

# Results Mark Scheme Summer 2007

GCSE

## GCSE History (1336/3336) Paper A1

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at [www.edexcel.org.uk](http://www.edexcel.org.uk).

Summer 2007

Publications Code UG 019244

All the material in this publication is copyright

© Edexcel Ltd 2006

1336/A1 Mark Scheme, June 2007

A1: Britain c.1815 -c.1850

1. (a) Study sources A, B and C.

*What can you learn from these sources about people's reactions to the setting up of workhouses?* (5)

Target: Comprehension and inference from sources (AO2)

Level 1 Simple statements, extracts information from source(s)  
*e.g. they attacked them; they think it is a prison* (1-2)

Level 2 Developed statement taking relevant information from at least two sources or makes a supported inference from one source.  
*e.g. the poor did not like them OR some people thought them an improvement* (3-4)

Level 3 Developed analysis, making inferences based on the use of all 3 sources separately, or at least two sources in combination.  
*e.g. gives support to different responses :richer people approved of them but the poor hated them* (5)

(b) *Use your own knowledge to explain why some people in parliament in 1834 supported the idea of building more workhouses* (8)

Target: Recall; analysis of causation and motivation (AO1)

Level 1 Simple statement supported by some knowledge; offers reasons  
*e.g. to save money; to punish the poor* (1 - 2)

Level 2 Developed statement supported by relevant information about reasons for building workhouses  
*e.g. describes rising costs of poor relief; failure of previous systems.* (3 -5)

Level 3 Analysis supported by appropriately selected knowledge in context  
*e.g. examines a range of reasons/people who wanted workhouses: utilitarianism/reduce crime/please voters.* (6 - 8)

(c) (i) *Use your own knowledge.*

*Did the system set up by the Poor Law Amendment Act in 1834 solve the problems of poverty? Explain your answer.* (12)

Target: Recall; analysis of key features; consequence (AO1)

Level 1 Simple statement supported by some knowledge; offers changes. (1 - 4)

Level 2 Developed statement supported by relevant knowledge about the new system  
*e.g. describes conditions in the workhouses or the terms of the Act or how well the new system worked.* (5 - 8)

Level 3 Analysis supported by appropriately selected knowledge  
*e.g. shows the reduction in costs/numbers of unemployed on the street; shows both failures and benefits for the poor.* (9- 12)

(ii) *Use your own knowledge.*

*Why was the system set up by the Poor Law Amendment Act of 1834 already changing by 1850?* (12)

Target: Recall; analysis of key features; consequence (AO1)

Level 1 Simple statement supported by some knowledge; offers example of change, or knowledge of Act (1 - 4)

Level 2 Developed statement supported by relevant information about the organisation of the Poor Law  
*e.g. describes the system set up in 1834 OR work of Commissioners OR changes* (5 - 8)

Level 3 Analysis supported by appropriately selected knowledge, examining problems of the new system and how they were met.  
*e.g. considers reasons for changes to personnel and responsibilities of Commissioners; reasons why outdoor relief continued in some areas.* (9-12)



2. *Was the building of the railways important mainly because of its impact on the economy of Britain? Explain your answer.*

*You could include the following in your answer and any other information of your own.*

- *7211 miles of railway were opened in Britain between 1830 and 1850.*
  - *The building of suburbs allowed workers to commute daily.*
  - *More fresh food could be sent to the industrial towns.*
- (15)

Target: Recall; analysis of cause and consequence (AO1)

Level 1 Simple statement supported by some knowledge. Offers valid consequences of the opening of the railways. No credit for copying stimulus material without elaboration.

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 the impact of the railways *e.g. describes effects on people or towns*

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5 - 8)

Level 3 Analysis supported by appropriately selected knowledge, which considers the results of the building of the railways. Answers may concentrate on economic OR social results *e.g. demonstrates the importance for improving lives of people OR demonstrates the importance for industry.*

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.

Explores a range of outcomes to reach an overall judgement. *E.g. assesses social and economic results; is able to consider the economic impact of constructing the railways as well as the results.*

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)

3. *Explain why people joined the chartist movement in the years 1836-48. You could include the following in your answer and any other information of your own.*

- *After the Reform Act f 1832, approximately 18% of adult males in England had the right to vote*
  - *William Lovett and Feargus O'Connnor were important Chartist leaders*
  - *In the years 1838-42 there was widespread unemployment in Britain*
- (15)

Target: Recall; analysis of causation (AO1)

Level 1 Simple statement supported by some knowledge of the Chartist movement. No credit for copying out the stimulus material without elaboration.

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 the reasons for becoming a Chartist OR the activities of the Chartists in the given period *e.g. describes the number of people who were Chartists/signed Charters.*

Spells, punctuates and uses the rules of grammar with general accuracy; uses range of specialist terms with facility.

(5- 8)

Level 3 Analysis supported by appropriately selected knowledge, which demonstrates reasons why individuals joined the Chartist movement *e.g. political and/or economic reasons.*

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.

Explores a range of motives before reaching a judgement *e.g. examines political and economic motivation of different groups/classes. Recognises that relevant importance of factors may alter during this time 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.

(13-15)

Paper 3336 only

4. *Why was there so much support in the years 1830-32 for changes to the electoral system? Explain your answer.*

*You could include the following in your answer and any other information of your own.*

- *In 1831 Manchester had a population of 182,000 people.*
- *The Birmingham political Union was formed in 1830.*
- *In the General Election of 1830 only 83 of the 243 constituencies were contested.*

(15)

Target: Recall; analysis of causation (AO1)

Level 1 Simple statement supported by some knowledge. No credit for copying stimulus material without elaboration.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited number of specialist terms appropriately.

(1 - 4)

Level 2 Developed statement supported by relevant knowledge of the electoral system before 1832 or the reforms made in 1832.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility

(5- 8)

Level 3 Analysis supported by precisely selected knowledge which considers specific issues needing to be changed *e.g. unequal constituencies, few voters, voting in public.*

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 which assesses why change was necessary at this time *e.g. considers pressures on government and threat of revolution.*

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)