



## **General Certificate of Secondary Education**

# **GCSE History 3043/2** *Specification C*

## **Paper 2**

# **Mark Scheme**

*2008 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.

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.

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- **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**

**Section A**

**Question 1**

**1(a)** According to **Source A**, how were new farming ideas spread during the eighteenth century? **(3)**

**Target: Comprehension from an historical source (AO2)**

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

e.g. through farming fairs and festivals e.g. Woburn. The Holkham gatherings held by Thomas Coke, local Agricultural Societies, Arthur Young.

**1(b)** Why did the Open Field System last so long? **(6)**

**Target: Recall of Knowledge (AO1)**

**Level 1: Simplistic answer** **1-2**

e.g. it was a good system

**Level 2: Detailed description** **3-6**

e.g. will refer to the community spirit, working together, traditional method, population remained constant, it provided the villages with all their basic needs, reluctance to change. Everyone had a fair share of good and bad land.

**1(c)** Does **Source B** fully explain the harmful effects of enclosure? **(8)**  
**Use Source B and your own knowledge** to explain your answer.

**Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**

**Level 1: Identification from source** **1-2**

e.g. the source shows a graph.

**Level 2: Identifies reasons from own knowledge** **3-4**

e.g. the villagers lost the community spirit. The squatters lost their land.

**Level 3: Explains source from own knowledge** **5-6**  
**OR**

**Explains using own knowledge only**

e.g. the cost of enclosing land such as building fences was expensive for many villagers who simply couldn't afford it. They often had to sell their land to pay for these costs.

**OR**

e.g. squatters were badly affected since they no longer had a legal right to live on the common. As the common was now enclosed, villagers no longer had the right to graze their animals or cut fuel. If they could not prove ownership they lost their land.

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

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<b>1(d)</b>	Was the work of Jethro Tull more important than that of any other farmer during the eighteenth century? Explain your answer.	<b>(14)</b>
<b>Target:</b>	<b>Recall, Describe, analyse and explain (AO1)</b>	
<b>Level 1:</b>	<b>Simplistic answer- generalisations of farming innovations</b>	<b>1-2</b>
<b>Level 2:</b>	<b>Describes the work of Tull or other Farmers</b> e.g. Tull invented the Seed Drill which sowed seeds in a straight line.	<b>3-7</b>
<b>Level 3:</b>	<b>Explains one innovation</b>	<b>8-10</b>
<b>Level 4:</b>	<b>Explains at least two innovations (inc. Tull for max marks)</b> e.g. Jethro Tull introduced the seed drill, which meant that seeds could be planted in rows with less waste resulting in more crops being grown. He wrote the New Horse Hoeing Husbandry which promoted his machinery and helped to spread the new ideas. However his work was slow to take off as his machine broke down often and was too big to be used in the OFS. He opposed the use of manure and was often regarded as a crank. Other new methods were also introduced by Townshend who grew turnips in the NFCR which were used as winter fodder for the animals. This meant that they were therefore not killed in winter anymore. He also grew clover which could also be used for fodder and meant that the fallow was no longer needed. However there were other innovations. Bakewell introduced selective breeding when he produced the New Leicestershire sheep, which resulted in the diet of the population improving since more fresh meat was available.	<b>10-13</b>
<b>Level 5:</b>	<b>As Level 4 also produces a judgement or evaluation.</b>	<b>14</b>

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- 2(a)** According to **Source C**, what were the main developments in early steam engines? **(3)**
- Target: Comprehension from an historical source (AO2)**
- Level 1:** Credit 1 mark for each correct point made **3**  
 e.g. experiments with steam began in the seventeenth century. Denis Papin produced a 'steam atmospheric engine' and Thomas Savery produced an engine in which steam could be used in the tin and copper mines. Thomas Newcomen improved on Savery's engine.
- 2(b)** Describe the problems of using water power during the eighteenth century **(6)**
- Target: Recall of knowledge (AO1)**
- Level 1: Simplistic answer 1-2**  
 e.g. water power operated machines in factories.
- Level 2: Detailed description 3-6**  
 e.g. will refer to rivers freezing, drought in summer – no power. Too many factories on a stretch of river would cause problems for the flow of water to the wheel, shallows, weirs etc. It restricted where the mill could be located.
- 2(c)** Does **Source D** fully explain why steam power was introduced into the coal mining industry by 1850? **(8)**  
 Use **Source D and your own knowledge** to explain your answer.
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**
- Level 1: Identification from source 1-2**  
 e.g. a horse is being used to lift coal out of the mine.
- Level 2: Identifies reasons from own knowledge 3-4**  
 e.g. steam could be used to drain the mines.
- Level 3: Explains source from own knowledge 5-6**  
**OR**  
**Disagrees and explains using own knowledge**  
 e.g. The source shows a horse lifting coal out of the mine which was slow.  
 e.g. James Watt was able to use rotary motion for haulage in the mine. As mines were dug deeper so more efficient methods of drainage were required. Thomas Newcomen's engine was used in mines to drain water from them, followed by a more efficient engine invented by James Watt. Also early steam locomotives could be used to transport coal from the mine to the market more easily such as the Stockton to Darlington line opened in 1825.
- Level 4: Combines all of Level 3 7-8**

