question the view expressed in the source placing it into context**
e.g. payment by Results was introduced to force schools to be more accountable for the government grants they were receiving. Since the system lasted from 1862 to 1897 it cannot have been wholly unsuccessful. However, most contemporary accounts tend to agree with Arnold's conclusion in 1869. There were reports of teachers cheating in various ways since their salaries were dependent on the results. Slow learners were bullied into learning, the more able were often ignored and schools in poorer districts often suffered because attendance was not good.
- Level 4: Combination of both parts of level 3.** **7-8**
-

-
- (c) How useful is **Source L** to an historian studying the reasons for the introduction of the 1870 Education Bill? **8**
Use **Source L 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 tells us all the reasons why the Act was introduced.
- OR**
- Generalised or learned response**
e.g. it is useful because it comes from a speech by the man who introduced the Education Bill.
- 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 is useful because it tells us why the government thought it essential for all children to have an education and this was mainly so Britain could compete with other countries.
- OR**
- Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias**
e.g. it is useful because it comes from a speech from Forster who was responsible for introducing the Bill. He would be trying to persuade the House of Commons to pass the Bill by pointing out the economic advantages
- 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. Forster points out the economic reasons for passing the Bill but these were not the only ones. In 1867 the Reform Act had been passed which gave the working man the vote and it was felt that they needed to be educated so as to vote responsibly. The man responsible for education at the time had said 'Now we must educate our masters'. There were insufficient schools available to be able to do this. Trade unions were also pressing for better education.
- OR**
- Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose
e.g. Forster would be trying to persuade the House of Commons to pass the Bill so he is stressing the reason which will be most important to the type of
-

people who were MPs. He knows that they will not be impressed by the idea of educating working class children for its own sake. In fact there was a great fear of educating them 'above their station' so only a basic education in the 3Rs was considered.

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

- (d) **Source M** shows truants being rounded up in London in 1871. How important was reducing truancy in the improvement in elementary education in the years 1870 to 1900? Use **Sources L and M and your own knowledge** to explain your answer. **11**

Target: Explanation and Evaluation (AO 6.1/6.2)

Level 1: Simple generalised comment drawing on sources and/or knowledge **1-3**
e.g. it was important because education couldn't be improved if the children were not in school.

Level 2: EITHER **4-7**
Develops reasoned arguments from the sources
e.g. truancy was a major problem because many parents would sooner have their children go out and earn money than go to school. In order to achieve its aims of elementary education for all children the government had to ensure their attendance. Although the 1870 Act did not make attendance compulsory everywhere, later acts did do this although it was still often not regular attendance. Source L also suggests that the need to compete with other countries would lead to increased government money and hence an improvement in education.

OR

Uses knowledge to address the demands of the question

e.g. the 1870 Act provided sufficient places for all children by building 'Board schools' to supplement those run by the voluntary societies. Sandon's Act and Mundella's Act made attendance compulsory. This still only provided elementary education although gradually the curriculum was extended and many board schools began to introduce optional secondary schooling.

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.

Section B**Question 4**

- (a) Explain why people became Chartists in the 1830s? **8**
- Target: Recall of knowledge (AO 6.1)**
- Level 1: Simplistic answer which gives some description in broad outline** **1-2**
e.g. people were unhappy with their situation and wanted to change things.
- Level 2: Identifies factors** **3-4**
e.g. the Reform Act of 1832 did not give working men the vote; resentment at the harsh 1835 Poor Law Act; trade unions did not seem to be achieving anything; concern about living and working conditions and high food prices; desire to change the way Parliament worked.
- Level 3: Explains one factor** **5-6**
e.g. many working men had been actively involved in the campaigns to secure the vote which led up to the 1832 Reform Act. But only farmers and the middle classes were given the vote and it was this disappointment that led many to join the Chartist movement.
- Level 4: Explains more than one factor** **7-8**

(b) Describe how William Lovett and Feargus O'Connor contributed to the Chartist movement. **6**

Target: Explanation of causation (AO 6.1)

Level 1: Simple description. **1-2**
They were both founders and leaders of the movement.

Level 2: Detailed answer giving full description **3-6**
e.g. O'Connor was one of the founders and leaders of the movement. He was a very effective and fiery speaker. He owned a newspaper through which he promoted Chartism. He was prepared to use physical force to achieve his aims. In contrast, Lovett believed in peaceful protest and the importance of self improvement through education. He was responsible for drawing up the original charter.

