



General Certificate of Secondary Education

History 3043 *Specification C*

Paper 2 Thematic Studies

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 2: Thematic Studies: Agriculture, Industry and Transport, 1700-1900**Section A****Question 1**

- (a) According to **Source A**, who owned the land at the beginning of the eighteenth century? **3**
- Target: Comprehension from an historical source (AO 2)**
- Level 1: Credit 1 mark for each correct point made** **3**
e.g. 80-90% of land owned by aristocracy and gentry, e.g. Duke of Newcastle, Sir Robert Walpole, rest owned by yeoman farmers and cottagers.
- (b) Describe the wasteful nature of the Open Field System. **6**
- Target: Recall of knowledge (AO 1)**
- Level 1: Simplistic answer** **1-2**
Land and time were wasted
- Level 2: Detailed description** **3-6**
Will refer to e.g. waste of land incl. fallow, common, balks: waste of time – walking to strips of land in other fields, no selective breeding due to lack of winter fodder, broadcasting meant waste of seed etc

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- (c) Does **Source B** fully explain how new ideas of farming were spread? **8**
Use **Source B** and **your own knowledge** to explain your answer.
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO 1/2)**
- Level 1: Identification from source** **1-2**
e.g. the source shows a book called New Horse Husbandry
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. new ideas were spread by Arthur Young and Farmer George, word of mouth, Thomas Coke, shows, festivals.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Explains using own knowledge only**
e.g. Jethro Tull published this book in 1731 which described his new inventions including the seed drill and the horse hoe. In publishing this book he was able to show how these new methods worked and the advantages they had over previous ones.
e.g. Coke helped spread the new ideas by giving long leases so that his tenant farmers could use the new ideas and have the time to develop them. He held annual sheep shearing meetings which also helped him to show off the new ideas. Young was an agricultural journalist who travelled the country writing about England looking at new ideas and writing about them. He wrote "A Farmer's Tour" and edited the "Annals of Agriculture" which publicised his views. He was the first secretary of the new Board of Agriculture set up in 1795 – to promote new ideas.
- Level 4: Combines all of Level 3** **7-8**
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- (d) 'During the eighteenth and early nineteenth centuries the rich benefited more than any other group of people from enclosure.' Do you agree? Explain your answer. **14**
- Target: Recall, describe, analyse and explain (AO 1)**
- Level 1: Simplistic answer – generalisations of enclosure/groups of people** **1-2**
e.g. the rich made even more money
- Level 2: Describes the effects of enclosure** **3-7**
e.g. enclosure meant that more food was produced. They could introduce new ideas and use new machinery. They could make a profit. It was costly for some. The community spirit was lost. The squatters lost land.
- Level 3: Explains effects on one group of people** **8-10**
- Level 4: Explains effects on at least 2 groups of people (incl. the rich for max marks)** **10-13**
e.g. the rich benefited because they were the largest landowners who invested money into enclosure and could introduce new ideas such as selective breeding and the N4CR. As a result they made more profit from investment. Small farmers found it difficult to compete as they were often unable to pay for the cost of enclosing the land (hedging and ditching). They often had to sell their land and work as tenant farmers, farm labourers or indeed move out of the village and into the industrial towns. The cottagers had to prove they owned the land and if they couldn't produce the relevant documentation they lost out. The squatters who lived on the common found they had to leave when it was enclosed and had nowhere to live. Population in general benefited from enclosure. More employment was available on the land such as hedging and ditching. The diet improved as the new farming methods produced a wider variety of crops and fresh meat and people became healthier.
- Level 5: As Level 4 – also produces a judgement or evaluation** **14**
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Question 2

