

1335/01

# Edexcel GCSE

## History Specification B

Aspects of Modern Social, Economic  
& Political History

Paper 1

Specimen Paper

### Mark Schemes

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## INSTRUCTIONS ON MARKING

### 1. Principles of Assessment

Examiners are encouraged at all times, to exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are intended only as a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

### 2. Date of marking

Do NOT date scripts. Each script should be numbered consecutively.

### 3. Ticks

The marking of the essay questions is discussed in paragraph 5 below. Ticks need not be used, though examiners may find them helpful as a way of indicating places in which candidates meet the requirements of the mark scheme. There should be no attempt to equate the number of ticks with the total mark for the answer.

### 4. Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. The maximum mark for the paper is 70, including marks for spelling, punctuation and grammar.

### 5. Marking of Questions

#### (a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The levels are only a guide and it will be necessary therefore, for examiners to use their professional judgement in deciding at which level a question has been answered. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. It is unlikely, however, that candidates with only a superficial knowledge of these topics will reach the higher marks.

**Candidates may make use of the stimulus material in their answers but are not to be given any credit for copying the stimulus material without elaborating on it.**

Quality of thought should be taken to include the following criteria:

- (i) the extent to which the answer is relevant to the question and is explicitly related to the question's terms;
- (ii) argues a case, when requested to do so;
- (iii) is able to make the various distinctions required by the question;
- (iv) has responded to all the various elements in the question;
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply describes or narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

6. Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit.

7. Shortcomings and errors in the work of candidates

The examiner should indicate shortcomings and errors within the body of the script. The following devices will be useful in this respect and are among those most commonly employed: a wavy marginal line to indicate irrelevance, a cross to indicate error of fact, encirclement or underlining to indicate generally erroneous or unacceptable material, a question mark to indicate a dubious or ambiguous assertion, a capital 'R' to indicate unacceptable repetition, and omission mark to indicate the absence of material that might reasonably be expected. Other devices might also be employed.

8. Comments by examiners on answers and on scripts

Examiners should comment, favourably or unfavourably, briefly or at length, on a part of an answer, a whole answer or a complete script. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage.

9. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

10. Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

11. Rubric offences

- (a) A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.
- (b) A candidate who offends against the rubric of a question which allows an internal choice should have the entire question marked, and should be credited with the parts best attempted, counted up to the required number. An answer that offends against the rubric and that does not score should be indicated thus: QU. 12. RUBRIC OFFENCE. DO NOT SCORE.

12. Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Chief Examiners at the conclusion of the awarding meeting.

13. Quality of written communication

The marking of the quality of written communication is embedded within the essay questions.

The marking of the quality of written communication is embedded within the levels for the essay questions. It should not be the sole or dominant reason for selecting a level. You should choose the level and mark within the level which overall best fits the candidates' response.

Students will be assessed on their ability to:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use of a suitable structure and style of writing

In the case of GCSE History B (1326) Paper 1, the marks for Quality of Written Communication will be allocated according to the following criteria.

- Level 1 Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
- Level 2 Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
- Level 3 Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
- Level 4 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.

## A1 Changes in work and employment in industry c.1760 to the late nineteenth century

1. (a) (i) *Give ONE reason to explain why coke was important in the development of the iron industry?* (3)
- Target** **Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statement e.g. need for new fuel with the decline of woodland, or what used for. (1)
- Level 2** Statement showing clear understanding of the importance of coke, e.g. on the location of iron industry. (2-3)
- (ii) *Explain the importance of the Darby family to the growth of the iron industry in the eighteenth century.* (5)
- Target** **Explanation of key features, role of an individual, recall of knowledge (AO1)**
- Level 1** Simple statement identifying one contribution such as development of the use of coke, with development for second mark, or generalised comment only. (1-2)
- Level 2** Developed statement supported by relevant knowledge that can indicate several aspects of importance e.g. developed the first iron bridge and the use of improved blast furnaces. (3-4)
- Level 3** Developed explanation supported by appropriate knowledge of the importance of the major family members in the context of changes in the iron industry over the period. (5)
- (iii) *Describe the dangers faced by miners as mines got deeper in the eighteenth century.* (5)
- Target** **Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statement indicating one or two dangers e.g. greater risk of flooding or explosion. (1-2)
- Level 2** Statement identifying several dangers with some development or explanation e.g. explosions through fire damp. (3-4)
- Level 3** Developed description supported by appropriately selected knowledge that explain dangers involved with perhaps examples of relative impact of these. (5)
- (iv) *To what extent had conditions in mines improved by 1850?* (7)
- Target** **Explanation of key features, consequence, recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. new steam pumps introduced. Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately. (1-2)

**Level 2** Developed statement supported by relevant knowledge explaining several factors e.g. as above but also new safety lamps or better pit props. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. (3-4)

**Level 3** Developed explanation making use of appropriately selected knowledge of areas of improvement with effective use of examples in support. Can make some comment on extent possibly indicating surviving problem areas. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (5-6)

**Level 4** Sustained analysis supported by precisely selected knowledge focusing on how both legislation and technical improvements improved safety. Can clearly evaluate issue of extent over the period. Spells, punctuates and uses the rules of grammar with almost faultless accuracy; deploys a range of grammatical constructions; uses a wide range of specialist term adeptly and with precision. (7)

**Either** (b) *Explain how the work of inventors such as Richard Arkwright changed the textile industry.*  
*You may use the following information to help you with your answer.*  
John Kay 1733; James Hargreaves 1767; Richard Arkwright 1769; Samuel Crompton 1779; Edmund Cartwright 1785 (15)

**Target** **Explanation of key features, analysis of historical change/role of individuals/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statements giving some indication of contributions e.g. the inventor of the water frame or spinning jenny or that Arkwright's development led to the first factories. Spells, punctuates and uses the rules of grammar with reasonable accuracy; uses a limited range of specialist terms appropriately. (1 - 4)

**Level 2** Developed statement supported by relevant knowledge of several aspects of how the work of inventors' chosen altered the textile industry in this period e.g. inventor of the water frame and developer of factories or produced machines that speeded up spinning or weaving. Can develop some aspects of change. Spells, punctuates and uses the rules of grammar with considerable accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation of a range of changes from domestic to factory and changes in the pace of spinning and weaving. Can possibly indicate how discoveries in one area put pressure for change in others. Can place relative importance of individual contributions. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. **(9-13)**