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- (c) Would an historian support the view given in **Source N** that the reason for the failure of Chartism was the firm response of the government? **8**
Use **Source N and your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**
e.g. Source N details all the different things which the government did such as bringing in extra police and troops to defend the city.
- Level 2: EITHER** **3-6**
- Answer which evaluates the motive/purpose of the writer**
e.g. the publication summarised the year's events and would have appeared several months after this Chartist meeting. But the events would still be fresh in people's minds so an historian would accept the details. This article does however look at the events from the government's point of view and seems well pleased with the measures taken.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
e.g. the firm response of government was certainly a factor but there were other reasons for the failure of Chartism e.g. split leadership, reaction to O'Connor's methods and the loss of middle class support; improving economic situation; competition from other movements; ridicule concerning the 1848 petition.
(Factors need to be explained rather than listed – lists at bottom of level)
- Level 3: Combines both parts of level 2.** **7-8**
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Question 5

- (a) Describe the problems which trade unions faced in the years 1799 to 1825. **6**
- Target: Recall of knowledge (AO 6.1)**
- 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 trade unions were not equipped to deal with factories and increasing industrialisation. Unskilled and semi-skilled workers in the factories were not well represented. 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.

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- (b) Would an historian support the view given in **Source O** that the reason why the Grand National Consolidated Trades Union failed was the strong opposition of the employers? Use **Source O** and **your own knowledge** to explain your answer. **8**
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**
e.g. Source O details the reasons why the employers were opposed to trade unions.
- Level 2: EITHER** **3-6**
- Answer which evaluates the motive/purpose of the writer**
e.g. this agreement by the employers was printed in a newspaper presumably with their permission. They would want their firm opposition to be known by all including the workers. An historian would accept that this was a factor especially at a time when the idea of a huge union like the GNCTU was very worrying for the employers.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
e.g. strong opposition to the GNCTU by the employers was certainly a factor in its collapse, but there were other problems e.g. shortage of funds; lack of support from the better-off craft unions; lack of co-ordinated leadership; poor communications; the unwillingness of the working classes to co-operate with each other nationally; government opposition/example of Tolpuddle Martyrs. (Factors need to be explained rather than listed – lists at bottom of level.)
- Level 3: Combines both parts of level 2.** **7-8**
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(c)	Explain the importance of the trial and punishment of the Tolpuddle labourers.	8
	Target: Explanation of causation (AO 6.1)	
	Level 1: Simple description e.g. the Tolpuddle labourers were found guilty and sent to Australia.	1-2
	Level 2: Identifies factors e.g. they were found guilty of taking a secret oath; they were transported; there was a lot of sympathy for them; they became known as martyrs.	3-4
	Level 3: Explains one reason e.g. because the government was worried about the growth of unions especially the GNCTU, it decided to make an example of the labourers to discourage others.	5-6
	Level 4: Explains more than one reason e.g. unions were not illegal so the government used the fact that they had sworn an illegal secret oath, to arrest them. They were made an example of to discourage others from joining a union. Their harsh treatment intimidated others and was another reason for the collapse of the GNCTU. The injustice did provoke a public outcry and may have advanced the cause of trade unionism.	7-8

Question 6

- (a) Explain how the Elizabethan Poor Law dealt with the problems of poverty before 1795. **8**
- Target: Explanation of causation (AO 6.1)**
- Level 1: Simple description** **1-2**
e.g. it provided relief/money for the poor.
- Level 2: Identifies factors** **3-4**
e.g. it provided both indoor and outdoor relief; a poor rate was collected; workhouses were built to house the poor.
- Level 3: Explains one factor** **5-6**
e.g. each parish appointed an overseer of the poor whose job it was to collect the poor rate and distribute it to the poor.
- Level 4: Explains more than one factor** **7-8**
e.g. the poor were seen as either deserving poor or idle poor and only the deserving poor were supposed to be given relief. Most parishes provided outdoor relief for the poor as this was cheaper than building and maintaining a workhouse. Gilbert's Act allowed parishes to join together to build a workhouse in order to make the cost more affordable.

- (b)** Describe how the Speenhamland System worked. **6**
- Target: Recall of knowledge (AO 6.1)**
- Level 1: Simplistic answer which gives some description in broad outline** **1-2**
e.g. it was a system for paying poor relief.
- Level 2: Detailed answer giving full description** **3-6**
e.g. it was a system for paying outdoor relief which topped up a labourer's wages from the poor rates. It was calculated on the basis of the labourer's wage, the size of his family and the price of bread. The system was often abused by employers. The system also led to some of the poor becoming lazy and encouraged others to have large families.

