



## **General Certificate of Secondary Education**

# **GCSE History 3043/1** *Specification C*

## **Paper 1**

# **Mark Scheme**

*June examination - 2008 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.

Further copies of this Mark Scheme are available to download from the AQA Website: [www.aqa.org.uk](http://www.aqa.org.uk)

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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION C

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#### 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.

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**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:**

**Section A**

**Question 1**

**1(a)** According to **Source A**, why were Friendly Societies set up? **(4)**

**Target: Comprehension from a historical source (AO6.2)**

**One Mark for each valid point**

**1-4**

e.g. to help workers save; provide money for unemployed; help when sick or injured; provide a proper funeral; control entry to trade and provide apprenticeships.

- 1(b)** How useful is **Source B** to an historian studying support for the Grand National Consolidated Trades Union? **(8)**  
Use **Source B** and **your own knowledge** to explain your answer
- Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge (AO6.1)**
- Level 1: EITHER 1-2**  
**Generalised or Learned response**  
e.g. it is a useful source because it appeared 5 days after the meeting and is a primary source  
**OR**  
**Accepts the content of source at face value**  
e.g. it is useful because it shows a very large crowd
- 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 shows how large the support was for the GNCTU  
**OR**  
**Simple comments on the usefulness or the limitations of the source in terms of provenance, reliability or bias**  
e.g. it is not very useful because it appeared in a trade union magazine and therefore might be biased and exaggerated
- Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation 5-6**  
**EITHER**  
Knowledge will be explained/developed at this level  
e.g. it seems very unlikely that the meeting was attended by so many people especially in London alone. Although the GNCTU claimed to have over half a million members in reality only about 16000 were paid-up members. Most of the skilled societies did not join and nor did the great mass of labourers  
**OR**  
Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose.  
e.g. an historian would have to be careful because this was drawn for a trade union magazine which would have supported the GNCTU and may well have exaggerated the size of the crowd at this meeting. Also the way the crowd is presented like an army of soldiers might make them look more organised and disciplined than they really were.
- 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**

**1(c)** Do you agree with the view about the trial of the Tolpuddle Martyrs given in **Source C**? **(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 as one of the Tolpuddle Martyrs.

**Level 2: Makes simple inference using either ascription or content of source either accepting it at face value or questioning it** **3-4**  
 e.g. the writer is one of the Tolpuddle Martyrs who was found guilty so he is likely to be biased in his view that they were bound to be found guilty.

**Level 3: EITHER** **5-6**  
**Evaluates the provenance of the source**  
 e.g. the source is written by one of the Tolpuddle Martyrs so he will be very bitter at being found guilty and sent to Australia. He says that they were bound to be found guilty since the jury had been carefully picked and the judge was against them. He does not say what they were found guilty of and he doesn't actually say they were innocent.

**OR**

**Uses own knowledge to support and/or question the view expressed in the source placing it in context**

e.g. the Tolpuddle labourers had combined together to prevent a landowner from cutting their wages. This was not illegal, but because they were afraid of intimidation from the land owner and to make sure that they all stuck together they had sworn a secret oath. The government was worried about the growing power of unions and so these men were charged with swearing oaths which were illegal. Although the verdict of the court was correct, the government had made sure both that they would be found guilty and that they would receive a severe penalty.

**Level 4: Combination of both parts of level 3** **7-8**

**1(d)** How successful were trade unions in the first half of the nineteenth century? **(11)**  
 Use **Sources B, C and D and your own knowledge** to explain your answer.

**Target: Explanation and Evaluation (A06.1/6.2)**

**Level 1: Simple generalised comment drawing on sources and/or knowledge** **1-3**  
 e.g. they were not very successful because Source D says that they faced great difficulties.

**Level 2: EITHER** **4-7**  
**Develops reasoned arguments from the sources**  
 e.g. Source B suggests that in April 1834 they were very popular since 400,000 turned up to one meeting of the GNCTU, but this is probably a huge exaggeration. Source C shows that the government was already moving against the unions because it had already made an example of the Tolpuddle labourers. Source D points out that the unions were facing major problems but still managed to survive.

**OR**

**Uses knowledge to address the demands of the question**

e.g. the Combination Acts which made unions illegal were repealed in 1824 but there was immediately a wave of strikes and the government was forced to quickly introduce measures which severely limited workers ability to take industrial action. The size of the GNCTU certainly worried the government but it collapsed in 1835 probably because it was too radical and relatively few 'members' paid their fees.

