

# Mark Scheme (Results)

## Summer 2010

GCSE

### GCSE History (1335 01)

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

## Question 1

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. A machine driven by steam a source of power etc.
2	3	Developed statements supported by relevant knowledge, e.g. Machine powered by pressure of steam caused by heating water by burning coal or coke etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Use too much fuel and not very efficient etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. limitations on where they could be used as wasted fuel also only up and down motion difficult to drive any machinery etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. made use of steam power easier , improved the steam engine etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. can identify improvements to the steam engine such as separate condenser or rotary motion etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. can explain benefits of the partnership Watt role as an inventor or Bolton's role as successful entrepreneur. Made steam power a commercial success etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. can indicate a number of areas where used to drive machines in mines etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. can give examples such as in pumping out water operating lifting gear or winding gear etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. shows understanding of how used in a range of areas such as steam fans and transporting coal from mines etc.

Question Number		Target
(b)		Understanding of change/recall of knowledge <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about change from working at home to the development of factories etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can give some knowledge of the operation of the domestic system and inventions leading to the development of the factory etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge of the changes that took place in the period. Can link Hargreaves with home and factory and Arkwright as the father of the factory system etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of the role played by each factor or individual and the process of change in context from a domestic system to a modern factory system etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about the iron industry in the period. Can identify part played by individuals etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question Darby and use of coke and Wilkinson making iron popular and iron used a lot more etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge explains changes with reference to inventions and people. Can also identify widening use of first iron and then steel etc in war or in the rise of industrial Britain.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of significance of developments in both iron and steel and can relate these to the widening use of both in Britain over the period etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 2

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. can identify industries once powerful such as coal or cotton etc.
2	3	Developed statements supported by relevant knowledge, e.g. can identify range of traditional or old industries etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. still employed many workers and contributed much to national economy etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Remained powerful contributor to the national economy and a major employer. Competition still not enough to lead to major decline etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. decline result of foreign competition and failure to modernise etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes the effects of foreign competition with examples and can relate to failure to respond to a changing economic environment. End of war etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Clearly identifies range of factors at work and development such as synthetic textiles and increasing use of oil. Decline in production after war and Wall Street Crash etc.



Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. some areas such as Jarrow and decline in shipbuilding hit badly etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. can identify that not all areas were equally affected South East suffered much less etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. can clearly show areas that were badly hit and can give some reasons to explain why and also those areas where these industries not important that suffered less etc.

Question Number		Target
(b)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about greater opportunity and range of jobs etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question Can indicate nature of change limited work before factory and domestic service and sweated labour and more jobs in wartime etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to indicate the nature of change and why wartime and men at war offered new areas to women. Allows reference to changing technology and different skills etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of all factors involved growing emancipation of women through new opportunities and greater educational opportunity. Also impact of war and technology etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about quicker and cheaper production and more use of machines. etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can link new technology to changing nature of work and use of automation changing nature of many jobs etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to show impact of each of the factors in changing the pattern and structure of work etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the way new technology has changed the nature of work over the whole period covered etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

### Question 3

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. threat of foreign competition in this case from American wheat, it was cheaper etc.
2	3	Developed statements supported by relevant knowledge, e.g. as above but can indicate the threat posed to arable farming in Britain and loss of profits etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. can indicate bad weather equals bad harvests etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. clear understanding of series of bad harvest caused blight and pest disease etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. some areas hit more especially those growing crops such as wheat etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Can indicate which areas suffered most with some reasons given why. Arable land in south an east worst hit etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. shows clear understanding of the way arable suffered more than pastoral farms etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. turned to market gardening etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. can indicate a range of results more machinery and less labour emphasis changing from crops to fruit and market gardening etc. Must relate to agriculture for Level 2.
3	6-7	Developed explanation supported by selected knowledge, e.g. clear understanding of the effects both positive and negative and the effect on those employed in agriculture etc.

Question Number		Target
(b)		Understanding of change /recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about some of the improvements and comment on more effective farming etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question better machines, better crop rotation and improved breeding of animals etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to indicate clearly extent of change both in terms of increased production but also more commercialised farming etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of all factors involved and link how each contributed in different ways to change and more modern methods of farming etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Consequence/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about the corn laws or their repeal etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question in terms of the effect of introducing the Corn Laws and protection and impact of freer trade after repeal etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge that indicate the effect of both introduction and repeal both encouraged farmers to experiment and develop a more efficient and commercial method of farming etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of aspect of the question and can indicate range of areas that changed as a result of both decisions etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 4

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. easier way to move goods or more safe than roads, were cheaper etc.
2	3	Developed statements supported by relevant knowledge, e.g. Roads were poor and dangerous canals were safer for moving heavy goods, made profits and canal mania etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Built the Bridgewater canal and pudding to make canals not loose water etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Pioneer of canals developed method of construction and behind the idea of linking major rivers by canals etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Built the Ellesmere canal etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. major builder of canals such as the Caledonian Canal etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Telford built better canals than Bindley major achievement the Hardcastle Tunnel also built canals in Sweden etc.



Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. improved transport safer and cheaper than roads etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. Main use the transport of heavy goods such as coal or fragile goods such as pottery etc. Must focus on industry for level 2.
3	6-7	Developed explanation supported by selected knowledge, e.g. Can indicate a range of areas that benefited from the construction of canals and can link this to the development of a canal network etc.

Question Number		Target
(b)		Understanding change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about state of roads being bad and then some indication of how improvement took place etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can give some idea of before improvement and the work of road engineers in later improvement of the system etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to give a sound account of improvement in roads leading to improved transportation by road and the role of engineers in achieving this etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of all aspects of the question including the problem the solutions turnpikes and professional engineers and the outcome better road transport and the reduction in journey times etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Understanding of change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about spa towns such as Bath and enjoyment of blood sports with some idea of change later etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can indicate the changes that took place over the period and widening participation and national sports etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to explain the extent and nature of changes that took place etc. Must focus on change rather than description for top level marks.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of the changes that took place in terms of national sports and the idea of a national holiday and cheaper and faster travel etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 5

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. first flight in an aeroplane etc.
2	3	Developed statements supported by relevant knowledge, e.g. Flight by the Wright brothers the first real flight in aeroplane etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Flew across the channel from France etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. as above but demonstrated no mere toy a machine with real potential etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. development of faster planes and more reliable ones etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. uses in war could be transferred to civilian use bombers from the First World War first airliners capable of flying the Atlantic etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Can give clear understanding of war forcing the pace of change higher faster development of radar and the jet engine etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. More flight and more long distance flights etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. As both passenger and goods carrier great increase in flights and pay loads carried. More affordable etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. Development of bigger planes and Budget air lines cheaper and quicker in range of more people etc.

Question Number		Target
(b)		Understanding change /recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about the development of the motor car and its effect of transport easier quicker etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can see the start of mass motoring and how car allowed towns to grow and other forms of transport declined etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge in terms of cheap mass transport within the reach of many allowed the development of suburbs and led to a decline in the use of rail and horse drawn transport etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the process and time span the pace of change much faster after the 1960s in Britain etc  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about growth of holidays and the traditional seaside holiday etc  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question sees the development of the holiday changing with holidays with pay and rising living standards etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge can see holidays becoming a reality for not just the rich who initially start to go abroad and then followed by the package holiday in the 1960s etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the process of change focusing directly on the factors that influence the changes such as rising living standards and widening horizons etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 6

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, need to house workers caused e.g. overcrowding, pollution etc.
2	3	Developed statements supported by relevant knowledge, e.g. Can develop idea industrial growth led to quickly built or cheaply built overcrowded housing that increased risk of disease etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Poor back to back with no real amenities etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. can give a sound account of the problems back to back shared privies problems of water supply and sewage disposal etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. wrote a report that drew attention to poor living conditions etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Report on living conditions of the poor shocked Victorian society and increase calls for reform led to Public Health Act etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Can identify role in identifying poor health and poverty and cost to the nation of doing nothing Led campaign for reform Main inspiration behind the Board of Health etc.



Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Introduced Acts to improve Health and housing etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. can indicate areas of involvement such as the Public Health Act of 1875.
3	6-7	Developed explanation supported by selected knowledge, e.g. shows clear understanding of Government involvement and reasons for it that lay behind a clutch of legislation such as slum clearance etc. Date important second half of the nineteenth century.

Question Number		Target
(b)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about rising population because of better health or larger families as children could earn money in factories etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question changes in the birth rate and death rate because of improved health and changing patterns of work such as the decline in apprenticeships etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge improved hospital care attempts at improving conditions in towns better diets and rising living standards. Also role of emigration and immigration especially after the Iris Famine and refugees from Europe etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the relative importance of the various factors concerned etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Understanding of change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about use of pain killers like ether and the use of carbolic acid to kill germs or improved nursing etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question shows some awareness of the importance of anaesthetics and antiseptics in surgery better knowledge and improved conditions in hospitals etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to explain the factors promoting better hospital treatment and care not the least being the growth in understanding of the causes of disease etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding how each of the factors is interrelated less pain in operations more operations more infection and need to cut down death rates through that etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 7