**Level 4** Sustained analysis supported by precisely selected knowledge e.g. can indicate key role of individual inventors in context and possibly evaluate extent of change inventions produced. Must focus on the process of change within the textile industry over the period. Spells, punctuates and uses the rules of grammar with almost faultless accuracy; deploys a range of grammatical constructions; uses a wide range of specialist term adeptly and with precision. **(14-15)**

**Or** (c) *Explain how the development of steam power changed British industry and society in the period before 1870.*  
*You may use the following information to help you with your answer.*  
Thomas Savery 1698; Thomas Newcomen 1712; James Watt 1769;  
The partnership of Boulton and Watt; The factory system **(15)**

**Target** **Analysis of key feature, analysis of historical change/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statement supported by some knowledge about the work of individual inventors or generalised treatment of effects e.g. made the steam engine more efficient or in greater amounts. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. **(1 - 4)**

**Level 2** Developed statement supported by relevant knowledge that can demonstrate knowledge of the changes and some appreciation of effects on the economy and society e.g. Watt improved on earlier inventions with examples such as the separate condenser and Bolton provided the entrepreneurial skills that allowed the steam engine to transform British society. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. **(5-8)**

**Level 3** Developed analysis supported by appropriately selected knowledge. Can demonstrate importance of the development of steam power in context of industrial change in the period. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. **(9-13)**

**Level 4** Sustained analysis supported by precisely selected knowledge that can explain the importance of the development of steam power over the period. 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. **(14-15)**

**A2 Changes in work and employment in industry from the late nineteenth century to the late twentieth century**

2. (a) (i) *What was meant by Domestic Service?* (3)
- Target** **Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge, e.g. it involved cleaning, cooking etc. (1-2)
- Level 2** Developed statements supported by relevant knowledge showing clear understanding, e.g. it involved working as a household servant, maid, footmen etc., in someone else's house. (3)
- (ii) *Why did women find it difficult to develop a career at the beginning of the twentieth century?* (5)
- Target** **Causation/recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge, e.g. there were few jobs for women, there were many domestic servants, women were not educated etc. (1-2)
- Level 2** Developed statements supported by relevant knowledge, e.g. girls were often only educated at elementary level, they went into service at the ages of 12-14, there were many classes of servant, it was one of the few openings for teenage girls etc. (3-4)
- Level 3** Developed explanation supported by selected knowledge, e.g. as level 2 but showing understanding of society in the early twentieth century, the differences between rich and poor etc. (5)
- (iii) *In what ways did employment opportunities for women change during the First World War?* (7)
- Target** **Explanation of key features, analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge, e.g. there were more jobs, men went to war, women took their places, munitions, land army etc. (1-2)
- Level 2** Developed statements supported by relevant knowledge, e.g. women went into munitions factories in 1915 (details of work), recruited into VAD and FANY in 1916, took over roles of men after conscription in transport, secretarial work, banks, schoolteachers etc. (3-5)
- Level 3** Developed explanation supported by selected knowledge, e.g. explicitly contrasting women's opportunities before 1914 and during the First World War. (6-7)



(iv) *Did the new employment opportunities for women during the First World War last after 1918? Explain your answer.* (5)

**Target** Explanation of key features/recall of knowledge (AO1)

**Level 1** Simple statements supported by some knowledge, e.g. no they lost their jobs, men who came back from the war were given preference, munitions were not needed etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. there had been Treasury Agreements with unions, which had opposed women workers, there were campaigns to exclude women, heroines to scroungers, some women did not want to continue working etc. (3-4)

**Level 3** Developed explanation supported by selected knowledge, e.g. as level 2 but with understanding that there were some changes in medical/legal professions, teaching banks etc. (5)

**Either** (b) *Choose any industry that you have studied. In what ways have employment opportunities for women changed in that industry since the 1920s?*  
*You may use the following information to help you with your answer.*  
1919 William Morris used the production line in his new factory at Oxford;  
1926 The National Grid created; 1929 The Wall Street Crash; 1930s  
Development of 'new' industries; 1939 Outbreak of the Second World War (15)

**Target** Change/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statements supported by some knowledge, e.g. a list of events in the industry etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by some knowledge, e.g. details of the events in the industry etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, e.g. assessment of the impact of changes in the industry etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but with explicit comparison of the situations in the 1920s and the end of the twentieth century 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. (13-15)

**Or** (c) *Have women gained equality at work with men since the 1920s? Explain your answer.*  
*You may use the following information to help you with your answer.*  
1944 Butler Education Act; 1945 End of the Second World War;  
1965 Introduction of Comprehensive education; 1970 Equal Pay Act;  
1975 Equal Opportunities Act (15)

**Target** Explanation of key feature, consequence/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statements supported by some knowledge, e.g. they are equal/not equal, examples of jobs done by women, simple references to the EP Act and EO Act etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. explanations of the EP Act (men and women must be given the same pay for doing the same jobs) and EO Act (illegal to discriminate on the basis of gender), details of jobs done by women, pay, examples of women carrying out jobs etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, e.g. explains ways of avoiding the Acts, gives examples of numbers of women in professions, problems of promotion etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. making a balanced judgement on the basis of accurate detailed knowledge. 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. (13-15)

**B1 Changes in work and employment in agriculture from the mid eighteenth century to c.1900**

3. (a) (i) *Give ONE reason to explain why Thomas Coke was important in agriculture in the eighteenth century.* (3)
- Target Explanation of key features, role of an individual/recall of knowledge (AO1)**
- Level 1** Simple statement indicating one reason why Coke was important e.g. agricultural shows. (1)
- Level 2** Statement identifying reason with development or explanation, e.g. long leases and populariser of new methods. (2-3)
- (ii) *Why were agricultural improvements needed in the eighteenth century?* (5)
- Target Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statement about increased demand due to rising population or growth of towns. Allow reference to French wars. (1-2)
- Level 2** Statement showing clear understanding of reasons and can make some comment possibly on failure of traditional methods to cope. (3-4)
- Level 3** Developed statement supported by appropriately selected knowledge that can explain a range of different reasons from growing population to need to increase profits. (5)
- (iii) *Describe the agricultural changes made by either Townshend or Bakewell.* (5)
- Target Explanation of key features, role of an individual/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge of the chosen individual e.g. developed the Norfolk 4 course system of rotation. (1-2)
- Level 2** Developed statement supported by relevant knowledge explaining several changes introduced by the chosen individual or explanation of one e.g. can comment on Bakewell's methods and the effect on the development of livestock. (3-4)
- Level 3** Developed explanation supported by appropriately selected knowledge that explains clearly changes made. (5)
- (iv) *What effects did new farming methods have on British agriculture in the years before 1815?* (7)
- Target Explanation of key features, analysis of consequence/recall of knowledge (AO1)**
- Level 1** Simple statement that indicates one area of effect or generalised comment, or description of new methods. (1-2)