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- (c) Would an historian support the view given in **Source P** of the reasons why the Royal Commission of Inquiry on the Poor Laws was set up in 1832? **8**
Use **Source P and your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**
e.g. the report stated that the inmates of the workhouse were living far better than they would have done outside the workhouse.
- Level 2: EITHER** **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. Source P details the way in which the report was very critical of the Old Poor Law stating that some inmates were trained to be lazy and that life in the workhouses was far too comfortable. But the historian would be wary of such reports since the commissioners concentrated on the problems rather than the benefits of the system.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
e.g. The problems of the comfortable workhouses was probably exaggerated. The government was far more worried about the spiralling cost of poor relief and wanted evidence collected to justify changes which would both relieve the ratepayers of these costs but also make the poor more responsible for their own welfare. It was also worried about the lack of uniformity in how the Old Poor Law was applied throughout the country.
(Factors need to be explained rather than listed – lists at bottom of level)
- Level 3: Combines both parts of level 2** **7-8**
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Question 7

- (a) Describe how Edward Jenner helped in the control of epidemic diseases. **6**
- Target: Recall of knowledge (AO 6.1)**
- Level 1: Simplistic answer, which gives some description in broad outline** **1-2**
e.g. he discovered a cure for smallpox.
- Level 2: Detailed answer giving full description** **3-6**
e.g. Jenner was a country doctor who noticed that milkmaids seemed not to catch smallpox. He guessed that there was some similarity between the relatively mild cowpox which they caught and the more serious smallpox. He experimented by injecting cowpox pus into patients instead of the more dangerous process of inoculation which used a small amount of smallpox pus. Although he did not understand how it worked he was successful and called the method vaccination.

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- (b) Would an historian support the view given in **Source Q** of the role of government and local councils in improving public health in the 1840s? **8**
Use **Source Q** and **your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**
e.g. the newspaper report detailed how government and town councils would soon be introducing laws to improve public health.
- Level 2: EITHER** **3-6**
- Answer which evaluates the motive/purpose of the writer.**
e.g. the newspaper was clearly in favour of public health reform and was anticipating major changes. Not unreasonably since the article appeared only two years after Chadwick's 1842 report and probably immediately after the Health of the Towns commission had confirmed Chadwick's findings in 1844.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors.**
e.g. although the newspaper may reflect what it hoped would happen, the reality was rather different. Several local councils did take steps to improve matters but a Public Health Bill was defeated in 1847 and only passed in 1848 because of the return of cholera. This did help to improve things to some extent but it was permissive meaning that it allowed local councils to make improvements but did not force them to.
(Factors need to be explained rather than listed - lists at bottom of level)
- Level 3: Combines both parts of level 2.** **7-8**
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(c)	Explain how the 1875 Public Health Act improved living conditions in the towns.	8
	Target: Explanation of causation (AO 6.1)	
	Level 1: Simple description e.g. the Act improved living conditions in the towns by forcing councils to do something.	1-2
	Level 2: Identifies factors e.g. the Act was compulsory unlike the 1848 Act; councils were made responsible for most public health matters.	3-4
	Level 3: Explains one factor e.g. the Act brought together all the previous measures and made much of it compulsory for local councils to carry out.	5-6
	Level 4: Explains more than one factor e.g. every area had to have a Medical Officer of Health and a sanitary inspector. Councils were given powers to build sewers and drains and they were compelled to have refuse collected and supply water. Although the Act did not solve all the problems of the towns it led to other acts which did improve living conditions considerably especially in slum clearance schemes before the end of the century.	7-8

Question 8

- (a) Describe the different types of schools which were available to children from wealthy families in the nineteenth century. **6**

Target: Recall of knowledge (AO 6.1)

Level 1: Simplistic answer, which gives some description in broad outline **1-2**
e.g. there were many different types of schools such as grammar schools, public schools and dissenting academies.

Level 2: Detailed answer giving full description **3-6**
e.g. most towns had grammar schools which concentrated on teaching the classics. The public schools like Eton and Harrow catered for the sons of the upper class and the wealthy. Dissenting academies run by non-conformists probably offered the best education for girls as well as boys. There was also a range of private schools many of which were boarding schools and of varying quality often badly run with poorly educated teachers.

