

**IRONBRIDGE/
COALBROOKDALE
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 the 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Ironbridge/Coalbrookdale Sites: Local Study

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

- the importance of the Coalbrookdale area in the industrial revolution: the importance of the Darby family
- the impact of change in coal, iron and steel
- the development of a canal network and its impact on industry
- the impact of turnpike trusts and road engineers.

Introduction

In 1708 Abraham Darby, a Quaker from Bristol, leased a blast furnace at Coalbrookdale on the banks of the River Severn in Shropshire. Although iron production had been common in the area since the sixteenth century, it was the work of Darby and his family in the eighteenth century that made the site internationally important.

Darby's use of coke, rather than charcoal, as a means of smelting iron led to a massive increase in the production and use of iron. A series of other technical innovations followed, including improvements in blast furnaces, the use of iron for rail tracks, iron barges, iron aqueducts and the first iron bridge across the River Severn.

When the local trade collapsed in the period after 1870, the area declined. The decline was great enough to ensure that many of the monuments of earlier greatness were not destroyed or cleared away. A revival in the history of the site after the Second World War led in 1967 to the creation of the Ironbridge Gorge Museum Trust. Since then, a series of museum sites have attempted to reconstruct and present the life and work of the area during the eighteenth century. The success enjoyed by these developments led to the award of Museum of the Year in 1977 and European Museum of the Year in 1978. Since then the site has been designated a World Heritage Site.

What part did the Coalbrookdale area play in the development of the industrial revolution? How has the site changed over time? How has the museum attempted to reconstruct the original work at the site? These are some of the issues that you will investigate.

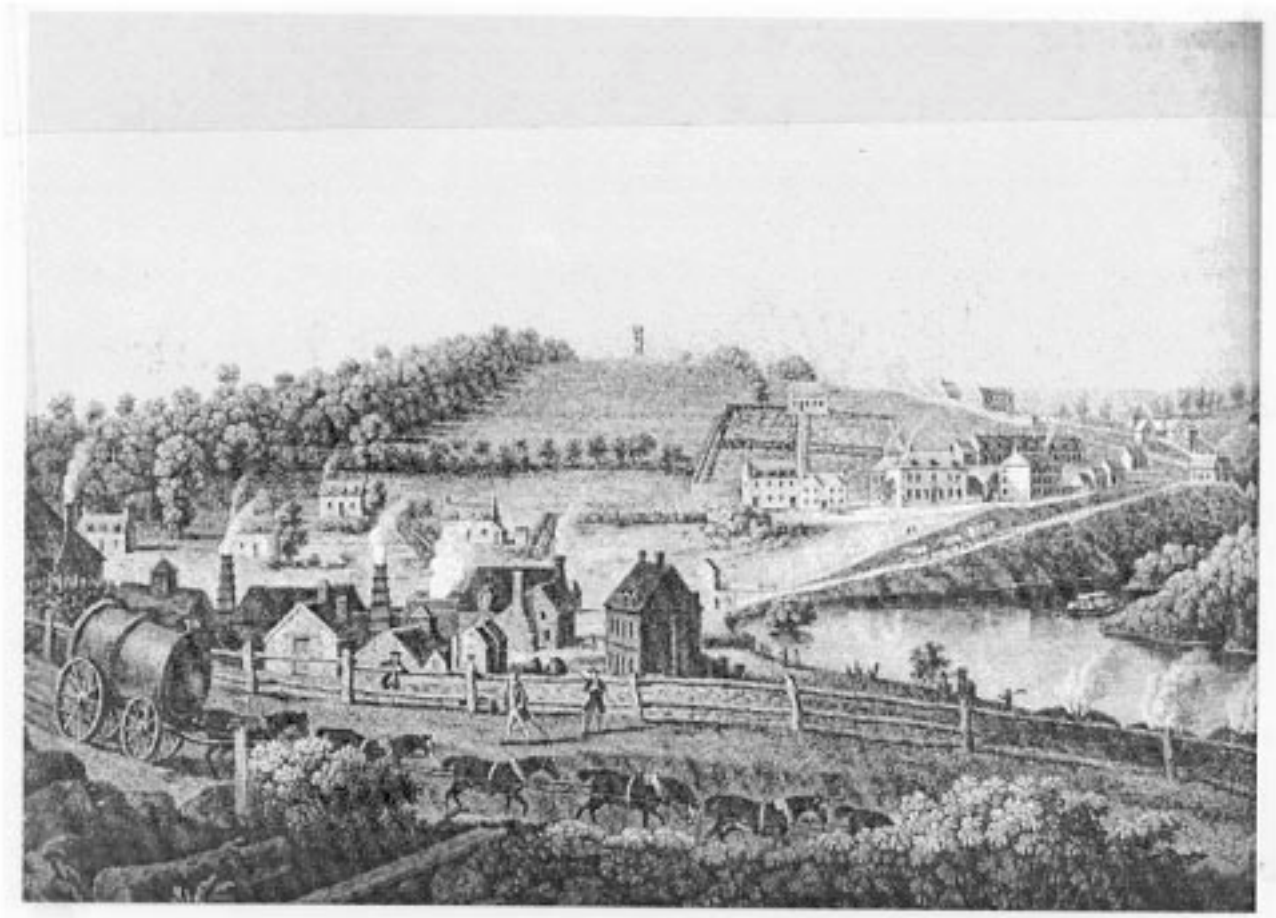
SOURCE A: An account of Abraham Darby I's work at Coalbrookdale, written by his daughter-in-law in 1755