Unions did continue to be formed over the next few years but they consisted of workers from a single industry. Overall this period was not one which saw much success for trade unions.

**Level 3: Balanced Argument 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

- 2(a)** According to **Source E**, what were the main features of the Elizabethan Poor Laws? **(4)**
- Target: Comprehension from an historical source (AO6.2) 1-4**  
**One mark for each valid point**  
 e.g. each parish responsible for its poor; poor rates paid; adults put to work; orphans educated; old and sick provided for.
- 2(b)** Do you agree with the view of the Speenhamland System of poor relief given in **Source F**? **(8)**  
 Use **Source F** 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 a primary source because Cobbett actually saw the things he is writing about.
- Level 2: Makes simple inference using either ascription or content of the source either accepting it at face value or questioning it 3-4**  
 e.g. Cobbett is describing how poorly paid the agricultural labourer was. As he toured the countryside and talked to the man himself, there seems no reason why the figures he is giving are not accurate.
- Level 3: EITHER 5-6**  
**Evaluates the provenance of the source**  
 e.g. Cobbett was writing about what he saw and was told. But he was a writer who wanted to improve things for the poor and therefore he would want to influence people through his writing. It is therefore possible that he may have exaggerated the labourer's problems. It is also questionable whether the comparison with prisoners in the local gaol is a valid one given the conditions in prisons in those days.  
**OR**  
**Uses own knowledge to support and/or question the view expressed in the source placing it into context**  
 e.g. Cobbett is arguing that the allowance the man was receiving under Speenhamland was insufficient. This may have been an untypical example since the general view of Speenhamland was that it was too generous and that people did not have to work very hard for their allowance.
- Level 4: Combination of both parts of level 3 7-8**

- 2(c)** How useful is **Source G** to an historian studying the Swing Riots? Use **Source G and your own knowledge** to explain your answer. **(8)**
- Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge (AO6.1)**
- Level 1: EITHER 1-2**  
**Generalised or learned response**  
 e.g. it is useful because it was made at the time of the Swing Riots and is a primary source  
**OR**  
**Accepts the content of the source at face value**  
 e.g. it is useful because it shows us that agricultural labourers set fire to hayricks
- Level 2: EITHER 3-4**  
**Simple comment on the usefulness or the limitations on the source based on information in the source or own simple knowledge**  
 e.g. it is useful because it show labourers setting fire to hayricks and we know that this was one of the things that was done during the Swing Riots  
**OR**  
**Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias**  
 e.g. it is from a local newspaper so the artist may have lived close to where these events took place. We do not know who the artist was or whether he was sympathetic to the labourers but it was made for a newspaper which was mostly read by better-off classes who would be more likely to be shocked and afraid of what was going on during the Swing Riots.
- Level 3: Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation 5-6**  
**EITHER**  
**Knowledge will be explained/ developed at this level.**  
 e.g. it gives very limited information to the historian. It only shows one incident which is probably imaginary and is only one aspect of what the labourers did. It says nothing for example of the threats which were made to the farm owners. It also says nothing about the reasons for them taking such actions nor the reactions of the government to them.  
**OR**  
**Level 2 answers will be developed by questioning the provenance of the source in terms of purpose**  
 e.g. these actions by the labourers took place secretly at night so the artist was unlikely to have witnessed the event. It will come from his imagination and since he is doing it for a newspaper which is unlikely to sympathise with the labourers he has shown them setting fire to the hayricks and then running off.
- 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 at this level. 7-8**

- 2(d) Source H** mentions some of the problems with the Speenhamland System of poor relief. **(11)**  
 How important were the problems of the Speenhamland System in the government's decision in 1832 to set up a Royal Commission to investigate the Poor Law?  
 Use **all the sources and your own knowledge** to explain your answer.

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

**Level 1: Simple generalised comment drawing on sources and/or knowledge** **1-3**  
 e.g. the government thought that the poor were encouraged to have larger families and it didn't like this.

**Level 2: EITHER** **4-7**  
**Develops reasoned arguments from the sources**  
 e.g. Source E explains how the parish was responsible for its poor and people had to pay for this. If the poor were having larger families as Source H suggests the parish would have to demand more money from the rate payers. Source F however suggests that the allowance was not large and the labourers were unhappy with it. This discontent was becoming more serious as Source G shows and the government wanted to get greater control over the whole system of poor relief.

