

# INDUSTRIALISATION AND FACTORY REFORM COURSEWORK ASSIGNMENTS

## GCSE HISTORY COURSEWORK ASSIGNMENTS

### Teacher Information

#### *Introduction:*

These assignments comprise sources, questions and mark schemes which will enable your pupils to fulfil the coursework requirements in history for Edexcel Foundation specifications for first examination in summer 2003. You may use these assignments as they stand. They have been designed to assess the full range of grades targeted by the syllabus (Grades G-A\*). Assistance may be given in class to aid the comprehension of the sources.

You may also adapt these assignments if wished by:

- providing additional or replacement sources
- providing additional or replacement questions.

However, if you wish to make changes you should submit these to Edexcel Foundation for approval to ensure that revised sources or questions give candidates appropriate opportunity to meet the targets specified at the appropriate level.

#### *Management of the assignment:*

The assignment has been designed to accommodate some flexibility of classroom practice. The following points should be borne in mind:

- Although all the questions *may* be tackled as part of a single task, this is not necessary. The timing of individual questions within an assignment may be staggered over a period of time and integrated into the programme of study.
- Candidates may use the sources provided in the pack as part of their preparation for Assignment 1 but this is not a requirement.
- Your candidates should draw upon their contextual knowledge when using the sources for Assignment 2. The historical content listed below should be familiar to candidates before they attempt to answer the questions.



# Industrialisation and factory reform

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**This assignment should arise from a teaching programme designed to occupy approximately half a term. Before candidates begin this assignment they should have knowledge of:**

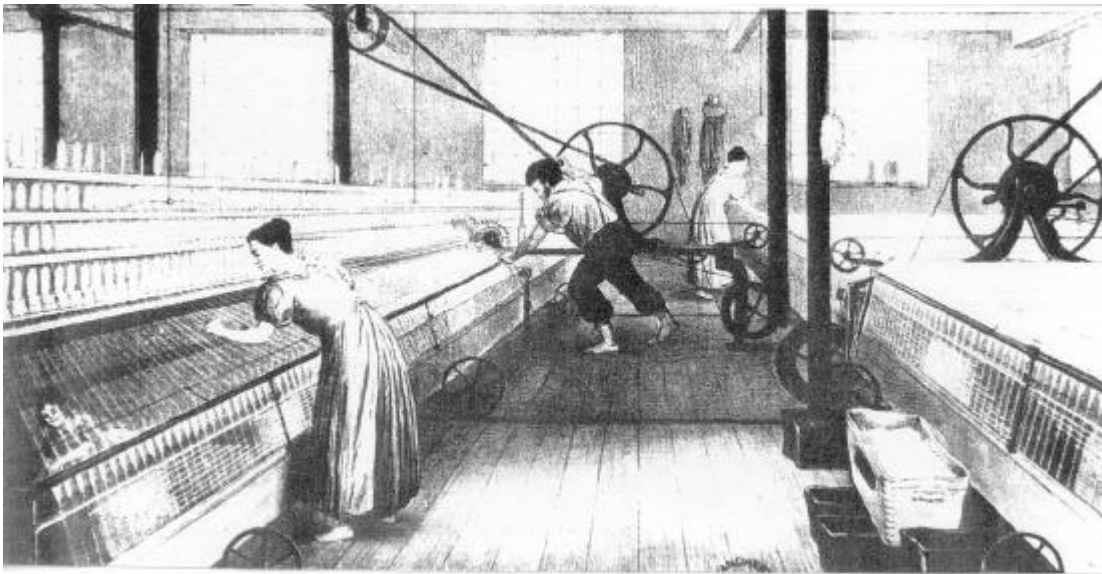
- the impact of industrialisation on the living and working conditions of men, women and children in different parts of Britain
- reform of conditions in factories and mines; the role of Shaftesbury
- Trade Unions; support, problems and successes; support for emigration schemes
- increasing emigration: its causes; experiences of emigrants.

The Industrial Revolution changed Britain, and the lives of the British people, forever. New machines, powered by water or steam engines, brought huge increases in production, particularly in the cotton textile industry. To make the most of the power available, lots of machines were operated together, in factories. From the 1770s onwards hundreds of thousands of people were sucked in to work in the factories and to live in the new cities which grew up around them. Men, women and children were employed in these early factories. Their work was not regulated in any way. There were no rules governing safety, or the hours they worked or the age of the workers. After all, there were no rules governing the hours farm labourers worked in the harvest, nor of whether women or children worked with them.

Many people in Britain were unhappy at this situation and campaigned to change it. Adult workers formed the Ten Hours Movement, campaigning to restrict their hours of work. They needed popular support, so they concentrated on the dangers of child labour in order to appeal to people's sympathies. They were hopeful that changes in children's hours of work would help them. In 1831 reformers set up a Parliamentary Committee of Enquiry. A bitter argument raged and a Factory Act was passed in 1833 which disappointed many workers.