About the year 1709 he came to Shropshire, to Coalbrookdale, and with other partners, took a lease of the works, which consisted of an old blast furnace and some forges. Here he cast iron goods in sand out of the blast furnace that was blown with wood charcoal. Some time after, he thought that it might be practical to smelt the iron from the ore in the blast furnace with pit coal. He tried with raw coal as it came out of the mines, but it did not work. He had the coal coked into cinder, as is done for drying malt, and then it succeeded to his satisfaction. But he found only one sort of pit coal would best suit.

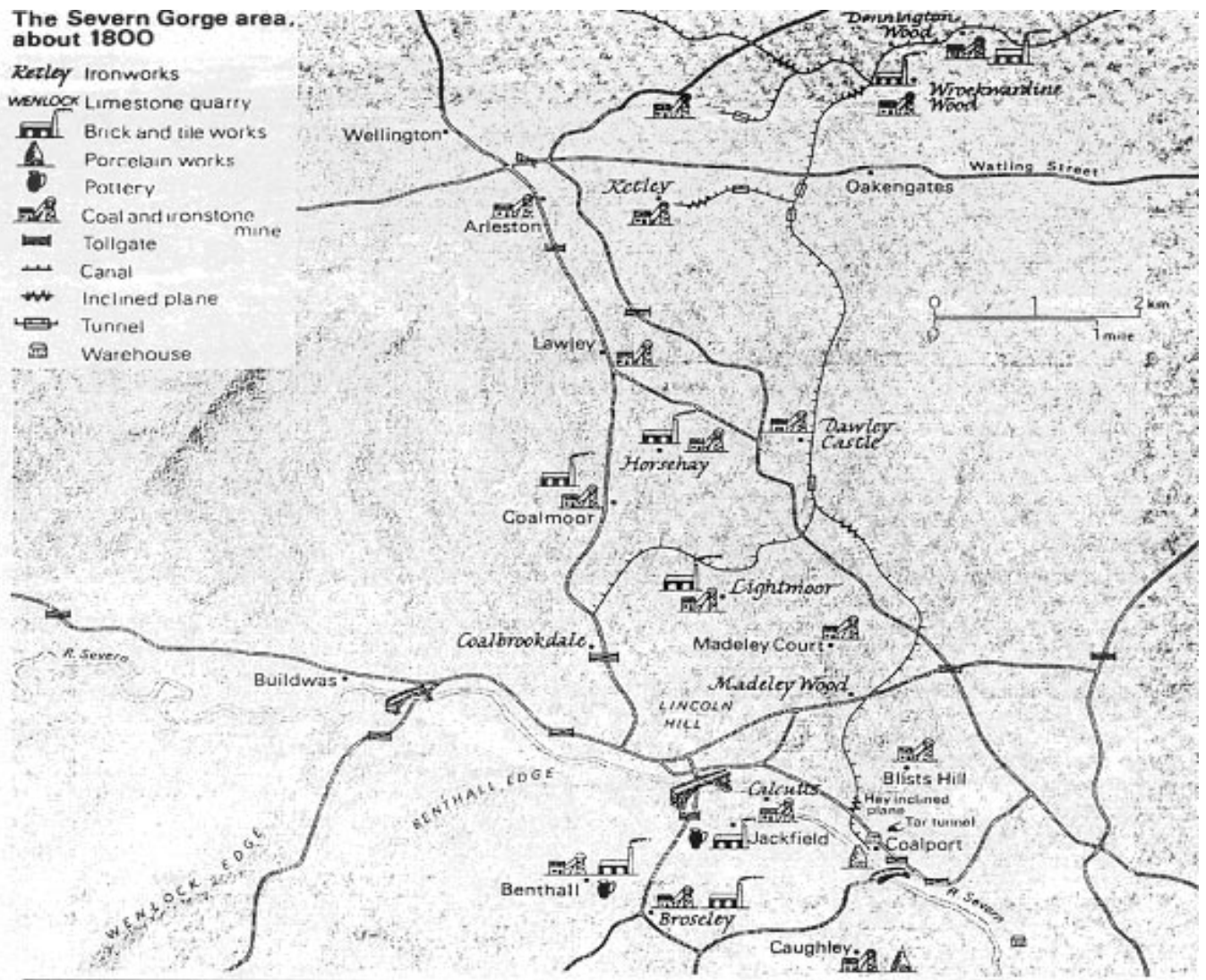
SOURCE B: From *'The Lives of the Great Engineers'* written by Samuel Smiles in the middle of the nineteenth century.