- Level 2** Developed statement supported by relevant knowledge about how agriculture was effected e.g. became more commercialised, increased production and greater profit. (3-4)
- Level 3** Developed explanation making effective use of appropriately selected knowledge of extent and nature of effects. Can balance factors involved and evaluate their significance in context of agricultural change in the period. (5-6)
- Level 4** Sustained analysis using precisely selected knowledge that can explain range of effects from greater commercialisation to increased scientific farming. (7)

**Either** (b) *Explain the effect of the Corn Laws and their repeal on British agriculture in the period 1815-1850.*  
*You may use the following information to help you with your answer.*  
 The French Wars 1793-1815; The Corn Law of 1815;  
 The Irish Famine 1845; Repeal of the Corn Laws 1846. (15)

**Target** **Explanation of the key features, analysis of consequence/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

- Level 1** Simple statement supported by some knowledge explaining what the Corn Law was or generalised comment on why the Corn Laws were introduced or their effects. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)
- Level 2** Developed statement supported by relevant knowledge that can give details of the effects both of the laws and their repeal, or can comment on how it was designed to protect profits made during the French Wars by the landed interest and stopped British farming from being competitive, or similar. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)
- Level 3** Developed explanation of main features supported by appropriate knowledge of how the law operated and explains what they were set up to achieve with developed comment on effects both before and after repeal. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-13)
- Level 4** Sustained response supported by precisely selected knowledge that fully explains how the laws operated in context as well as what they achieved with some evaluation of relative importance in context. 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. (14-15)

**Or** (c) *In what ways did the Great Depression of 1870-1890 affect British farming and farmers?*  
*You may use the following information to help you with your answer.*  
Improved world transport, the development of railways and steam ships;  
Poor weather in the 1870s; Development of refrigerator ships in the 1880s  
Fall of agricultural rents 1874-1890; Fall of agricultural prices 1875-1899 (15)

**Target** **Explanation of the key features, analysis of consequence/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statement supported by some knowledge which identifies what the Depression was or is able to give some generalised reason to explain its effects such decline of arable crops the result of foreign competition. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 4)

**Level 2** Developed statement supported by relevant knowledge that gives some understanding of several factors involved such as bad harvests etc. and how this affected both farming and farmers. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation that can clearly identify a number of factors and can make effective comment on the importance of each or develops the use of examples e.g. can give detail of the foreign competition and its effects. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-13)

**Level 4** Sustained analysis supported by precisely selected knowledge that can explain the relative importance of the different factors involved and those areas that were affected more than others e.g. some areas hardly affected at all or even benefited by switch to pastoral or market gardening. 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. (14-15)

**C1 Changes in transport, communications and leisure from the mid-eighteenth century to the late nineteenth century**

4. (a) (i) *Give ONE reason to explain the importance of this Aqueduct on the Bridgewater canal.* (3)
- Target Explanation of key feature, recall of knowledge (AO1)**
- Level 1** Simple statement about an early canal. (1)
- Level 2** Statement showing clear understanding of importance of this aqueduct – can mention engineering marvel or encouraged other canals to develop etc. (2 - 3)
- (ii) *What part was played in the development of canals by James Brindley and the Duke of Bridgewater?* (5)
- Target Explanation of the key features, role of an individual/ recall of knowledge (AO1)**
- Level 1** Simple statement indicating one or two areas of their work e.g. engineer of the Bridgewater canal or he paid for the canal to link his mines with Manchester. (1 - 2)
- Level 2** Statement that can locate their importance in the early development of the canal system e.g. engineer of the Grand Cross or developed techniques of puddling. Bridgewater prepared to take risks and provide the funds. (3 - 4)
- Level 3** Developed explanation making effective use of appropriately selected knowledge of range of contributions made together with some assessment of importance. Some assessment of importance of both individuals in context. (5)
- (iii) *Explain the economic benefits of canals in the period before 1820.* (5)
- Target Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. safer or cheaper transport. (1 - 2)
- Level 2** Developed statement supported by relevant knowledge that is able to identify a range of benefits – safe cheap easy to carry bulky loads – encouraged growth of industry. (3 - 4)
- Level 3** Developed statement supported by appropriate knowledge that can explain range of possible economic benefits – speed, safety, as well as impact on location. (5)

(iv) *Explain why canals declined in importance in the period after 1825.* (7)

**Target** **Evaluation of causation/recall of knowledge (AO1)**

**Level 1** Simple statement supported by some knowledge that indicates one reason for decline with expansion for the higher mark. (1 - 2)

**Level 2** Developed statement supported by relevant knowledge about several reasons for decline e.g. can possibly identify weakness of the system as well as effects of competition from the railway. (3-4)

**Level 3** Developed explanation making effective use of appropriately selected knowledge of reasons for the decline as above but can explain why each factor helped hasten the decline of the canal. (5-6)

**Level 4** Sustained explanation supported by precisely selected knowledge using examples listed on other levels but is able to evaluate overall effect of different factors. (7)

**Either** (b) *Explain the importance of the development of railways, the British economy and society in the period 1804 –1870.*  
*You may use the following information to help you with your answer.*  
Richard Trevithick 1804 at Pen-y-Darren ironworks; 1836 263 miles of railway track; 1833 construction begins on the Great Western Railway; 1844 Railways Act passed; The growth of towns (15)

**Target** **Explanation of the key features/analysis of an individual/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statement supported by some knowledge of work of rail pioneers or generalised comment on the importance e.g. faster and cheaper transport. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 4)

**Level 2** Developed statement supported by relevant knowledge about several aspects of the work of individual pioneers e.g. built the GWR and was an advocate of the broad gauge or regarded as the ‘father of the railway’ who built Liverpool Manchester railway. Can give a range of factors that help explain the importance of the railway. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5 - 8)

**Level 3** Developed explanation supported by appropriately selected knowledge that indicates the contribution to the development of the early railway system of the chosen individuals. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-13)

**Level 4** Sustained analysis supported by precisely selected knowledge of railway development as well as ability to analyse importance in context. 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. (14-15)