**OR**

**Uses knowledge to address the demands of the question**

e.g. the government saw serious problems with the Speenhamland System. Most importantly the costs were continually rising. It was also felt that there was no incentive for the workers to work hard since their wages would be topped up by the parish. There were large differences in the way the poor were treated and in some areas the accommodation provided was seen as far too pleasant. The Old Poor Law had been designed for a relatively small rural population and was unsuitable for a rapidly rising, industrial and urbanised population.

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

**N.B.** In assessment grid, 9 marks out of the 11 are allocated to Objective 6.1

**3(a)** According to **Source J**, what were the main features of John Wesley's preaching? **(4)**

**Target: Comprehension from an historical source (AO6.2) 1-4**

**One mark for each valid point**

e.g. different to other preachers; preached in the open air; preached to huge crowds; focused on the poor and neglected; gave over 40,000 sermons; moved crowds to a frenzy.



- 3(b)** How useful is **Source K** to an historian studying the work of Elizabeth Fry? **(8)**  
Use **Source K and your own knowledge** to explain your answer.
- Target: Evaluation of a source for usefulness (AO6.2), supported by knowledge (AO6.1)**
- Level 1: EITHER 1-2**  
**Accepts the content of the source at face value**  
e.g. it is useful because it shows us that she cared for the poor  
**OR**  
**Generalised or learned response**  
e.g. it is not useful because it was painted many years later and is a secondary source.
- Level 2: EITHER 3-4**  
**Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge**  
e.g. it is useful because it shows Elizabeth Fry working with the prisoners. It shows us that she was well received as most of them are listening attentively. It also shows us that some of them had their children with them in prison which would also be a problem for the women prisoners.  
**OR**  
**Simple comments on the usefulness or limitations of the source in terms of provenance reliability or bias**  
e.g. it is not that useful because it was painted many years later and the artist would not have had any first hand knowledge of Fry or the prison
- 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. the painting tells us little about the work of Fry other than that she visited Newgate and read to the prisoners. We cannot tell how often she did this nor what else she did for them. It does not tell the historian what she achieved, how much opposition she met or how successful she was overall.  
**OR**  
**Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose**  
e.g. the painting will have been done largely from the artist's imagination and seems to present a very romantic view of the event. The prison appears quite clean and airy which does not agree with written accounts of Newgate at the time. The women prisoners seem clean and well dressed and most of them are not distressed. There are also a large number of other prison visitors with her which seems rather unlikely.
- 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**

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- 3(c)** Do you agree with the view about William Booth given in **Source L**? **(8)**  
 Use **Source L and your own knowledge** to explain your answer.
- Target: Interpretation of source (AO6.3), supported by knowledge (AO6.1)**
- Level 1: Learned response or simple response based on source** **1-2**  
 e.g. The Times newspaper has printed this letter which says that Booth is dishonest.
- Level 2: Makes simple inference using either the ascription or content of the source either accepting it at face value or questioning it** **3-4**  
 e.g. The Times newspaper have printed this letter giving facts about Booth that could be checked so it must be true.
- Level 3: EITHER** **5-6**  
**Evaluates the provenance of the source**  
 e.g. although at first sight in Source L Booth does appear to be making inaccurate statements, the letter comes from a person who had been involved in finance and therefore may not be happy at a bank being proposed for poor people offering much more generous rates of interest. It also doesn't say how much earlier the offer in the book had been made. It could be that things have changed making this earlier offer impossible. It also appears in a newspaper which is not generally sympathetic towards the poor. Also we do not know how the government and Booth's figures had been gathered nor what is meant by a pauper. Also the writer puts 'General' in inverted commas to suggest perhaps that this is dishonest as well.  
**OR**  
**Uses own knowledge to support and/or question the view expressed in the source by placing it in context.**  
 e.g. Booth relied completely on donations from the general public to finance his work for the poor. He is very unlikely to make statements which could so easily be proved to be untrue as this would damage his credibility. The activities of the Salvation Army did bring Booth into conflict with organisations which believed in self-help and this letter was not the only attempt to damage him. But most opinions both at the time and later show him to be a very religious and honest man who worked tirelessly for the poor.
- Level 4: Combination of both parts of level 3** **7-8**

**3(d) Sources L and M** describe some of the work of William Booth and Dr Barnardo. How important were these two men in improving conditions for the poor in the second half of the nineteenth century? **(11)**

Use **Sources L and M 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. they were important because they both helped the poor.