- (a) According to **Source C**, how was steel produced in the eighteenth century? **3**
- Target: Comprehension from an historical source (AO 2)**
- Level 1: Credit 1 mark for each correct point made** **3**
e.g. the Cementation process was used. Wrought iron with little carbon was placed in close contact with charcoal and heated and reheated. The crucible method was also used. Bars of iron in fire clay containers called crucibles were heated at very high temperatures. The carbon in the iron was burnt away leaving pure molten iron to which carbon was added.
- (b) Describe the problems of producing iron during the eighteenth century. **6**
- Target: Recall of knowledge (AO 1)**
- Level 1: Simplistic answer** **1-2**
e.g. fuel and power
- Level 2: Detailed description** **3-6**
e.g. will refer to the shortage of charcoal, need for better iron than cast iron, need for stronger forms of power to supply the blast as furnaces grew bigger. As coal began to be used as fuel then need to change location.

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- (c) Does **Source D** fully explain why the demand for iron increased during the eighteenth century? Use **Source D and your own knowledge** to explain your answer. **8**
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO 1/2)**
- Level 1: Identification from source** **1-2**
e.g. they made cannons.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. coal and steam power needed more iron.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Disagrees and explains using own knowledge**
e.g. many wars were being fought and cannons such as the one shown were needed by the navy. The weapons used were made of iron and so the demand increased.
e.g. the use of iron in construction showed that bridges could be built such as the one at Coalbrookdale which was the first to be made out of iron. As the demand for iron rails increased in the coal industry so the iron industry began to grow. As factories grew so did the demand for iron to make steam engines which drove the textile machinery also made from iron. Domestic use also increased as towns developed with iron pots and pans being used and iron railings became fashionable.
- Level 4: Combines all of Level 3.** **7-8**
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- (d) 'The work of the Darby family was more important in the development of iron production than the work of any other ironmasters during the eighteenth century.' Do you agree? Explain your answer. **14**

Target: Recall, describe, analyse and explain (AO 1)

Level 1: Simplistic answer – generalised description of Darbys/iron **1-2**
e.g. the Darbys worked in Coalbrookdale

Level 2: Describes the work of Darbys/others **3-7**
e.g. the Darbys used coal and coking ovens to produce iron.
Darby III built the iron bridge.

Level 3: Explains one improvement **8-10**

Level 4: Explains at least 2 improvements (incl. Darbys for max marks) **10-13**
e.g. Darby I produced the first commercially successful method of producing iron using the local clod coal instead of charcoal. Because it had a small sulphur content it could be turned into coke. However it could only be used for making cast iron. Darby II used coking ovens which produced a higher standard of coke and small quantities of bar iron could now be produced.

Wilkinson saw the potential for iron and set out to use it. He invented a new method for boring cannon and iron cylinders. This was of exceptional importance for the development of the steam engine. He was also the first to apply steam power to the blast furnace and to drive the hammers at the forge.

Henry Cort solved the problem of producing wrought iron. His puddling and rolling method was quick and cheap producing 15 tons in 12 hours which was the same time it took to produce 1 ton previously. As the fuel didn't come into contact with the iron, cheap coal could be used which made the process even cheaper. Because it was now so cheap, iron began to be used to make objects which had previously been made of wood, rails and machines.

Level 5: As Level 4 – also produced a judgement or evaluation. **14**

Question 3

- (a) According to Source E, why was the Liverpool and Manchester railway built? **3**
- Target: Comprehension from an historical source (AO 2)**
- Level 1: Credit 1 mark for each correct point made** **3**
e.g. they were the two main centres of the industrial revolution. The Bridgewater canal was slow. It was also very expensive. There was a growing need for coal, farm produce, a better mail and parcel service and a better passenger service.
- (b) Describe the work of George Stephenson. **6**
- Target: Recall of knowledge (AO 1)**
- Level 1: Simplistic answer** **1-2**
e.g. he built railways.
- Level 2: Detailed description** **3-6**
Will refer to: the Stockton to Darlington, Liverpool to Manchester lines and their effects, the standard gauge, the Rocket and the Rainhill Trials, Chat Moss etc.