**Or** (c) *In what ways did leisure activities change in the years 1750-1890? You may use the following information to help you with your answer.*  
Beau Nash Master of Ceremonies at Bath Spa 1750;  
1787 Formation of the MCC; Bull Baiting made illegal 1835;  
Great Exhibition 1851; Bank Holiday Act 1871 (15)

**Target** Explanation of consequence/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statement supported by some knowledge of development of transport e.g. better roads and rail travel allowed people to travel to events over greater distances. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statement about the reasons that explain the effects of the growth of improved travel on sport and the development of national sports. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by appropriately selected knowledge that indicates extent of change with range of examples e.g. the development of football league and national rules in sports such as boxing. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-13)

**Level 4** Sustained explanation of changes over the period both in terms of character, popularity and access. Can comment effectively on importance of paid time off and cheap transport in the growth of areas such as seaside holidays. Move away from more blood thirsty entertainment to more organised leisure activity. 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. (14-15)



**C2 Changes in transport, communication and leisure from the late nineteenth century to the late twentieth century**

5. (a) (i) *Give ONE reason to explain why so many people were able to visit seaside resorts in the 1870s and 1880s.* (3)
- Target Explanation of key feature, recall of knowledge (AO1)**
- Level 1** Simple statement about cheaper rail travel or similar (1)
- Level 2** Statement showing clear understanding of importance of affordable transport or the development of bank holidays. (2-3)
- (ii) *What attractions were available to working-class people at seaside resorts in the second half of the nineteenth century?* (4)
- Target Explanation of key feature, recall of knowledge (AO1)**
- Level 1** Simple statement indicating fresh air , exercise or similar. (1-2)
- Level 2** Statement identifying range of possible attractions e.g. entertainments and the idea of health through exercise or sea bathing. (3-4)
- (iii) *Describe the part played by either Thomas Cook or Sir Billy Butlin in the development of the holiday industry.* (6)
- Target Explanation of key features, role of individual, recall of knowledge, causation (AO1)**
- Level 1** Simple statement supported by some knowledge. (1-2)
- Level 2** Developed statement supported by relevant knowledge. (3-4)
- Level 3** Developed explanation making effective use of appropriately selected knowledge of range of factors involved with some explanation. (5-6)
- (iv) *Why did foreign holidays become more popular with British people in the 1960s and 1970s?* (7)
- Target Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. more reliable sun or cheaper flights. (1-2)
- Level 2** Developed statement supported by relevant knowledge e.g. that can indicate areas both added to popularity cheaper air transport and also development of the travel industry or growth in prosperity. (3-4)
- Level 3** Developed explanation making effective use of appropriately selected knowledge of range of factors involved with some explanation. (5-6)

	<b>Level 4</b>	Sustained explanation supported by precisely selected knowledge using examples listed on other levels but is able to evaluate relative importance of the factors involved.	(7)
<b>Either</b>	(b)	<b><i>In what ways has the importance of railways changed in the period 1900-1990?</i></b> <i>You may use the following information to help you with your answer.</i> 1921 Railways Act; 1938 5% of rail mileage electrified; 1947 Railways nationalised; 1964 The Beeching Report	(15)
	<b>Target</b>	<b>Explanation of key features, analysis of historical change, recall of knowledge (AO1)</b>	
	<b>NB</b>	<b>No credit will be given for copying stimulus material without elaboration.</b>	
	<b>Level 1</b>	Simple statement supported by some knowledge about changes in fortune e.g. greater competition from the motor car and railways once important decline relative to other forms of transport. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
	<b>Level 2</b>	Developed statement supported by relevant knowledge about the changes that have affected the railway, economic or political, such as the Beeching cuts. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility.	(5-8)
	<b>Level 3</b>	Developed explanation supported by appropriately selected knowledge that can demonstrate understanding of a range of changes in fortune in terms of a variety of factors involved e.g. the effects of government measures as well as the versatility of the internal combustion engine. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-13)
	<b>Level 4</b>	Sustained analysis supported by precisely selected knowledge that clearly focuses on the balance of factors e.g. competition from other transport systems and failure to modernise. 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.	(14-15)

<b>Or</b>	<p>(c) <i>Explain why air transport has become increasingly important in the period since 1908.</i>  <i>You may use the following information to help you with your answer.</i>  Orville and Wilbur Wright Kitty hawk 1908;  World War 1 1914-1918; Imperial Airways 1924;  World War 2 1939-1945; Package holidays</p>	(15)
<b>Target</b>	<b>Explanation of key features, analysis of change/recall of knowledge (AO1)</b>	
<b>NB</b>	<b>No credit will be given for copying stimulus material without elaboration.</b>	
<b>Level 1</b>	Simple statement supported by some knowledge of changes in importance e.g. greater use for passengers and freight. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	<b>(1-4)</b>
<b>Level 2</b>	Developed statement supported by relevant knowledge about changes in importance with some attempt to provide reasons e.g. greater use linked with examples of types of goods or passengers moved growth of mass holidays or larger freight carriers. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility.	<b>(5-8)</b>
<b>Level 3</b>	Developed explanation about changing relative importance of the air transport supported by appropriately selected knowledge e.g. can give examples of changing use and can relate this to changes in aircraft construction and decline of other transport forms. Can relate to uses in peace and war. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	<b>(9-13)</b>
<b>Level 4</b>	Sustained explanation supported by precisely selected knowledge that can identify reasons that explain increasing importance. 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.	<b>(14-15)</b>

**D1 Changes in health and population from the mid eighteenth century to the late nineteenth century**

6. (a) (i) *Give ONE reason to explain why operations were often very painful in the eighteenth century.* (3)
- Target Explanation of key feature, recall of knowledge (AO1)**
- Level 1** Simple statement supported by **some knowledge of pain.** (1)
- Level 2** Developed statement supported by relevant knowledge that is able to explain reason pain was high as there were no anaesthetics. (2 - 3)
- (ii) *Describe the efforts made to make operations much less painful by 1850.* (5)
- Target Explanation of the key features, causation, recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge indicating development of painkillers or mentions Simpson. (1 - 2)
- Level 2** Statement identifying several aspects of development of anaesthetics e.g. clear idea of the importance of Simpson or more generalised account of other developers. (3 - 4)
- Level 3** Developed statement supported by appropriate knowledge that clearly understands the development of anaesthesia from use in dentistry to acceptance under Simpson. (5)
- (iii) *Why was Joseph Lister's work so important in the development of surgery?* (5)
- Target Analysis of role of an individual/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some work of Lister e.g. introduced the use of carbolic spray. (1 - 2)
- Level 2** Developed statement about precise work of Lister in making surgery safer supported by relevant knowledge e.g. can explain importance of antiseptic surgery in killing germs. (3 - 4)
- Level 3** Developed explanation supported by appropriately selected knowledge that explains importance in the context of surgery over the period e.g. can possibly evaluate importance of his work alongside other developments in surgery. (5)