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. the state would take care of all its citizens etc.
2	3	Developed statements supported by relevant knowledge, e.g. The idea that the state would take care of its citizens from cradle to the grave etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Evacuation exposed people in the country to the desperate poverty that existed in some towns and cities or rationing a fairer sharing of the country resources etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. both brought home to the privileged the plight of the less fortunate it also increased a feeling of being all in it together and sharing etc. Led to growing feeling of the need for welfare reform and a more equal society.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. basic statement of the 5 giants or led to the creation of the Welfare State etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Explains the ideas that lay behind the Report and its suggestions for a future fairer Britain etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Places Report in context of the War need to improve morale and reiterate what people were fighting for. Outlined the problem and formed the basis of Labour plans after the War etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. won election on basis of putting the Reports findings into action. Provided National Insurance and NHS etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. identifies areas where improvements made National Insurance and setting up of the National Health Service some still the basis of the states answer to the problem of poverty etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. can give a balanced evaluation of areas where contribution made bur possibly can comment on the earlier work of the Liberals or greater detail of the measures taken.

Question Number		Target
(b)		Understanding of causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about poverty and Liberal efforts to overcome its worst effects etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question Reference to poverty the fault of the poor replaced by concept of old age child bearing and sickness etc. Shows some understanding of Liberal efforts to deal with the problem etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to make some analysis of why attitudes changed as a result of Reports but can also indicate other areas such as national efficiency and the Boer War etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding and can indicate how OAPs and National Insurance marked clear change with the past and can put reasons behind these measures in context etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Understanding of change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about people living longer with losses in Two world wars and families getting smaller etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question of change in both population size and composition and the impact of smaller families and immigration and emigration over the period etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to give a balanced explanation of the changes over the century etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of all four factors and how the pattern has changed over the period and can show the interrelationship between all four factors etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 8

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. first significant action by the state in provision of education for the poor.
2	3	Developed statements supported by relevant knowledge, e.g. Amount of grant was small but it was a start and recognised that the voluntary Societies could not do it on their own.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Can comment on setting up of the HMI or increasing grant.
2	3-4	Developed statements supported by relevant knowledge, e.g. the role played by the Committee of the Privy Council and Kay-Shuttleworth etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. introduced Payment by Results etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. concern over rising costs and determination to make sure money well spent and education was effective etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. Can indicate twin desire to make sure education was effective done by inspection and money was spent well and not wasted etc.



Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Set out to fill the gaps set up Board schools etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. Realisation that the Voluntary Schools could not provide enough education even through grants. Need to provide where they could not.
3	6-7	Developed explanation supported by selected knowledge, e.g. Need to regulate education offered came from increasing involvement start of link between national and local government etc.

Question Number		Target
(b)		Key features/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about not much provision or not important to educate the poor as they would have no use for it etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question Unnecessary and costly what was offered was limited Dame schools little more than child minding and charity schools achieved little etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge regarding the quality of education on offer and can indicate its weaknesses and areas of achievement such as the development of monitorial schools etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of limitations and areas where improvements made but shows some understanding of why this was the case demands of factories and agriculture apathy of the establishment to the problem and lack of funds and will etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Understanding change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about difference between girls and boys education and poor education at start of the period and some improvements later on.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can indicate weaknesses early on and change through improving Heads and Government concern. Gives examples of improvement.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge of problems with public schools at outset and the need for reform shows understanding of work of Heads such as Arnold at Rugby but also improvements in the education of girls through the work of buss and Beale etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of changes in curriculum and ethos necessary to cope with the changing needs of society, economy and Empire. Greater relevance and for girls greater opportunity etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 9

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. exam taken at the age of 11 to decide what school you should go to etc.
2	3	Developed statements supported by relevant knowledge, e.g. An exam to decide what type of school you will go to Grammar or technical or secondary Modern etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. non selective offered wide range of courses etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Desire to take the best form earlier types of school and provide it for all sometimes in mixed ability classes or through setting or banding.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. some thought it was an attempt to destroy good schools others an effort to end inequality.
2	3-4	Developed statements supported by relevant knowledge, e.g. some criticised it as social engineering and Government diktat others a necessary way to stop the waste of many children.
3	5-6	Developed explanation supported by selected knowledge, e.g. as above but realises it took the form of political clash between the Labour and Conservative parties etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Move away from standard comprehensives and rise of specialist schools etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. Some Grammar schools and comprehensives have survived bur growth of Academies and effects of more autonomy for schools from local control etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. Areas changed to Academies and Grant maintained schools and growth in specialist schools etc.