**Level 2: EITHER** **4-7**

**Develops reasoned arguments from the sources**

e.g. both sources suggest the importance of these men. In Source L Booth wanted to help the poor and encourage them, by offering good rates of interest in his bank, to look after themselves by saving. He also built rescue homes for the homeless poor and tried to make the public aware of the extent of poverty. Dr Barnardo built homes to care for orphaned and homeless children. Source M shows how he also paid for them to emigrate and hopefully have a better life abroad.

**OR**

**Uses knowledge to address the demands of the question**

e.g. Booth and his wife Catherine set up Mission Halls in poor areas and by 1878 had 45 branches. They renamed their organisation the Salvation Army because it was organised like an army for a war on sin and poverty. All his work was financed by donations and to help raise money and make the public aware Booth published a book which had an enormous impact on public opinion.

Barnardo opened a hostel for homeless and orphaned children in London. The emphasis was firstly on caring for them and then on training and education.

**Level 3: Balanced answer which draws on sources and knowledge to reach a reason judgement** **8-11**

**N.B. In assessment grid, 9 marks out of the 11 are allocated to Objective 6.1**

**4(a)** Describe the aims of Chartism. **(6)**

**Target:** Recall of knowledge (AO6.1)

**Level 1:** **Simplistic answer which gives some description in broad outline** **1-2**  
 e.g. the aim was to improve things for working people.

**Level 2:** **Detailed answer giving full description** **3-6**  
 e.g. the Chartists demanded six political reforms. Annual parliaments; vote by ballot; equal electoral districts; abolition of the property qualification for M.P.s; payment for M.P.s; universal male suffrage.

**4(b)** Would an historian support the view given in **Source N** that the Chartists did not believe in violent protest? **(8)**  
 Use **Source N and your own knowledge** to explain your answer.

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

**Level 1:** **Answer which describes the content of the source accepting the interpretation at face value** **1-2**  
 e.g. the historian would be able to get information that some chartists believed that violent protest was not the answer and that peaceful protest was better.

**Level 2:** **EITHER** **3-6**  
**Answer which evaluates the motive/purpose of the writer**  
 e.g. the chartist leader was obviously opposed to using force to achieve his aims and would be making the speech to persuade others to this view. Although nothing is known about the newspaper it is likely it supported this view. There is no reason for the historian to doubt the accuracy of this report although he would know that not all chartists would agree.  
**OR**  
**Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agrees and uses knowledge to develop the view**  
 e.g. the report describes the views of the Moral Force wing of the Chartist. However the movement was split between Lovett and others who felt this way and O'Connor and his supporters who thought strongly that Physical Force was the only way of getting the government to listen and of achieving their aims.

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

- 4(c)** Explain why the Chartist movement had failed by 1848. **(8)**
- Target: Explanation of causation (AO6.1)**
- Level 1: Same description** **1-2**  
 e.g. Chartism failed because people lost interest in it.
- Level 2: Identifies factors.** **3-4**  
 e.g. split leadership; ahead of its time; failure of petitions especially in 1848; people concentrated on other movement; economic situation improved.
- Level 3: Explains one factor** **5-6**  
 e.g. Chartism prospered at times of economic hardship which caused unemployment. Rising prosperity in the late 1840s made workers less interested in the movement.
- Level 4: Explains more than one factor** **7-8**  
 e.g. the leadership was split between the Physical and Moral Force chartists. Many people who were opposed to violent protest left the movement as the Physical Force chartists became the dominant group. Chartism was ahead of its time, it aims too radical and it tried to achieve too much at once. The failure of the 1848 petition and the derision with which it was met also disheartened many chartists. The firm response of the government to chartist protest also caused many chartists to give up or move to support other movements such as the Anti-Corn Law League which they felt had more chance of success.