(iv) *How did the work of Florence Nightingale help to improve hospital conditions in the period before 1870?* (7)

**Target** **Analysis of the role of an individual/recall of knowledge (AO1)**

**Level 1** Simple statement supported by some knowledge of improvements in hospitals over the period e.g. better standards of nursing care. (1 - 2)

**Level 2** Developed statement about precise work of Nightingale in the improvement of nursing e.g. can explain work in the Crimea or at St Thomas's. (3 - 4)

**Level 3** Developed explanation supported by appropriately selected knowledge that indicates extent of importance in the context of the improvements in hospital e.g. higher standards of nurse training led to an improvement in the position of nurses in society. (5 - 6)

**Level 4** Sustained explanation supported by precisely selected knowledge using examples of work to explain the importance of her work in context e.g. alongside the work of Mary Seacole or comments on possibly problematic aspects of her work, or developed explanation of above. (7)

**Either** (b) *How successful were efforts to improve standards of public health in industrial towns in the period 1750-1875?*  
*You may use the following information to help you with your answer.*  
1811 38% of the population lived in towns; 1800-1851 Number of houses in Britain doubled; 1831 Cholera outbreak; 1842 Chadwick's report on the "Sanitary Conditions of the Labouring Population"; 1844 Health of Towns Association (15)

**Target** **Explanation of key features/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statement supported by some knowledge of town conditions e.g. gives account of overcrowding or slum conditions with generalised comment on improvements. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 4)

**Level 2** Developed statement supported by relevant knowledge of several areas of government involvement e.g. can comment on the work of Chadwick or provide details of legislation such as the 1848 Health Act. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5 - 8)

**Level 3** Developed explanation supported by appropriately selected knowledge that indicates clear understanding of action taken and can give some examples of reasons that explain it such as fear of disease. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9- 13)

**Level 4** Sustained analysis supported by precisely selected knowledge e.g. can appreciate the relative contribution made by local and national government and possibly the work of individuals as well. Can place this in context of changing attitudes such as the gradual abandonment of laissez faire attitudes. Can also make some evaluation of relative success. 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. **(14-15)**

**NB** be generous at L3 or above.

**Or** (c) *What reasons explain the changes that took place in the population of England and Wales between 1750 and 1890?*  
*You may use the following information to help you with your answer.*  
Estimated population of England and Wales in 1701 5.5 million;  
Dramatic changes in the birth and death rates after 1770;  
Thomas Malthus's book on the effects of population 1798;  
1801 population of England and Wales nearly 10 million;  
1890 population of England and Wales 35 million. **(15)**

**NB** No credit will be given for copying stimulus material without elaboration.

**Target** Explanation of key features, analysis of causation/recall of knowledge (AO1)

**Level 1** Simple statement supported by some knowledge, which can describe the changes and possibly give one or two reasons. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. **(1-4)**

**Level 2** Developed statement supported by relevant knowledge that gives some indication of awareness of several reasons e.g. the decline in the death rate or increase in the birth rate together with reasons that explain rise. Can possibly give some reasons to explain changes in distribution. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. **(5-9)**

**Level 3** Developed description supported by appropriately selected knowledge that can clearly identify a number of factors involved that explain both death rate and birth rate changes. Can give reasons to explain changes in both size and distribution. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. **(10-13)**

**Level 4** Sustained analysis supported by precisely selected knowledge e.g. can appreciate the relative impact of reasons given and can explain changes over the period. 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. **(14-15)**

**D2 Changes in health, welfare and population from the late nineteenth century to the late twentieth century**

7. (a) Look at the photograph below and then answer all of the questions which follow.

(i) What was a workhouse? (3)

**Target** Explanation of key feature recall of knowledge (AO1) (3)

**Level 1** Simple statements supported by some knowledge, e.g. a place where the poor went etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. giving details of the structure, organisation, discipline, running of workhouses etc (3)

(ii) Describe how poverty was tackled by the Poor Law at the beginning of the twentieth century. (5)

**Target** Key features/recall of knowledge (AO1)

**Level 1** Simple statements supported by some knowledge, e.g. people were forced to go into the workhouse, they were treated badly, rules were strict, families were separated etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of workhouse rules, layout of workhouse, aims of the Poor Law etc. (3-4)

**Level 3** Developed explanation supported by selected knowledge, e.g. as level 2 but showing understanding of then philosophy behind the Poor Law, i.e. poverty =laziness, therefore less eligibility etc. (5)

(iii) Explain the importance of Seebohm Rowntree's work on the causes of poverty? (7)

**Target** Key features/recall of knowledge (AO1)

**Level 1** Simple statement supported by some knowledge of Rowntree's work e.g. can give one cause of poverty identified by him (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. he showed that poverty was not the fault of the poor, low wages was the most common reason (52%), he calculated what a family needed to earn in order to be above the poverty line etc. Can make some comment on importance. (3-5)

**Level 3** Developed explanation supported by selected knowledge, e.g. as level 2 but understands that he helped to destroy the myth that poverty was the result of laziness etc. Can place importance in context of changing attitudes to poverty and the poor. (6-7)

(iv) *In what ways did the Liberal government try to improve the health of children from 1906?* (5)

**Target** **Explanation of key feature, effects/recall of knowledge (AO1)**

**Level 1** Simple statements supported by some knowledge, e.g. school meals, medical inspections, Children's Charter etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of medicals, meals, separate courts and prisons (Borstals), parents responsible etc. (3-4)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but understands that the Children's Act established children's rights for the first time, treated children as distinct individuals, government took responsibility for the first time etc. (5)

**Either** (b) *Why did the Labour government decide to introduce the Welfare State in the years after the Second World War?*  
*You may use the following information to help you with your answer.*  
1939 Outbreak of the Second World War;  
Beginning of evacuation; 1940 Introduction of rationing;  
The Blitz; 1941 Setting up of the Beveridge Commission. (15)