**2(d)** Was the presence of coal the most important reason for the location of the cotton industry in Lancashire during the eighteenth century? Explain your answer. **(14)**

**Target: Recall, describe, analyse and explain (AO1)**

**Level 1: Simplistic answer – generalised description of location** **1-2**  
 e.g. there was a lot of coal to be found in Lancashire

**Level 2: Identifies the reasons for locating cotton in Lancashire**  
 e.g. there were fast flowing streams and a damp climate. **3-7**

**Level 3: Explains one reason for cotton’s location in Lancashire** **8-10**

**Level 4: Explains at least 2 reasons (incl. coal for max marks)** **10-13**  
 e.g. the coalfield would supply power for the steam engines driving the factory machines. The Bridgewater canal would be useful for transporting raw cotton from Liverpool to Manchester and finished goods back to the port for export. Fast flowing streams were important since they provided water power for the machines. The damp climate was ideal for handling the thread since it broke easily in a dry atmosphere.

**Level 5: As level 4 – also produces a judgement or evaluation** **14**

- 3(a)** According to **Source E**, what use was made of coastal shipping during the eighteenth century? **(3)**
- Target: Comprehension from an historical source (AO2)**
- Level 1: Credit 1 mark for each correct point made** **3**  
 e.g. heavy bulky goods could be transported quickly and cheaply, London and the south coast was supplied with 'sea coal', Scottish cattle were shipped to East Anglia, the Cornish tin miners were supplied with coal.
- 3(b)** Describe the difficulties of transporting goods by river at the beginning of the eighteenth century. **(6)**
- Target: Recall of knowledge (AO1)**
- Level 1: Simplistic answer** **1-2**  
 e.g. not much could be transported.
- Level 2: Detailed description** **3-6**  
 e.g. will refer to: narrow, shallow and winding rivers, weirs and the silting up of rivers, strong currents, they often didn't flow to where the transport was needed.
- 3(c)** Does **Source F** fully explain the problems of travelling by road during the eighteenth century? **(8)**  
**Use Source F and your own knowledge** to explain your answer.
- Target: Evaluation of sufficiency of evidence with recall of knowledge (AO1/2)**
- Level 1: Identification from source** **1-2**  
 e.g. the source is a painting of a horse and cart. It shows uneven and muddy surfaces.
- Level 2: Identifies reasons from own knowledge** **3-4**  
 e.g. there was the danger of highwaymen.
- Level 3: Explains source from own knowledge** **5-6**  
**OR**  
**Disagrees and explains using own knowledge**  
 e.g. the muddy tracks shown in the source would slow down travellers and in winter would turn into deep ruts which would lead to accidents.  
 e.g. there was a lack of skilled knowledge in repairing roads and this merely led to the filling in of potholes. Villagers whose job it was to repair roads weren't paid and so had no interest in making things better. Highwaymen were dangerous men who often held up travellers at gun point and robbed them. The lack of money and correct tools prevented a good job being done on improving roads. Money raised by Turnpike Trusts was not always spent on repairing roads.
- Level 4: Combines all of Level 3** **7-8**

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**3(d)** Was the work of John Macadam more important than that of any other road engineer during the eighteenth and early nineteenth century? Explain your answer. **(14)**

**Target: Recall, Describe, Analyse and explain (AO1)**

- Level 1: Simplistic answer – generalised description of roads** **1-2**  
e.g. road engineers built good roads
- Level 2: Describes the work of Macadam and others** **3-7**  
e.g. Macadam's roads were cheap
- Level 3: Explains the work of one engineer** **8-10**
- Level 4: Explains the work of more than one engineer (incl. Macadam's for max marks)** **10-13**  
e.g. Macadam's roads were more popular than Telford's because they were cheaper to build. They were also more widely used by turnpike trusts and Macadam's importance was such that he was appointed Surveyor General of the Metropolitan Turnpike Trust. Telford was also important to the development of road transport. He built the London to Holyhead road, which enabled Irish MPs to have a good road link to Ireland. Metcalfe was also important. He built the Harrogate to Knaresborough road and linked the industrial areas of Yorkshire and Lancashire. Others copied his methods. Wade built military roads in Scotland.
- Level 5: As level 4 – also produces a judgement or evaluation.** **14**

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- 4(a)** What does **Source G** suggest about farming in the mid nineteenth century? **(5)**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**  
e.g. it shows steam power being used
- Level 2: Unsupported inference** **2-3**  
e.g. changes in farming had taken place. Farming became more efficient and improved as a result.
- Level 3: Supported inference linked to the source** **3-5**  
e.g. old methods of using primitive tools and animals had been replaced by steam power which produced an image that farming was much more efficient and prosperous. The manufacturer is clearly advertising these new methods trying to show farmers of the advantages of introducing such methods.