- 5(a)** Describe the main features of New Model Unions. **(6)**
- Target: Recall of Knowledge (AO6.1)**
- Level 1: Simplistic answer which gives some description in broad outline** **1-2**  
e.g. the New Model Unions were more successful than previous ones.
- Level 2: Detailed answer giving full description** **3-6**  
e.g. these unions were for skilled and well paid workers. They could afford higher subscriptions and therefore more generous benefits. They emphasised the importance of their members bettering themselves through education. They tried to avoid confrontation with employers believing that strikes often hurt the workers more than the employers. They were the first truly national unions because of the growth of communications through the postal service and the railways.
- 5(b)** Would an historian support the view given in **Source O** that the Matchgirls' strike was unnecessary and unlikely to succeed? **(8)**  
Use **Source O** and **your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**  
e.g. the historian would be able to see that the Times is saying that the Matchgirls have no chance of success because they can't afford to stay on strike.
- Level 2: EITHER** **3-6**  
**Answer which evaluates the motive/ purpose of the writer**  
e.g. the Times newspaper would naturally support the employers and may have written that the Matchgirls cannot succeed in order to encourage them and their supporters to give up. It may also have a genuine worry about the part in the strike being played by Annie Besant and other radical activists.  
**OR**  
**Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agrees and uses knowledge to develop the view**  
e.g. the historian would know that the strike was a huge success not just for the Matchgirls but for other unions for the less skilled workers so clearly he would not support the view of the newspaper. The Matchgirls did have adequate funds because the publicity, especially about their dreadful working conditions, achieved by their influential supporters brought in donations both from the public and other unions.
- Level 3: Combines both parts of level 2** **7-8**

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**5(c)** Explain why the London dockers went on strike in 1889. **(8)**

**Target: Explanation of Causation (AO6.1)**

**Level 1: Simple Description** **1-2**

e.g. the dockers were very unhappy with their working conditions

**Level 2: Identifies factors** **3-4**

e.g. casual work; low pay; dangerous working conditions; example of the Matchgirls.

**Level 3: Explains one reason** **5-6**

e.g. most dockers were casual workers who had to turn up each day in the hope of being selected for work.

**Level 4: Explains more than one reason** **7-8**

e.g. the pay was low and the dockers demanded 6d per hour. They also wanted a guaranteed four hours of work a day. Because they were casual workers they were difficult to organise to take strike action but they were encouraged by the success the previous year of the Matchgirls. The working conditions were extremely dangerous, accidents were common and they wanted improvements.

**6(a)** Describe the recommendations made in 1834 by the Royal Commission of Inquiry into the Poor Laws. **(6)**

**Target: Recall of knowledge (AO6.1)**

**Level 1: Simplistic answer which gives some description in broad outline** **1-2**  
 e.g. it recommended that the Old Poor Law should be scrapped.

**Level 2: Detailed answer giving full description** **3-6**  
 e.g. there should be one system of poor relief for the whole country. Outdoor relief for the able bodied should be ended. Parishes should join together to form unions which could build larger workhouses. Paupers should only receive relief if both they and their families entered the workhouse. Workhouses should be run strictly so that only the really desperate would enter them.

**6(b)** Would an historian support the view given in **Source P** that the New Poor Law was successful? **(8)**  
 Use **Source P and your own knowledge** to explain your answer

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

**Level 1: Answer which describes the context of the source accepting the interpretation at face value** **1-2**  
 e.g. the historian would be able to get information from this source that this Poor Law Union had greatly reduced the number claiming relief.

**Level 2: EITHER** **3-6**  
**Answer which evaluates the motive/ purpose of the writer**  
 e.g. the report is from a Poor Law Union which is clearly proud that it has reduced the number of people claiming relief and consequently the cost to the rate payers. This was probably the main aim and in this sense it was a success. However the historian would appreciate that this is only one union and one would need to know how typical this was.

**OR**

**Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agrees and uses knowledge to develop the view**

e.g. this union had clearly reduced the cost of poor relief which was the main aim of the New Poor Law and may well have been reasonably typical in the South of England. However the New Poor Law was far less successful in the more industrialised North of England where the cyclical nature of employment created major problems. It is also true that whilst it was successful in reducing cost it was seen as far less successful by those who suffered in the new strict workhouses.

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



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**6(c)** Explain how the poor were discouraged from entering the workhouse after 1834. **(8)**

**Target: Explanation of causation (AO6.1)**

**Level 1: Simple description** **1-2**  
e.g. workhouse life was made horrible.

**Level 2: Identifies factors** **3-4**  
e.g. Less eligibility; harsh regime; no outdoor relief

**Level 3: Explains one factor** **5-6**  
e.g. the workhouse authorities followed the principle of 'less eligibility' where life inside had to be less comfortable than outside the workhouse

**Level 4: Explains more than one factor** **7-8**  
e.g. all the family had to enter the workhouse and stay there which made it difficult to leave to find work. The regime within the workhouse was harsh and often cruel because families were split up, uniform had to be worn and the work was tedious, hard and compulsory. The poor learnt very quickly to dread the workhouses and would do almost anything to avoid going in.