**Target** **Target Causation/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statements supported by some knowledge, e.g. the Beveridge Report, the five giants, from the cradle to the grave, the problems of the War etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of the Beveridge Report, rationing, evacuation etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but understands the context of the Second World War, suffering, effects of bombing, comparison with the First World War etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but assessing the significance of factors in influencing the Labour Government 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. (13-15)



<b>Or</b>	(c)	<p><i>In what ways did the Labour government change the ways that poverty was tackled in the years from 1945 to 1950?</i></p> <p><i>You may use the following information to help you with your answer.</i></p> <p>1945 End of the Second World War; 1946 National Insurance Act; National Health Service Act; National Assistance Act; Housing Act; 1948 The Appointed Day</p>	(15)
	<b>Target</b>	<b>Change/recall of knowledge (AO1)</b>	
	<b>NB</b>	<b>No credit will be given for copying stimulus material without elaboration.</b>	
	<b>Level 1</b>	Simple statements supported by some knowledge, e.g. lists the various acts and their effects, National Insurance, National Health Service, National Assistance, Housing Acts etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1-4)
	<b>Level 2</b>	Developed statements supported by relevant knowledge, e.g. details of the coverage of the acts, family doctors, prescriptions, operations, unemployment benefit, family allowances, council houses etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility.	(5-8)
	<b>Level 3</b>	Developed explanation supported by selected knowledge, e.g. details of the insurance scheme, one payment for all, everything supplied free of charge, unavoidable, doctors persuaded to join etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-12)
	<b>Level 4</b>	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but understands that Beveridge's plans were not put into practice in total or at the level that he intended 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.	(13-15)

**E1: Changes in education from the late eighteenth century to the late nineteenth century**

8. (a) (i) *What is meant by the term ‘monitorial system’?* (3)
- Target** **Explanation of key features, analysis of change, recall of knowledge (AO1)**
- Level 1** Simple statement about schools that used monitors. (1)
- Level 2** Statement showing clear understanding of what the system was. (2 - 3)
- (ii) *Describe the part played in the development of education for the poor by either Andrew Bell or Joseph Lancaster.* (5)
- Target** **Explanation of the key features, role of an individual, recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. the man who helped develop the monitorial system. (1 - 2)
- Level 2** Developed statement supported by relevant knowledge that is able to identify the work of Bell or Lancaster e.g. and the Madras system and Lancaster’s work in the Borough Road. (3 - 4)
- Level 3** Developed explanation supported by relevant comment that can explain the importance of the work of chosen individual e.g. can comment on the religious background and National and British and Foreign societies. (5)
- (iii) *Explain why people had different views on the value of the monitorial system of education.* (5)
- Target** **Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. some against giving poor an education as it was dangerous. (1 - 2)
- Level 2** Developed statement supported by relevant knowledge e.g. can give several valid comments e.g. in favour of education as needed by the economy – others against cost as well as danger. (3 - 4)
- Level 3** Developed explanation supported by relevant comment that can indicate range of attitudes connected with economies, religions or concerns for fellow man. (5)

	(iv)	<i>Explain the importance of charity schools and Sunday schools in the education of the poor in the period up to 1850?</i>	(7)
<b>Target</b>		<b>Explanation of a key feature/recall of knowledge (AO1)</b>	
<b>Level 1</b>		Simple statement supported by some knowledge e.g. can indicate one type with explanation or two without.	(1 - 2)
<b>Level 2</b>		Developed statement supported by relevant knowledge e.g. can give several examples of types of school with some explanation e.g. Dame schools often child minding Sunday School for religion. Lists 3 L2 – 3 only.	(3 - 4)
<b>Level 3</b>		Developed explanation making effective use of appropriately selected knowledge of a range of different types of school available.	(5-6)
<b>Level 4</b>		Sustained analysis of the varied range of schools available to the poor in this period.	(7)
<b>Either</b>	(b)	<i>Explain why state involvement in education increased in the period after 1833. You may use the following information to help you with your answer. 1833 Government grant to education; 1839 Committee on Education established; The creation of HMI for schools; The revised Code of 1862; The Education Act of 1870</i>	(15)
<b>Target</b>		<b>Explanation of key features analysis of causation/recall of knowledge (AO1)</b>	
<b>NB</b>		<b>No credit will be given for copying stimulus material without elaboration.</b>	
<b>Level 1</b>		Simple statement supported by some knowledge e.g. can indicate need to support the voluntary societies or generalised comment on areas of involvement. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1 -4)
<b>Level 2</b>		Developed statement supported by relevant knowledge that can identify several reasons to explain why state involvement came with the need to ensure that the money was well spent and the need to keep up with economic rivals. Allow credit for responses that focus on involvement itself but show some understanding of reasons that underpinned it. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility.	(5-8)
<b>Level 3</b>		Developed explanation that can clearly identify a number of reasons with effective use of appropriately selected knowledge e.g. as above but can make some comment on importance of education for the economy or as a means of social control. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9-13)

**Level 4** Sustained explanation supported by precisely selected knowledge that shows good understanding of the different reasons that explain the State's involvement over the period and how each step taken extended the amount and nature of that involvement. 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. **(14-15)**

**Or** (c) *In what ways did the education offered to the children of the rich change in the period 1750-1870?*  
*You may use the following information to help you with your answer.*  
 The European Grand Tour; 1818 Troops called in to Winchester School; Thomas Arnold Headmaster of Rugby 1828-1842; The work of Miss Buss and Miss Beale; The Clarendon Commission 1864 **(15)**

**Target** **Explanation of key features, analysis of historical change/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statements supported by some knowledge giving some indication of criticisms and some idea of the reforms carried out in the nineteenth century e.g. the work of Arnold at Rugby Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. **(1-4)**

**Level 2** Developed statement supported by relevant knowledge of several significant changes such as broader curriculum or better discipline with some effective use of examples. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. **(5-8)**

**Level 3** Developed explanation of range of changes to both the education of both girls and boys with focused use of examples such as Buss and Beale, Butler and Arnold. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. **(9-13)**

**Level 4** Sustained explanation supported by precisely selected knowledge that focuses clearly on the changes made over the period the growing use of public schools by the middle classes and the establishment of new schools such as Clifton. 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. **(14-15)**