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- (c) Does **Source F** fully explain why there was opposition to railways 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. it shows a train crash.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. pollution from the engines, farmers objected as did canals and road interests.
- Level 3: Explains source from own knowledge** **5-6**
- OR**
- Disagrees and explains using own knowledge**
e.g. such crashes as shown in the source demonstrated the need for engineers to build safely to gain public confidence. The use of signalling would help in this.
e.g. coaching companies objected to railways as they couldn't compete with faster and cheaper passenger travel by rail. Therefore the coaching inns which had grown with the new roads faced decline and unemployment amongst innkeepers. Also canals would also decline due to faster cheaper railways. Some town and universities e.g. Northampton, Oxford and Cambridge opposed railways and so were not include on the main arterial routes out of London. Doctors opposed railways as some felt that the human body wouldn't withstand high speeds.
- Level 4: Combines all of Level 3** **7-8**
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- (d) 'Railways had a greater impact on industry than they had on people's everyday lives in the nineteenth century.' Do you agree? Explain your answer. **14**
- Target: Recall, describe, analyse and explain (AO 1)**
- Level 1: Simplistic answer – generalised description of railways** **1-2**
e.g. railways could carry goods/people/more.
- Level 2: Describes the effects of railways** **3-7**
e.g. railways could carry goods/such as coal/quicker/cheaper/in bulk.
- Level 3: Explains effects of railways on industry OR people's lives** **8-10**
- Level 4: Explains effects of railways on both** **10-13**
e.g. bulky goods such as coal could be transported more easily, quicker and cheaper by rail. The brick, cement, steel and coal industries expanded due to the need for tunnels, rails, rolling stock and steam powered engines etc. Agriculture and fishing industries prospered as their produce could be moved quickly to market and thus remained fresh.
e.g. people could travel to such seaside resorts as Blackpool on day trips or holidays. People began to live outside of cities since they could now commute to work and as a result their health improved. Children and their luggage could now be transported more easily and as a result public schools began to grow rapidly. The availability of fresh food such as fish and dairy produce improved the diet and health of people.
- Level 5: As Level 4 – also produces a judgment or evaluation.** **14**
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Section B**Question 4**

- (a) What does **Source G** suggest about the Swing Riots of 1830? **5**
- Target: Comprehension and inference from an historical source (AO 2)**
- Level 1: Description of source** **1-2**
e.g. there are men with axes and a building is on fire.
- Level 2: Unsupported inference** **2-3**
e.g. there are some angry and frightened men. It looks dangerous/chaotic. They are making demands. They wanted to destroy machines.
- Level 3: Supported inference linked to the source** **3-5**
e.g. there was violence associated with the riots since there are people in the source who are carrying axes and also demonstrations in favour of Swing and their demands. Also barns are set alight which suggests the extreme lengths they were prepared to go.