In the year 1709 Darby moved to Coalbrookdale in Shropshire. He took the lease of a little furnace which had existed at the place for more than a century. The woods provided abundant fuel for the furnaces. As the trade of the Coalbrookdale firm grew, the supply of wood became scarce. The same had happened to the forests of Sussex, and brought the manufacture of iron in that county to a standstill. It appears from the *'Blast Furnace Memorandum Book'* of Abraham Darby, which we have examined, that the manufacture of iron at the Coalbrookdale foundry in 1713 varied from five to ten tons a week. The main articles cast were pots, kettles and other hollow-ware direct from the smelting furnace. Later other castings were turned out; a few grates, smoothing irons, door frames, weights, baking-plates, cart-bushes, iron pestles, mortars and occasionally a tailor's goose.

SOURCE C: A view of *The Upper Works at Coalbrookdale*, a painting by Francois Vivares, 1758



SOURCE D: A modern map of the Severn Gorge area in about 1800



SOURCE E: From an account of Arthur Young’s visit to Darby’s works at Coalbrookdale in his *Annals of Agriculture*, 1785

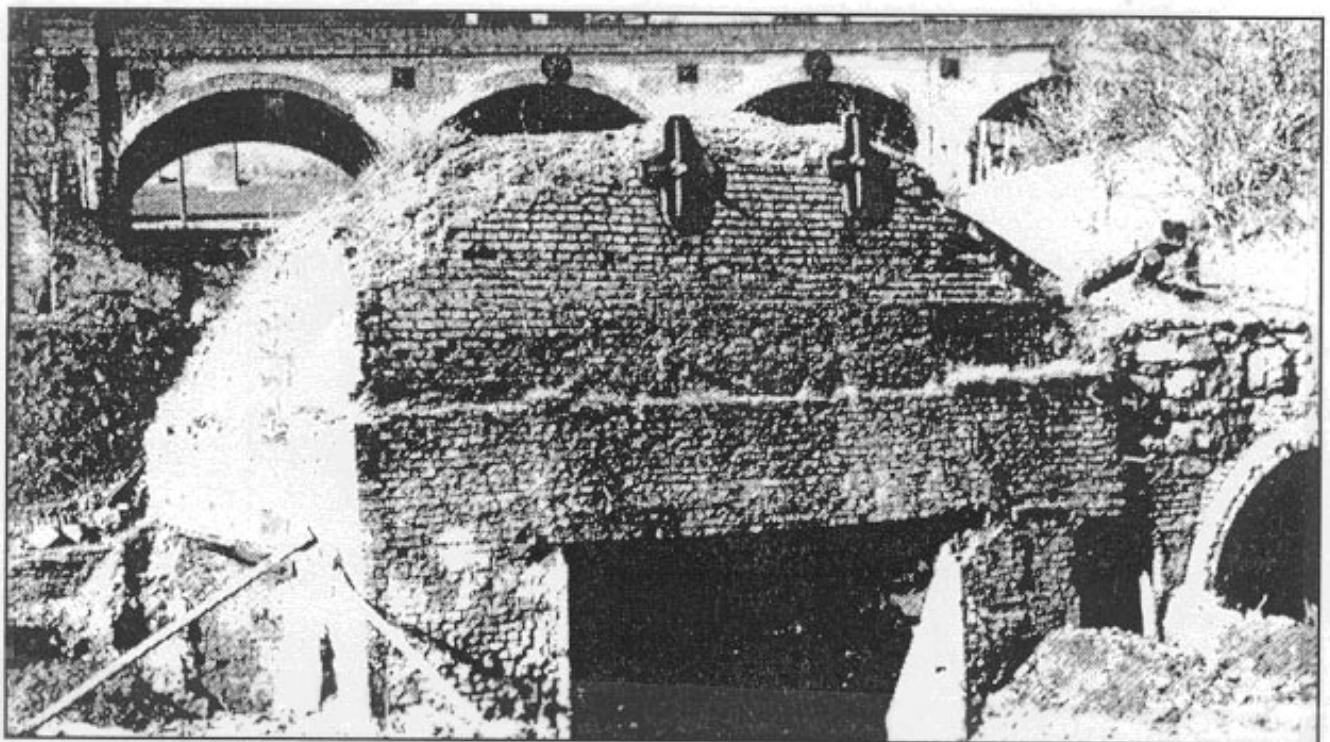
Crossing the ferry where Mr Darby has agreed to build a bridge of one arch of 37 metres of cast iron, I went on to his works up Coalbrookdale. The wagon ways that lead down to the river are laid with cast iron instead of wood, and those made for the limestone wagons on the steep hills are so designed that the loaded wagon winds up the empty one on a different road. I passed his new slitting mills, which are not finished, but the immense wheels, 6 metres diameter, of cast iron, were there and appear wonderful. These works are supposed to be the greatest in England. The whole process is gone through here from digging the ironstone to making it into cannon, pipes, cylinders etc. All the iron used is mined in the