## E2 Changes in education from the late nineteenth to the late twentieth century

9. (a) (i) *Give ONE reason to explain why the 11-plus examination was introduced.* (3)
- Target** **Explanation of key features, recall of knowledge (AO1)**
- Level 1** Simple statement about what the examination was. (1)
- Level 2** Statement showing clear understanding of how the examination was used to select appropriate school for pupils after the age of 11. (2 - 3)
- (ii) *Describe the key features of the comprehensive schools set up on the 1950s and 1960s.* (5)
- Target** **Explanation of key features/ recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. all ability schools or comment on the size or range of subjects offered. (1 - 2)
- Level 2** Developed statement supported by relevant knowledge that is able to identify a number of aspects of these schools e.g. often mixed ability teaching and breadth of curriculum. (3 - 4)
- Level 3** Developed explanation supported by appropriately selected knowledge that can explain the main characteristics of these schools with possibly some understanding of changes over the period. (5)
- (iii) *In what ways did governments in the 1960s and 1970s attempt to increase comprehensive education?* (5)
- Target** **Explanation of change/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge e.g. can indicate numbers increased over the period because of government support or instruction. (1 - 2)
- Level 2** Developed statement supported by relevant knowledge e.g. can give some idea of the extent of government encouragement. Can show some understanding of the role of government both national and local in the process. (3 - 4)
- Level 3** Developed explanation making effective use of appropriately selected knowledge of the process over the period and the role of government can give examples such as circular 10/65. (5)

	(iv)	<i>Why was there so much argument about comprehensive schools and grammar schools in the period after 1960?</i>	(7)
<b>Target</b>		<b>Explanation of a key feature, analysis of causation/recall of knowledge (AO1)</b>	
<b>Level 1</b>		Simple statement supported by some knowledge e.g. complaints that they did not stretch all pupils or connected with local labour authorities.	(1 - 2)
<b>Level 2</b>		Developed statement supported by relevant knowledge e.g. can show clear understanding of the main areas of criticism e.g. attempt at social engineering or suggested low standards or political support for a more equal society.	(3 - 4)
<b>Level 3</b>		Developed explanation supported by appropriately selected knowledge that can explain the main reasons for criticism and those areas from where it came e.g. shows awareness of the political dimension of much of the criticism or support.	(5-6)
<b>Level 4</b>		Sustained analysis of reasons supported by precisely selected knowledge that focuses on political and economic factors involved.	(7)
<b>Either</b>	(b)	<i>In what ways did the state's role in education change in the period 1870-1918?</i> <i>You may use the following information to help you with your answer.</i> Forster's Education Act 1870; Sandon's Education Act 1876; Mundella's Education Act 1880; Balfour's 1902 Education Act; Fisher's 1918 Education Act	(15)
<b>Target</b>		<b>Evaluation of causation/recall of knowledge (AO1)</b>	
<b>NB</b>		<b>No credit will be given for copying stimulus material without elaboration.</b>	
<b>Level 1</b>		Simple statement supported by some knowledge that can give some understanding of the increasing role of the state in the educational provision e.g. makes education free and compulsory. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.	(1 - 4)
<b>Level 2</b>		Developed statement supported by relevant knowledge about the reasons for the increasing role played by the state e.g. the failure of the voluntary societies to meet the demands for education for all and the relative failure of school boards and intentions of the 1902 Act. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility.	(5 - 8)
<b>Level 3</b>		Developed explanation supported by appropriately selected knowledge that demonstrates some understanding of range of areas the state increased its responsibility from provision to funding and curriculum. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.	(9- 13)

**Level 4** Sustained analysis supported by precisely selected knowledge that is able to explain why, with good use of examples that explain legislation and involvement in the period. Can indicate nature and extent of change. 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. (14-15)

**Or** (c) *Explain the importance of the role of successive governments in changing education in the period since 1983. You may use the following information to help you with your answer.*  
The Education Act of 1988; The National Curriculum;  
The development of new examinations; The Local Management of schools; Government initiatives since 1997 (15)

**Target** Analysis of change/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statement supported by some knowledge about changes made e.g. can make some comment on the nature of the new examinations or what LMS means etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statement supported by relevant knowledge that can make some comment on the importance of the effects of government action such as the introduction of the National Curriculum in regulating what is taught or the introduction of OFSTED in inspecting schools. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed analysis supported by appropriately selected knowledge that demonstrates clearly the work of different governments over the period and can make some evaluation of importance compared to other factors during the whole period. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-13)

**Level 4** Sustained analysis supported by precisely selected knowledge that focuses clearly on the extent to which government action has changed the character of education in Britain and the increasingly important role of the state in educational provision. 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. (14-15)

**F1: Changes in politics from the late eighteenth to the late nineteenth century**

- 10.** (a) (i) *What was a 'pocket borough'?* (3)
- Target** **Key features/recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge showing clear understanding, e.g. they were controlled by someone who picked MPs etc. (2)
- Level 2** Developed statements supported by relevant knowledge, e.g. they were in the pocket of a local landowner, who could nominate MPs, they were often places that had been important in the past, but had declined etc. (3)
- (ii) *Why did many pocket boroughs exist in the late eighteenth century?* (5)
- Target** **Key features/recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge, e.g. landowners were very powerful, they dominated Parliament, they could control their tenants etc. (1-2)
- Level 2** Developed statements supported by relevant knowledge, e.g. there were many agricultural boroughs represented in Parliament which had very few voters, many places had been enfranchised in the Middle Ages, references to Gatton, Dunwich, Old Sarum etc. (3-4)
- Level 3** Developed explanation supported by selected knowledge, e.g. as level 2 but shows understanding of the failure to reform Parliament and of the importance of the landed interest in the eighteenth century etc. (5)
- (iii) *Describe county elections in the late eighteenth century.* (5)
- Target** **Key features/recall of knowledge (AO1)**
- Level 1** Simple statements supported by some knowledge, e.g. bribery, drinking, voting in the open, intimidation etc. (1-2)
- Level 2** Developed statements supported by relevant knowledge, e.g. county elections had large electorates, polls open for days, totals published daily etc. (3-4)
- Level 3** Developed explanation supported by selected knowledge, e.g. shows understanding of the specific nature of county elections, the most important seats, keenly contested, high costs etc. (5)



(iv) *Why did the reform of Parliament become an important issue in the 1820s and early 1830s?* (7)