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- (b) How useful is **Source H** to an historian studying the reasons for the repeal of the Corn Laws in 1846? Use **Source H and your own knowledge** to explain your answer. **9**
- Target: Evaluation of source for utility, supported by knowledge (AO 1/2)**
- Level 1: Accepts source at face value describing its content/generalised uncritical evaluation (rote answer) 1-2**
 e.g. it tells us about people who were ill/it's an eyewitness account so it's useful.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
 e.g. it's useful because it tells us that a doctor examined the ill people
- OR**
Comments on usefulness or limitations of the source in terms of provenance/reliability/bias
 e.g. the doctor was observed by an eyewitness who then wrote what he had seen. It only tells us about County Tipperary.
- OR**
Identifies reasons using own knowledge with no reference to source
 e.g. the ACLL and Peel were responsible for Repeal in 1846.
- 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. it is useful because the Potato Famine which the poor were suffering from in the source was an important reason for repealing the Corn Laws to stop the Irish from starving.
- OR**
 The campaign of the ACLL was successful in helping to bring about Repeal due to its effective campaign of gaining the support of factory owners and its use of railways and the Penny Post in spreading its message. Its two leaders Bright and Cobden were also MPs and were able to use their skills to keep the campaign alive by their works in Parliament. Also Peel was converted to the views of the ACLL and was convinced that Repeal should take place. The bad harvests of 1845 convinced him that this should happen.
- OR**
 The source only tells us about the one area of Ireland and the people who were suffering. It might have not been as bad in other parts of Ireland. The eyewitness might have been a supporter of the ACLL and therefore might have wanted to exaggerate the conditions to bring pressure on the government to change things.
- Level 4: Combines two parts of Level 3 8-9**
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- (c) Using **Source J and your own knowledge**, explain why there was a period of prosperity in farming in the years 1850 to 1875. **8**
- Target: Explanation of cause using source and own knowledge (AO 1)**
- Level 1: Identification from source** **1-2**
e.g. the development of railways and fertilisers were important reasons.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. many countries were at war and steam ships hadn't been developed yet.
- Level 3: EITHER** **5-6**
Explains source using own knowledge
e.g. the railways meant that the transportation of perishable goods was quicker and ensured that they reached towns fresh either the same day or overnight. This also meant that the agricultural producer could extend his range of goods and led to cheaper prices and more profit. Progress in the production of fertilisers such as superphosphates and artificial ones such as guano meant that production and the quality of produce could be increased.
- OR**
Explains using own knowledge only
e.g. wars in many countries meant that they were not concerned about cheap exports to Britain. The railways in the USA couldn't yet transport wheat from the Priaries and cheap transport across the Atlantic wasn't available. Therefore foreign competition wasn't a problem for British farmers yet.
- Level 4: Combines both parts of Level 3.** **7-8**
-

Question 5

- (a) What does **Source K** suggest about the textile industry in the early eighteenth century? **5**
- Target: Comprehension and inference from an historical source (AO 2)**
- Level 1: Description of source** **1-2**
e.g. it shows some people in a cottage. Someone is working on a spinning wheel. It shows the domestic system.
- Level 2: Unsupported inference** **2-3**
e.g. it looks dark and gloomy in the cottage. It looks cold. Primitive machines are used. They worked in the home. Work was done by hand. Conditions were poor.
- Level 3: Supported inference linked to the source** **3-5**
e.g. the children look poor because they have no shoes on. It appears not much is being produced because there is only one machine and it looks primitive. The work is being done in the same room as they live because I can see food being cooked.

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- (b)** Using **Source L and your own knowledge**, explain why the textile industry changed from a domestic system to a factory system during the eighteenth and early nineteenth centuries. **8**
- Target: Explanation of cause using source and own knowledge (AO 1)**
- Level 1: Identification from source** **1-2**
e.g. because of an increase in population and the work of Arkwright.
- Level 2: Identification reasons from own knowledge** **3-4**
e.g. because of water and steam power.
- Level 3: EITHER** **5-6**
Explains source using own knowledge
e.g. an increase in population meant that working from home couldn't satisfy the increased demand from the growing population as production was small scale. Arkwright's Water Frame was too big to fit in the home.
- OR**
Explains using own knowledge only
e.g. as machines grew bigger so did the use of power. Factories were built on the banks of fast flowing streams of the Pennines which provided water power. The coal industry could later provide the power for steam driven machinery in factories. Both couldn't be provided by the Domestic System. Other later machines explained e.g. the Mule and Power Loom.
- Level 4: Combines both part of level 3.** **7-8**
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- (c) How useful is **Source M** to an historian studying the effects of the introduction of power looms during the early nineteenth century? Use **Source M and your own knowledge** to explain your answer. **9**
- 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 tells us about people who were going to break machines/they were memories.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
e.g. despite the soldiers warning the protestors about the consequences of their actions in breaking machines they decided to carry on.
- OR**
Comments on usefulness or limitations of the source in terms of provenance/reliability/bias
e.g. one of the protestors was actually there that day and wrote down what happened
- OR**
Identifies reasons using own knowledge with no reference to source
e.g. cloth became cheaper, people were put out of work.
- 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. machine breakers such as those in the source felt that they needed to stop the spread of power looms because they were putting the handloom weavers out of work as these new machines were replacing them. Also wages were falling and they couldn't see any alternative but to protest about their plight.
- OR**
Power looms made cloth quicker and cheaper and as a result cotton became readily available. Also jobs were made available for non-skilled workers who now began to work in factories and the looms were steam powered and much larger.
- OR**
The account was written some time after the events and could have been exaggerated as he was only 16 at the time.
- Level 4: Combines two parts of Level 3 8-9**
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Question 6