neighbouring hills. The coal is dug locally as well, which is turned into coke, an invention which must have been of greatest importance after the quantity of wood in the Kingdom declined.

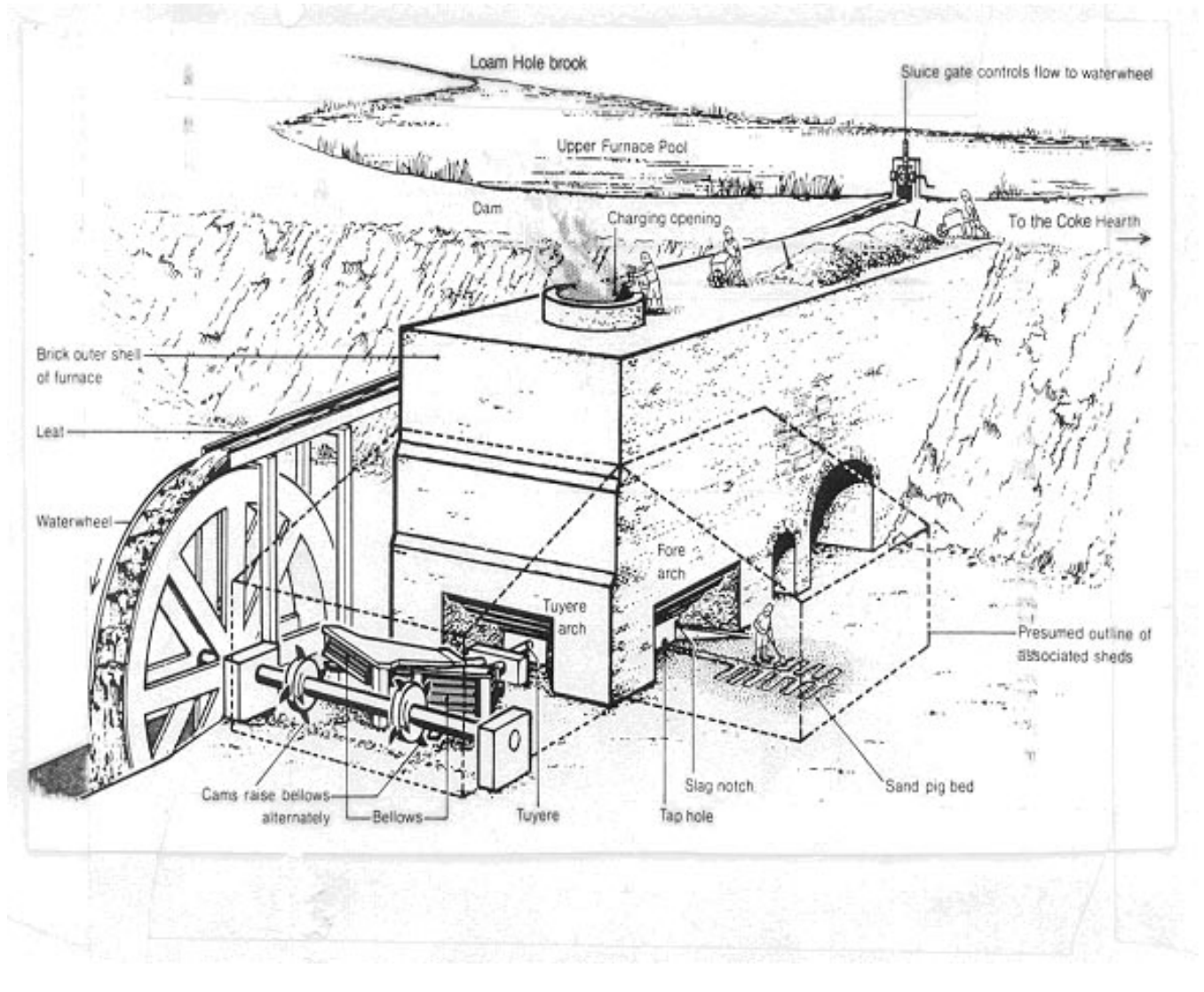
SOURCE F: Mrs Abiah Darby writing about her husband Abraham Darby 2, 1783