Was it right to regulate the hours and conditions people worked? The evidence of what factories were really like is hard to evaluate as both sides made their cases. How can we use the evidence we have about factories? These are some of the issues you will investigate when you tackle this assignment.

**SOURCE A:** Picture of a cotton-spinning mule, published in 1835



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**SOURCE B:** A verse written in the early 19<sup>th</sup> century by a factory worker

‘Oh happy men, oh happy thou,  
While toiling at thy spade and plough...  
Here at the mills in pressing crowds  
The high-built chimneys puff black clouds,  
And all around the slaves to dwell  
Who’re called to labour by a bell.’

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**SOURCE C:** William Cobbett, a writer who opposed the industrialisation of Britain, wrote in 1824

‘In the cotton spinning mills, thousands of miserable creatures are kept fourteen hours a day, summer and winter, in a heat of 80 to 84 degrees [Fahrenheit]. Observe that those poor creatures have not a breath of fresh air to come between them and infection. The door of the place where they work is locked and they are not allowed to send for water to drink. The fact is that once-healthy men are made old and past labour, decrepit and deformed at 30 years of age.’

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**SOURCE D:** Doctor Andrew Ure, wrote in 1835 about child factory workers he had seen.

‘They seemed to be always cheerful and alert, taking pleasure in the light play of their muscles... As to exhaustion by the day’s work, they showed no trace of it on coming out the mill in the evening, for they immediately began to skip about the neighbouring playground with the same keenness as boys coming out of school.’

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**SOURCE E:** An extract from evidence given by Samuel Coulson [SC] to the 1831 Parliamentary Committee on Factory conditions about his children who worked in a textile mill

‘Q: At what time in the morning in the brisk time [i.e. when they were busy] did those girls go to the mill?

SC: In the brisk time they have gone about three o’clock in the morning and ended at ten, or nearly half past, at night.

Q: What intervals were allowed for rest or refreshment during those nineteen hours of labour?

SC: Breakfast a quarter of an hour, and dinner half an hour, and drinking a quarter of an hour.

Q: Had you not great difficulty in awakening your children at this excessive hour?

SC: Yes, in the early time we had to take them up asleep and shake them, and when we got them on the floor, to dress them, before we got them off to work.

Q: Were the children excessively fatigued by this labour?

SC: Many times. We have often cried when we have given them the little food we had to give them. We had to shake them and they have fallen asleep with the food still in their mouths.

Q: Have your children been strapped?

SC: Yes, every one. The eldest daughter, when my wife came in she said her back was beaten nearly to a jelly.

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**SOURCE F:** An illustration from Francis Trollope's novel

'Michael Armstrong, the factory boy'. Francis Trollope was an active campaigner for factory reform.



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**SOURCE G:** David Brook, an adult cloth-worker, speaking in 1832

'I really do think it is absolutely necessary that children should be protected from excessive labour. That is the first point in my mind; and with a hope, I confess, that it will benefit others and myself as well.'

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### **Assignment One: Objective 1**

1. Describe working conditions for men, women and children in factories in Britain in the early 19<sup>th</sup> century

**(15)**

2. What were the motives of those who (i) supported and (ii) opposed reform of working conditions in factories?

**(20)**

3. How successful were trade unions in solving the problems of working people in Britain in the period 1815-1850?

**(15)**



### **Assignment Two: Objectives 2 and 3**

1. Study Source A. What can you learn from this source about working conditions in a cotton-mill?

**(6)**

2. Read Sources B and C. Use Sources B, C and your own knowledge to explain what workers disliked about working in a factory.

**(8)**

3. Read and study Sources D, E and F. How useful are these sources for finding out about children's work in factories?

**(10)**

4. Read Sources E, F and G. How does Source G help to explain what is described in Sources E and F?

**(12)**

5. 'Conditions in factories in the early 19<sup>th</sup> century were not as bad as reformers said they were.'

Use the sources and your own knowledge to explain whether you agree with this view.