- (a) What does **Source N** suggest about travel by road in the eighteenth century? **5**
- Target: Comprehension and inference from an historical source (AO 2)**
- Level 1: Description of source** **1-2**
e.g. it shows people travelling in a coach on narrow roads.
- Level 2: Unsupported inference** **2-3**
e.g. it looks difficult for the coach to move along the road. It looks dangerous and slow. Travel looks to be poor quality. The roads look uneven.
- Level 3: Supported inference linked to the source** **3-5**
e.g. it shows the coach is moving slowly because the children are keeping up with it. The road surface looks poor because I can see large stones sticking up.

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- (b)** Using **Source O and your own knowledge**, explain how road transport was improved in the years 1750 to 1800. **8**
- Target: Explanation of change using source and own knowledge (AO 1)**
- Level 1: Identification from source** **1-2**
e.g. turnpike trusts improved roads.
- Level 2: Identifies reasons from own knowledge** **3-4**
e.g. roadbuilders such as Metcalfe improved roads. Better coach building also helped. Coaching inns were built.
- Level 3: EITHER** **5-6**
Explains source using own knowledge
e.g. turnpike trusts improved roads because they charged road travellers a toll and this money went to pay for better roads by employing roadbuilders or by improving the roads
- OR**
Explains using own knowledge only
e.g. John Metcalfe improved roads and his work in the Pennine district connected the important industrial areas of Lancashire and Yorkshire. Better coach building by improving the springs and upholstery on coaches meant that journeys were more comfortable and also led to faster travel on the improved and new roads. Road surface were improved which also led to faster journeys. Coaching inns were built which also enabled the travellers to break their journey overnight.
- Level 4: Combines both parts of Level 3.** **7-8**
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- (c) How useful is **Source P** to an historian studying the decline of road transport in the first half of the nineteenth century? Use **Source P** and **your own knowledge** to explain your answer. **9**
- Target: Evaluation of source for utility, supported by knowledge (AO 1/2)**
- Level 1: Accepts source at face value describing its content/generalised uncritical evaluation (rote answer) 1-2**
e.g. because of railways/it's an official report so must be useful.
- Level 2: EITHER 3-5**
Comments on the usefulness of source by arguing from its content
e.g. rail transport was going to be cheaper for transporting coal which lead to lower prices. Shareholders could receive a payout.
- OR**
Comments on usefulness or the limitations of the source in terms of provenance/reliability/bias
e.g. it's from an official report which would have investigated the cost of transport before reporting to such important people.
- OR**
Identifies reasons using own knowledge with no reference to source
e.g. it was expensive to travel by road.
- 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. coal is heavy and bulky and was difficult to transport by road since the wagons could only carry small quantities and were slow. Railways were much quicker and could carry a greater amount of coal at a time.
- OR**
It was very expensive for people to travel by coach and for most people they couldn't afford it. Also it still took a long time often with overnight stays at inns. Because road transport was slow it wasn't suitable for transporting perishable goods.
- OR**
It could have exaggerated the findings because there was a vested interest for the people for whom the report was aimed as there was a possibility of a payout for shareholders.
- Level 4: Combines two parts of Level 3. 8-9**