**7(a)** Describe the main features of the 1848 Public Health Act. **(6)**

**Target: Recall of knowledge (AO6.1)**

**Level 1: Simplistic answer which gives some description in broad outline** **1-2**  
 e.g. the 1848 Act helped improve public health and make things cleaner.

**Level 2: Detailed answer giving full description** **3-6**  
 e.g. a General Board of Health was set up; any town could set up a board of health if 10% of ratepayers wanted one; if a town had a death rate of 23 per thousand it had to set up a board; local boards could appoint officials; they could improve public health in their towns; they could levy a local rate to pay for improvements, but there was little compulsion.

**7(b)** Would an historian support the view given in **Source Q** about the causes of the spread of cholera? **(8)**  
 Use **Source Q and your own knowledge** to explain your answer.

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

**Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**  
 e.g. he would agree that cholera had natural causes.

**Level 2: EITHER** **3-6**  
**Answer which evaluates the motive/purpose of the writer**  
 e.g. the newspaper seems to be very supportive of the poor and lays the blame clearly with the upper classes. It is a very sweeping statement and suggests that the newspaper is making a political point and campaigning for changes in public health. In 1848 nobody knew the causes of cholera or how it was spread although many had come to the conclusion that the filthy conditions of the towns were a factor. This was not generally accepted and therefore it is not surprising that there was a reluctance to spend money on the problems.

**OR**

**Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agrees and uses knowledge to develop the view**

e.g. the source mostly tells us about the attitude of the upper classes. They would be in a minority. It would be the poorer and uneducated classes who might believe that it was a punishment from God since there seemed no other explanation for its severity and the speed with which it spread. There is no mention of Chadwick and others who were convinced that it was caused by squalid living conditions even though many of them still did not accept the link between water supply and cholera outbreaks. This is a radical newspaper so it will be supportive of changes and improvements in living conditions of the poor.

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

**7(c)** Explain how local authorities contributed to the improvement in public health in the nineteenth century. **(8)**

**Target: Explanation of Causation (AO6.1)**

**Level 1: Simple description** **1-2**  
 e.g. local authorities did things to improve public health in towns.

**Level 2: Identifies factors** **3-4**  
 e.g. they provided clean water, drains and sewage; appointed a medical officer of health; checked quality of food; cleared slums.

**Level 3: Explains one factor** **5-6**  
 e.g. the 1848 Act allowed councils to set up local boards of health and appoint officials but most chose not to do so. One example of a council which did something was Liverpool where the first Medical Officer of Health was appointed in 1848. (any other valid local example is acceptable.)

**Level 4: Explains more than one factor** **7-8**  
 e.g. the 1875 Act compelled local authorities to take action. They had to provide clean water and provide proper drainage and sewers. Councils were also made responsible for checking the quality of food and drugs. Councils began to clear large areas of slum dwellings in the towns and cities and replace them with properly paved streets and serviced buildings.

- 8(a)** Describe the Monitorial System. (6)
- Target:** Recall of knowledge (AO6.1)
- Level 1:** Simplistic answer which gives some description in broad outline 1-2  
e.g. it was a system which was used to teach large numbers of children
- Level 2:** Detailed answer giving full description 3-6  
e.g. this was a system which was used in schools run by the two voluntary societies. It was devised in the early 19<sup>th</sup> Century and it aimed to provide education for children living in industrial towns. Pupils had to pay a small fee. They gave basic education in the 3Rs. One teacher could teach several hundred children at the same time by the use of monitors and thus education was cheaper although it was mostly learning by rote.
- 8(b)** Would an historian support the view given in **Source R** about education for poor children in 1816? (8)  
Use **Source R and your own knowledge** to explain your answer.
- Target:** Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)
- Level 1:** Answer which describes the content of the source accepting the interpretation at face value 1-2  
e.g. the historian would be able to see that there was at least one really good school.
- Level 2:** EITHER 3-6  
**Answer which evaluates the motive/purpose of the writer**  
e.g. Robert Owen is describing the school which he has set up for the children who worked in his factory. He may simply be showing what a great employer he is or he may be trying to set an example to persuade other factory owners to do the same thing. Owen was a kindly employer who, in his concern for the working population in general, was way ahead of his time. He demonstrated that if one treated workers well and provided benefits for them it didn't necessarily mean that one would make less profit.  
**OR**  
**Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agrees and uses knowledge to develop the view**  
e.g. the historian would see this school as very much an exception in 1816. For most poor children education, if it existed at all, was provided by schools such as Dame Schools, Ragged Schools and those provided by the Voluntary Societies in all of which the curriculum was limited to instruction in the 3Rs and the standard of teaching was generally poor. It was not seen as necessary or even advisable to give a wider education to the poor.
- Level 3:** Combines both parts of level 2 7-8