Question Number		Target
(b)		Change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about continued Voluntary Schools or church schools increasingly funded by the state etc. Need to ensure country could compete with economic rivals.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can see increasing role of the state in provision and regulation to ensure national efficiency weaknesses revealed by Boer War etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge sees the continuing role of the state both in providing schools and regulating others through the curriculum and through grants to ensure basic standards and provide broader more relevant curriculum etc. Can give detail on individual Acts etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the state assuming more and more responsibility and more power over school organisation to ensure that more of the population possessed necessary skills and attitudes etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about terms of the 1988 Act Local Management of schools and key stages etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question Linked marked an increase in state control of education both in terms of structure and finance of schools and the nature of the curriculum etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge Sees that the funding of schools the organisation of the curriculum now under central control etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows clear understanding of the scope and significance of the changes introduced etc  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 10

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. the right to vote limited in 1832 etc.
2	3	Developed statements supported by relevant knowledge, e.g. the right to vote in Parliamentary and local elections etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. seats not well distributed most in south or countryside areas etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. Rotten Boroughs returned members some no longer existed. Industrial North under represented etc.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. because of protests and riots or the Whigs wanted it etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. growing pressure for change such as the Bristol Riots and need to represent the classes and areas on which the nations wealth now depended etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. as above but can show some appreciation of the political aspects between the pro reform Whigs and the largely hostile Tory's etc.



Question Number		Target
(a) (iv)		Understanding of causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. only gave a small number the vote.
2	4-5	Developed statements supported by relevant knowledge, e.g. Some lost the right to vote in areas such as Westminster and the working classes felt cheated.
3	6-7	Developed explanation supported by selected knowledge, e.g. Both the extension of the franchise and the organisation of constituencies limited in scope and intention.

Question Number		Target
(b)		Change/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about number of people who could vote increased and secret Ballot introduced etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question which can indicate areas of extension of the vote and redistribution of seats and dealing with intimidation and bribery in elections etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge of nature of changes urban working class in 67 and Rural workers in 84 and legislation to make elections more reliable and less corrupt.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of how the factors interrelate and can comment at each point on the extent and nature of the change etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about need to reorganise parties after the Reform Act of 1832 etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can see role of Peel and the Tamworth Manifesto in creating the first modern party developed further by rivalry of Disraeli and Gladstone linked to further expansion of the right to vote etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge can outline the stages in the development of parties and the role played in Gladstone's national campaigns etc.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of range of factors involved can give clear analysis of reasons etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

## Question 11

Question Number		Target
(a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. difficulty in getting funding to stand etc.
2	3	Developed statements supported by relevant knowledge, e.g. politics dominated by the two traditional parties and MPs not paid. Osborne judgement etc.

Question Number		Target
(a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. set up to get working men elected to Parliament.
2	3-4	Developed statements supported by relevant knowledge, e.g. Supported working men financially and two MPs were elected as Labour MPS in 1900 etc. BE GENEROUS.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. lack of funds and strength of Liberals etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. indicating difficulty in a system that favoured two parties. The reforming Liberal party and Lib/ Lab candidates also made growth limited etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. System of voting favoured established parties and difficulty in forming a creditable alternative. Also legal position weak until 20 <sup>th</sup> century. Lack of party organisation in many constituencies and no salary for MPs etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. Strength of unions in organising support and providing funds.
2	4-5	Developed statements supported by relevant knowledge, e.g. The development of trade union power a major factor in promoting a party that would represent the case for change. Provided support and funds.
3	6-7	Developed explanation supported by selected knowledge, e.g. position changed with decisions over funds such as the Osborne case and protection of union funds.

(b)		Understanding of change/recall of knowledge  NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about not all adult males and all women were not able to vote Women got the vote in 1918 and young people in 1969 etc.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question can comment on limited nature of the franchise and why it was extended in 1918 and 1928 Can indicate lowering of voting age in 1969.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge can indicate changes in nature and size of the electorate etc. Process only - top level 3 max.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of extent of the changes and some indication of importance of each factor etc. For level 4 - must explain changes. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
(c)		Understanding of causation/recall of knowledge  <b>NB No credit will be given for copying stimulus material without elaboration</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes general statement about growth of nationalism and growing desire to shift some power to Wales and Scotland etc  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four stimuli linked to the question explains rise of nationalism and more attention paid to these areas especially with growing electoral success etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge to show growth of nationalist support and success has meant a shift of influence to Scotland and lesser extent Wales and the creation of Assembly and Parliament etc  Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of growing demand for some form of devolution. Also Labour pledged to introduce some measures to achieve this in manifesto before the 1997 election etc.  Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.





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