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- 4(b)** How useful is **Source H** to an historian studying the arguments for and against the introduction of the Corn Laws in 1815? **(9)**  
**Use Source H and your own knowledge** to explain your answer.
- Target: Evaluation of source for utility supported by knowledge (AO1/2)**
- Level 1: Accepts source at face value describing its content/generalised uncritical evaluation (rote answer) 1-2**  
 e.g. it tells us about the price of corn/ it's a farmer speaking.
- 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 foreign corn has overstocked the markets. Home grown corn wasn't being sold.  
**OR**  
**Comments on usefulness or limitations of the source in terms of provenance/ reliability/ bias**  
 e.g. he may be exaggerating the effects because he is a farmer  
**OR**  
**Identifies reasons using own knowledge with no reference to source**  
 e.g. bread would be expensive.
- Level 3: Uses applied knowledge to develop an argument about the usefulness OR limitations of the source OR source evaluation to test utility 6-7**  
 e.g. the importing of foreign corn was having a dramatic effect on the price of home grown corn with the result that the price of it had fallen dramatically. Farmers wanted the price of home grown corn protecting so that British farming would remain healthy and so would their profits which they claimed they would reinvest in farming improvements.  
**OR**  
 e.g. it only shows the farming argument. Protecting farming would only result in high bread prices which would harm the poor. Factory owners claimed that higher food prices would force them to pay higher wages and therefore they would have to lay their workers off.  
**OR**  
 e.g. it only shows the view of the farmers and they would be biased in favour of protecting their own interests. Writing to the Board of Agriculture would be an attempt to influence them into protecting farmers. In any event the Board was a pro farming-body.
- Level 4: Combines two parts of Level 3. 8-9**
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- 4(c)** Using **Source I and your own knowledge**, explain why there was a depression in farming in the years 1870 to 1900. **(8)**
- Target: Explanation of cause using source and own knowledge (AO1)**
- Level 1: Identification from source** **1-2**  
e.g. it was cheaper
- Level 2: Identifies reasons from own knowledge** **3-4**  
e.g. there was a lot of bad weather and animal disease.
- Level 3: EITHER** **5-6**  
**Explains source and own knowledge**  
e.g. cheap freight charges meant that it was now cheaper to import American corn from the prairies, transported by steam ship.  
**OR**  
**Explains using own knowledge only**  
e.g. several cold, wet summers between 1873 and 1879 ruined crops and led to poor grain harvests. This bad weather resulted in a loss of profit for farmers leading to the laying off of labourers. During the wettest summer on record in 1879, millions of sheep were destroyed because of disease such as foot rot and liver fluke. In 1883 foot and mouth disease infected cattle herds. Livestock and dairy farmers, although affected to some extent by frozen meat imports from New Zealand from 1882, were saved from total collapse by a rising demand for milk and fresh meat.
- Level 4: Combines both parts of Level 3** **7-8**
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- 5(a)** What does **Source J** suggest about working conditions in the Domestic System? **(5)**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**  
 e.g. there are women working there. There is a window for light.
- Level 2: Unsupported inference** **2-3**  
 e.g. it looks dark. Working conditions were poor. Basic machinery is being used.
- Level 3: Supported inference linked to the source** **3-5**  
 e.g. there is a lot of machinery in the room making it look cluttered. Working conditions would be hot and dark as there is only one window. Basic machinery meant that it was a slow process and not much could be produced.
- 5(b)** Using **Source K and your own knowledge** explain why children were employed in mines and factories during the nineteenth century. **(8)**
- Target: Explanation of cause using source and own knowledge (AO1)**
- Level 1: Identification from source** **1-2**  
 e.g. children worked in the cotton industry
- Level 2: Identifies reasons from own knowledge** **3-4**  
 e.g. young children were an ideal size
- Level 3: EITHER** **5-6**  
**Explains source and own knowledge**  
 e.g. children were nimble enough to scramble under the machines in factories and their fingers were thin enough to fix the broken threads.  
**OR**  
**Explains using own knowledge only**  
 e.g. children were an ideal size to work in the coal mines, fitting in small holes as trappers or hauling coal along the narrow passage ways. This also meant that as they were young the owners could exploit them and pay them low wages and make them work long hours.
- Level 4: Combines both parts of Level 3** **7-8**
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- 5(c)** How useful is **Source L** to an historian studying the campaign to improve working conditions in factories during the nineteenth century? **(9)**  
Use **Source L and your own knowledge** to explain your answer.
- Target: Evaluation of source for utility, supported by knowledge (AO1/2)**
- Level 1: Accepts source at face value describing its content/generalised uncritical evaluation (rote answer) 1-2**  
e.g. workers are whipped/ it's a letter
- 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 Oastler was concerned about the workers who were fearful of being beaten and so rushed to the factory without dressing properly  
**OR**  
**Comments on usefulness or limitations of the source in terms of provenance, reliability or bias**  
e.g. he was writing the letter to a newspaper in an attempt to get it published so that people would know what was going on.  
**OR**  
**Identifies reasons using own knowledge with no reference to source**  
e.g. Robert Owen improved conditions in his factories
- 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. Oastler campaigned for the 10 Hours Movement and used the example of the Anti Slavery Movement to compare the conditions in factories.  
**OR**  
Shaftesbury and Owen were also responsible for campaigning for reform. Shaftesbury played an important role in getting the 1833 Act passed and became a supporter of the 10 Hours Movement. Owen had a factory at New Lanark and like a number of factory owners believed in treating his workers fairly and providing them with education and housing.  
**OR**  
Oastler used the example of slavery to show that the workers in Bradford were no better off than slaves. This was an emotive subject since slavery was about to be abolished and yet factory conditions weren't being improved. He was probably exaggerating conditions because not all workers suffered such poor conditions.
- Level 4: Combines two parts of Level 3 8-9**
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- 6(a)** What does **Source M** suggest about canal transport? **(5)**
- Target: Comprehension and inference from an historical source (AO2)**
- Level 1: Description of source** **1-2**  
 e.g. men worked on the barges, they used locks and they were near towns
- Level 2: Unsupported inference** **2-3**  
 e.g. journeys were slow, they employed a lot of people.
- Level 3: Supported inference linked to the source** **3-5**  
 e.g. horses were used to pull the barges, journeys were slow as the barges had to go through locks, there is a tunnel to take the barge under a hill.
- 6(b)** Using **Source N and your own knowledge**, explain the ways in which canal builders overcame the difficulties of building canals in the years 1750 to 1820. **(8)**
- Target: Explanation of change using source and own knowledge (AO1)**
- Level 1: Identification from source** **1-2**  
 e.g. James Brindley built an aqueduct and a tunnel
- Level 2: Identifies reasons from own knowledge** **3-4**  
 e.g. puddled clay was used. Expense solved by wealthy men.
- Level 3: EITHER** **5-6**  
**Explains source and own knowledge**  
 e.g. an aqueduct was built to cross a valley/river and a tunnel was built to cross hilly ground  
**OR**  
**Explains using own knowledge only**  
 e.g. puddled clay was used to line a canal basin to stop it from leaking water and drying up. Navvies were employed to build canals as they provided the labour force that was willing to do such work.  
 Finance was raised through canal investors such as Bridgewater and Wedgwood.
- Level 4: Combines both parts of Level 3** **7-8**