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- 8(c)** Explain why the government became more involved in education in years 1833 to 1869. **(8)**
- Target: Explanation of Causation (AO6.1)**
- Level 1: Simple Description** **1-2**  
e.g. the government wasn't happy with what existed and wanted to improve things
- Level 2: Identifies reasons** **3-4**  
e.g. competition from abroad; monitoring of grants; improve existing schools
- Level 3: Explains one reason** **5-6**  
e.g. in 1833 the government gave a grant of £20,000 to the two Voluntary Societies. This rapidly increased so inspectors were appointed to make sure that the money was being spent wisely.
- Level 4: Explains more than one reason** **7-8**  
e.g. the government was worried by the standards of literacy and numeracy required for an industrial age, when compared with economic rivals in Europe. The Newcastle Commission recommendations led to the Revised Code of 1862 where the government ensured a tighter control of where grants were being spent through the system of Payment by Results. After the Reform Act of 1867 which widened the franchise to many more working men, it was felt that they needed to be better educated to exercise their vote.

- 9(a)** Explain why the 1870 Education Act was introduced. **(8)**
- Target: Explanation of Causation (AO6.1)**
- Level 1: Simple description** **1-2**  
e.g. the government wanted to improve education
- Level 2: Identifies factors** **3-4**  
e.g. more young children and not enough schools; needs of industry.
- Level 3: Explains one factor** **5-6**  
e.g. there was an increasing awareness that, with the huge rise in population, there were insufficient schools for the young. The government needed to provide these.
- Level 4: Explains more than one factor** **7-8**  
e.g. the population, especially of young children, had risen dramatically and there were insufficient schools. The demands of industry now required an educated workforce and Britain had fallen behind. The Reform Act of 1867 had given many working men the vote and it was thought that they needed to be educated so as to be able to vote responsibly.
- 9(b)** Would an historian support the view of Board Schools given in **Source S**? **(8)**  
Use **Source S** and **your own knowledge** to explain your answer.
- Target: Comprehension, analysis and evaluation of an interpretation, supported by knowledge (AO6.1/6.3)**
- Level 1: Answer which describes the content of the source accepting the interpretation at face value** **1-2**  
e.g. the historian would be able to see that the school was very cruel.
- Level 2: Answer which evaluates the motive and the purpose of the writer** **3-6**  
e.g. it may well be that the school being described was very unpleasant and it is probably true that teachers often did not treat their pupils as individuals. But Charles Cooper is looking back to events nearly 70 years before. He may not mean to exaggerate but he may well remember more vividly the most dramatic aspects such as the cruel acts of the teachers.
- OR**
- Answers which consider the limitations of the interpretation in terms of sufficiency using knowledge to highlight other factors or agree and uses knowledge to develop the view**
- e.g. the extract is presumably from a longer account and says little about what was actually taught. It is also the recollections from a child's point of view and the teachers and parents of this school may well have been satisfied with what was being provided. It is only one school, and even if the account is accepted as accurate, the historian would need to look at other accounts to see how typical this one was.
- Level 3: Combines both parts of level 2** **7-8**

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**9(c)** Describe how educational provision was extended in the years 1875 to 1900 **(6)**

**Target: Recall of Knowledge (AO6.1)**

**Level 1: Simplistic answer giving some description in broad outline** **1-2**  
e.g. more children were educated/ more schools were built.

**Level 2: Detailed answer giving full description** **3-6**

e.g. many school boards made education compulsory in 1875 but this was not made law until Sandon's Act made it illegal to employ anyone under the age of 10 and later Mundella's Act actually made attendance for all 5 to 10 year olds compulsory. The curriculum was extended past the 3Rs in many school boards and some made attendance up to up to 13 years of age compulsory thus introducing secondary educations. Some technical schools were introduced in this period. In 1891, elementary education was made free, although many school boards had already done this.