**Target** **Explanation of a key feature, analysis of causation/recall of knowledge (AO1)**

**Level 1** Simple statements supported by some knowledge, e.g. franchise unfair, many towns not represented, working people did not have the vote etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. pressure from middle class after Industrial Revolution, industrial towns had no MPs (Birmingham, Manchester, Leeds) etc. (3-5)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but understand that by the 1820s Britain had recovered from the Napoleonic Wars and unrest had died down, the middle classes wanted a return for their support of the government etc. (6-7)

**Either** (b) *Why was the Great Reform Act passed in 1832?*  
*You may use the following information to help you with your answer.*  
1830 Tories win the general election; 1830 Whigs come to power;  
1831 Reform Bill introduced; Whigs win the general election;  
Second Reform Bill introduced; Third Reform Bill introduced;  
1832 The Great Reform Act (15)

**Target** **Causation/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statements supported by some knowledge, e.g. problems with the unreformed Parliament, no representation for industrial towns, rotten boroughs etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of events 1830-2, Wellington resigned, Whigs took office, bill, general election bill, KW IV Act etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but understands the significance of the Whigs commitment to reform and the reasons for the Tories decision to allow the bill to pass the Lords etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but places the issue in the context of the early nineteenth century, the growing influence of the middle class, dangers of revolution 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. (13-15)

**Or** (c) *In what ways did parliamentary elections change from the 1860s to the end of the nineteenth century?*  
*You may use the following information to help you with your answer.*  
1866 Liberals introduced Reform Bill;  
1867 The Second Reform Act; 1872 The Ballot Act;  
1883 The Corrupt Practices Act; 1884 The Third Reform Act (15)

**Target** Change/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statements supported by some knowledge, e.g. more people could vote, working men got the vote, voting was in secret, no bribery etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of the acts, £10 householders = most working men in towns, £6 householders = most working men in the countryside, secret ballot made bribery impossible, CP Act limited the amount spent on campaigns etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, e.g. explains the impact of the acts upon elections, policies rather than influence, land and wealth less important, manifestos/speeches/meetings etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but contrasts 1830s with 1890s, significance of size of electorate (6,000,000) and issues (Ireland, women) 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. (13-15)

**F2: Changes in politics from the late nineteenth century to the late twentieth century**

<b>11</b>	(a)	(i)	<i>What was meant by the term 'franchise'?</i>	(2)
		<b>Target</b>	<b>Key features/recall of knowledge (AO1)</b>	
		<b>Level 1</b>	Simple statements supported by some knowledge showing clear understanding, e.g. the right to vote, the limits on the people entitled to vote etc.	(2)
		(ii)	<i>Why could so few people vote at the beginning of the twentieth century?</i>	(5)
		<b>Target</b>	<b>Causation/recall of knowledge (AO1)</b>	
		<b>Level 1</b>	Simple statements supported by some knowledge showing clear understanding, e.g. the right to vote, the limits on the people entitled to vote etc.	(1-2)
		<b>Level 2</b>	Developed statements supported by relevant knowledge, e.g. the voting age was 21, women were believed to be incapable of making up their minds etc.	(3-4)
		<b>Level 3</b>	Developed explanation supported by selected knowledge, e.g. the franchise was based upon the occupation of property and was one vote per household, this was exercised by the head of the household who was always a man etc.	(5)
		(iii)	<i>Who could vote at the beginning of the twentieth century?</i>	(5)
		<b>Target</b>	<b>Key features/recall of knowledge (AO1)</b>	
		<b>Level 1</b>	Simple statements supported by some knowledge, e.g. all men over the age of twenty-one, householders (six months), lodgers (twelve months) etc.	(1-2)
		<b>Level 2</b>	Developed statements supported by relevant knowledge, e.g. university graduates, owners of businesses, plural voting allowed etc.	(3-4)
		<b>Level 3</b>	Developed explanation supported by selected knowledge, as level 2 but shows understanding that the vote was considered to be a privilege that had to be qualified for by having a stake in the country etc.	(5)

(iv) *In what ways did the Representation of the People Act of 1918 change voting in Britain?* (8)

**Target** **Change/recall of knowledge (AO1)**

**Level 1** Simple statements supported by some knowledge, e.g. all men over twenty-one got the vote for the first time etc. (1-2)

**Level 2** Developed statements supported by relevant knowledge, e.g. the R of P Act gave the vote to all men over the age of twenty-one because many had lost their residential qualification as a result of war service; allow because of conscription etc. (3-6)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but understands the fundamental change brought about by the R of P Act in ending the property qualification etc. (7-8)

**Either** (b) *In what ways has the role of women changed in politics in Britain since 1918?*  
*You may use the following information to help you with your answer.*  
1918 Eligibility of Women Act; 1918 First woman MP;  
1928 Equal Franchise Act; 1929 Labour Party won the general election; 1979 Conservative Party won the general election (15)

**Target** **Change/recall of knowledge (AO1)**

**NB** **No credit will be given for copying stimulus material without elaboration.**

**Level 1** Simple statements supported by some knowledge, e.g. they can all vote, there are more women MPs, there has been a woman PM, there are women cabinet ministers, credit names even if not explained or commented on etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. possible references to Countess Markiewicz, Lady Astor, Margaret Bondfield, Ellen Wilkinson, Jennie Lee, Barbara Castle, Margaret Thatcher, Blair's Babes Or descriptions of involvement at all levels etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, e.g. explains the areas where women have made greatest inroads and where they have not, possibly discusses why change has been greater in some areas than others, beware invective etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as Level 3 but specifically contrasts situations in 1918 with the late twentieth century and assesses degree of change. 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. (13-15)

**Or** (c) *Since 1945 politics in Britain have been dominated by two major parties. Why?*  
*You may use the following information to help you with your answer.*  
Support from the national press ; Funding from industry;  
Trade Union affiliation; Difficulties of third parties;  
The 'first past the post system' (15)

**Target** Causation/recall of knowledge (AO1)

**NB** No credit will be given for copying stimulus material without elaboration.

**Level 1** Simple statements supported by some knowledge, e.g. most people vote for them, it is difficult for third parties, they represent classes. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statements supported by relevant knowledge, e.g. details of the above, examples of support for Labour and Conservative, problems of third parties, shape of House of Commons, nature of elections, 'first past the post' voting etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a good range of specialist terms with facility. (5-8)

**Level 3** Developed explanation supported by selected knowledge, as level 2 but making links between factors e.g. understands the role of the media, trade unions, business in maintaining the two party system etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but sets in the context of the different philosophies of the two major parties and the problems of developing a 'middle ground'. 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. (13-15)

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