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- (b) Would an historian support the view of monitorial schools given in **Source R**? **8**
 Use **Source R and your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**
 e.g. Source R states that children should only be taught to read from the Bible
- Level 2: EITHER** **3-6**
- Answer which evaluates the motive/purpose of the writer**
 e.g. an historian would agree that Bell's schools were intended to provide inexpensive education and that the view of many at the time was that children of the poor should not be too well educated. Bell's schools were founded in 1811 four years after he made this statement and three years after Lancaster's schools which used a similar method. The two societies were in competition so it may be that Bell originally believed that the children needed only to be able to read the Bible but later widened the curriculum after seeing what Lancaster's schools were providing.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors**
 e.g. Andrew Bell founded the National Society in 1811 so these comments were made four years before but they do reflect the way in which the monitorial system which Bell claimed to have invented was intended to provide cheap education based on the Bible. He says that it is not necessary to teach children to write and do arithmetic but both Bell's schools and Lancaster's British and Foreign Schools Society which was founded three years earlier taught reading writing and arithmetic.
 (Factors need to be explained rather than listed – lists at bottom of level)
- Level 3: Combines both parts of level 2.** **7-8**
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(c)	Explain why the system of Payment by Results was introduced in 1862.	8
	Target: Explanation of causation (AO 6.1)	
	Level 1: Simple description e.g. the government wanted to improve the standard of education.	1-2
	Level 2: Identifies factors e.g. the teachers were generally very poor; the government wanted to get better value for their money; government wanted to ensure that more children were being a good education.	3-4
	Level 3: Explains one factor e.g. the government was spending increasing amounts of money on education and it wanted to have a system by which it could check that this was being wisely spent.	5-6
	Level 4: Explains more than one factor e.g. government wanted to check that its money was being wisely spent. The Newcastle Commission in 1858 revealed that most children left school poorly educated before the age of twelve and that more than half of those in school attended less than a hundred days a year and the government wanted to improve the situation. The Commission also reported that inefficient teaching hindered the progress of even the more regular attenders. The government wanted to make sure that only those schools who produced good results would be funded.	7-8

Question 9

- (a) Would an historian support the view given in **Source S** of the work of Elizabeth Fry? **8**
Use **Source S** and **your own knowledge** to explain your answer.

Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO 6.1/6.3)

Level 1: Answer which describes the content of the source accepting the interpretation at face value **1-2**
e.g. Mrs Fry worked very hard to improve the lives of female prisoners.

Level 2: EITHER **3-6**
Answer which evaluates the motive/purpose of the writer
e.g. the article in The Times is an obituary written after she has died. Obituaries usually concentrate on achievements and are seldom critical. They therefore exaggerate a person's good points and do not necessarily give a balanced view

OR

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

e.g. Mrs Fry did indeed work very hard and achieved a good deal in her lifetime both for the women prisoners but also by making the general public aware of the conditions of the prisons. But she met considerable resistance from the government who ignored much of her advice and did not introduce many of the reforms which she had proposed until much later.

(Factors need to be explained rather than listed – lists at bottom of level)

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

- (b)** Describe the work of Dr Barnardo. **6**
- Target: Recall of knowledge (AO 6.1)**
- Level 1: Simplistic answer giving gives some description in broad outline** **1-2**
e.g. Dr Barnardo helped poor young children.
- Level 2: Detailed answer giving full description** **3-6**
e.g. in 1867 Barnardo opened a hostel for children who were homeless. Three years later the first Dr Barnardo's home for orphaned children was opened. He emphasised firstly caring for them and then training and educating them. By 1900 over a hundred homes had been built throughout the country.

(c)	Explain how William Booth helped the poor of London.	8
	Target: Explanation of causation (A0 6.1)	
Level 1:	Simple description William Booth helped the poor by providing them with food and lodging.	1-2
Level 2:	Identifies factors e.g. he was a missionary in London trying to convert the poor; he set up the Salvation Army; he set up shelters and soup kitchens.	3-4
Level 3:	Explains one factor e.g. whilst he was a missionary in London he became aware of the shocking conditions in which many people in London were living. He realised that for these people Christianity was less important than the basic necessities of life. He set up the Salvation Army. It was organised like an army but its war was on sin and poverty. He published a pamphlet which made the general public aware of these conditions. With the money raised by this pamphlet and other donations he and his sister Catherine set up shelters and soup kitchens for the poor.	5-6
Level 4:	Explains more than one factor.	7-8