**(14)**

## Markschemes assignment One: Objective 1

1. *Describe working conditions for men, women and children in factories in Britain in the early 19<sup>th</sup> century* (15)

**Target:** Key features/recall of knowledge

**Level 1:** Simple statements supported by some knowledge eg outlines some aspects: long hours, humid conditions, dangerous machines (1-5)

**Level 2:** Developed statements supported by relevant knowledge eg Organised description of hours, dangers, rules ect (6-10)

**Level 3:** Developed statements supported by selected knowledge eg well supported descriptions of several aspects of working conditions (11-15)

2. *What were the motives of those who (1) supported and (2) opposed reform of working conditions in factories?*  
*[Must cover both parts for top level, but not necessarily equally]* (20)

**Target:** Key features/recall of knowledge

**Level 1:** Simple statements supported by some knowledge eg Gives straightforward examples of single motives – those who believed it was wrong to make children work; those who said the workers were free to leave if they didn't like it. (1-5)

**Level 2:** Developed statements supported by relevant knowledge eg Explains nature of support and opposition in terms of simple outline of more than one aspect of each position (6-10)

**Level 3:** Developed statements supported by selected knowledge eg gives detailed explanation of motives and standpoint (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge eg Explains attitudes to industrialisation of opponents of factories and laissez faire approach of opponents. (16-20)

3. *How successful were trade unions in solving the problems of working people in Britain in the period 1815–1850?* (15)

**Target:**      **Reaching a judgement/recall of knowledge**

**Level 1:**      Simple statements supported by some knowledge eg  
Describes some TU actions: no evaluation (1-5)

**Level 2:**      Developed statements supported by relevant knowledge eg  
simple explanation links TUs to how they tried to help  
employees (6-10)

**Level 3:**      Developed statements supported by selected knowledge eg  
Detailed explanation of problems faced by TUs and nature  
of successes and failures (11-15)

## Markschemes

### Assignment Two Objectives 2 and 3

1. *Study Source A: What can you learn from this source about working conditions in a cotton-mill?* (6)

**Target:** Comprehension of source

**Level 1:** Simple statements taking source at face value eg Shows there were machines, that men, women and children worked in factories. (1-3)

**Level 2:** Developed statements making inferences from the source eg Shows dangerously unfenced machines (4-6)

2. *Read Sources B and C: Use Sources B, C and your own knowledge to explain what workers disliked about working in a factory* (8)

**Target:** Analysis of source/recall of information

**Level 1:** Simple statement taking sources at face value and picking out items from them or uses limited own knowledge e.g. They did not like the heat, the hard work (1-3)

**Level 2:** Developed account makes use of the sources and selected information eg Factory discipline, which was enforced with strict rules, long hours, hot working conditions (4-6)

**Level 3:** Developed account makes good use of sources and selected information e.g. They resented the discipline, which was enforced with strict rules, because they were used to working at home; they may not have been aware of physical effects, but conditions were clearly unhealthy. (7-8)

3. *Read and study Sources D E and F. How useful are these sources for finding out about children's work in factories?* (10)

**Target:** Evaluation of utility of source

**Level 1:** Simple statement take sources at face value eg All describe the same situation. All have relevant information (1-3)

- Level 2:** Comments on reliability of source(s), using nature, origin or purpose e.g. Reliability problems of Source D, although from a Doctor; Source F was part of the campaign to reform the factories (4-6)
- Level 3:** Comments on usefulness of source(s), taking reliability into account: eg Source E may still be biased as the Committee were determined to show how bad things were; Source F may not be reliable about factory conditions, but shows us the kind of material the campaigners used (7-10)
4. *Read Sources E, F and G. How does Source G help to explain what is going on in Source E and F?* (12)
- Target: Analysis and cross-referencing of sources**
- Level 1:** Simple statement makes straightforward links eg Source G explains that stopping child labour was necessary, so that explains Source E and F (1-3)
- Level 2:** Developed statement supported by relevant information from sources eg Source G explains that the campaign was part of something wider (4-6)
- Level 3:** Developed explanation supported by selected knowledge e.g. Source E shows Parliamentary campaign; Source F the campaign with the public; Source G shows that child labour was not all that there was to it. (7-10)
- Level 4:** Sustained argument supported by precisely selected knowledge e.g. draws on details from all three sources to explain that the information was deliberately provided to Parliament and to the public as part of campaign for adult workers, too (11-12)
5. *'Conditions in factories in the early 19<sup>th</sup> century were not as bad as reformers said they were.'* (14)  
*Use the sources and your own knowledge to explain whether you agree with this view.*
- Target: Analysis of sources/recall of information/evaluation of interpretations**
- Level 1:** Simple statements supported by some knowledge taking sources at face value and agreeing or disagreeing with given view. (1-3)

- Level 2:** Developed statement supported by relevant knowledge dealing with contradictions in a simple way e.g. Conditions were bad, but factory reformers may have made some up to win the argument (4-7)
- Level 3:** Developed explanation supported by selected knowledge with good use of sources eg Deals with most or all of the sources, setting them in context of the two sides of this question. (7-11)
- Level 4:** Sustained argument supported by well selected knowledge in balanced and well structured answer e.g. explains conditions, campaign and nature of evidence in balanced analysis (12-14)