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- 6(c)** How useful is **Source O** to an historian studying the benefits of canals in the years 1750 to 1820? **(9)**  
Use **Source O** and **your own knowledge** to explain your answer.
- Target: Evaluation of source for utility, supported by knowledge (AO1/2)**
- Level 1: Accepts the source at face value describing its content/ generalised uncritical evaluation (rote answer) 1-2**  
e.g. it cost 75p per ton to carry clay and flint/ it's a letter
- Level 2: EITHER 3-5**  
**Comments on usefulness of source by arguing from its content**  
e.g. it's useful because it shows that the cost of transporting clay and flint will be reduced by the use of the Grand Trunk Canal.  
**OR**  
**Comments on usefulness or limitations of the source in terms of provenance, reliability or bias**  
e.g. Wedgwood was visiting Liverpool and so would have witnessed the benefits of using the canal to transport goods in and out of Liverpool  
**OR**  
**Identifies effects using own knowledge with no reference to source**  
e.g. coal was cheaper when carried by canal
- 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's useful because Wedgwood used the canal to carry his pottery produced in Etruria. He found that pottery carried by canal didn't break and it was also much cheaper than by road.  
**OR**  
Other canals produced benefits. The Bridgewater Canal resulted in coal being sold in Manchester at half the cost it had been before, and also the cost of transporting cotton on the canal between Liverpool and Manchester was vastly reduced.  
**OR**  
He may have been exaggerating and was certainly biased because he had a vested interest in the canal as he had provided much of the financial backing for the canal and used it. Therefore he could have been exaggerating the benefits in order to raise the profile of the canal.
- Level 4: Combines two parts of Level 3 8-9**
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