He was the author of many other improvements. He got roads made and laid them with sleepers and rails. One wagon with three horses will bring as much as twenty horses used to bring on their backs. Had not the discovery of coke for smelting been made, our own iron trade would have dwindled away, as woods for charcoal had become very scarce.

SOURCE G: A photograph of the Old Furnace at Coalbrookdale taken in the 1970's



SOURCE H: A modern diagram showing how the Old Furnace (see Source G) operated in the late eighteenth century



SOURCE I: From *'Britannia'*, an early guidebook to important places in Britain, 1806

Coalbrookdale is one mile long. Over the Severn in this Dale was laid in 1779, a bridge of cast iron. A large scaffold being previously erected, each part of the bridge was raised to a proper height by strong ropes and chains, and then lowered till the ends met in the centre. All the principal parts were erected in three months without any accident or obstruction to the navigation of the river. On the outside of the bridge is inscribed in capitals 'THIS BRIDGE WAS CAST AT COALBROOKDALE'.

SOURCE J: A reconstruction of Telford’s Shelton tollhouse at the Blists Hill Museum in the 1970’s



SOURCE K: A reconstruction of a candlemaker's workshop at Blists Hill Museum in the 1970's



Assignment One: Assessment Objective 1

1. Describe the location and organisation of the iron industry before the widespread use of coke. **(15)**

2. Explain the part played by the Darby family in the development of the iron industry in Coalbrookdale. **(15)**

3. In what ways did the development of the iron industry at Coalbrookdale change the local area in the period c. 1700–1830? **(20)**

(Total: 50 marks)

Assignment Two: Assessment Objectives 2 and 3

1. Study Source A

What can you learn from this source about the achievements of Abraham Darby I? (6)

2. Study Sources A, B, D and G

In what ways do sources B, D and G help you to understand the development of the iron industry at Coalbrookdale as described in Source A? (8)

3. Study Sources C, D, E, F and I

Use evidence of the sources, and your own knowledge, to explain the importance of the development of good communications to the success of iron production in the Coalbrookdale area. (12)

4. Study Sources G, H and I.

How useful are these sources in helping you understand the development of iron production in the Coalbrookdale area in the eighteenth century? (10)

5. Study all the sources
“Museums such as Blists Hill and Coalbrookdale have only limited value to someone studying the development of the iron industry.”
Use the sources, and your own knowledge, to explain whether you agree with this view. (14)

(Total: 50 marks)

Coursework Assignments Markscheme

Ironbridge/ Coalbrookdale

Assignment One: Assessment Objective 1

1. *Describe the location and organisation of the iron industry before the widespread use of coke.* (15)
- Target:** Key features/recall of knowledge
- Level 1:** Simple statements supported by some knowledge offering some examples of early location e.g. the Weald or the Forest of Dean etc. (1-5)
- Level 2:** Developed statements giving examples of location with some understanding of the scale of production supported by relevant knowledge, e.g. small scale of production and proximity to wood for charcoal. (6-10)
- Level 3:** Developed exposition of main features explaining location and organisation supported by appropriately selected knowledge, e.g. problems of location related clearly to availability of suitable iron ore deposits and fuel source. (10-15)
2. *Explain the part played by the Darby family in the development of the iron industry in Coalbrookdale.* (15)
- Target:** Causation/Role of (an) individual(s)/recall of knowledge
- Level 1:** Simple statements supported by some knowledge of the work of one member of the family, e.g. Abraham Darby and the discovery of coke as a fuel, or a general statement on the role of the family as a whole etc. (1-5)
- Level 2:** Developed statements giving reasons supported by relevant knowledge to explain the role they played in the development of either the industry or the area, e.g. they were the earliest to pioneer a range of technical innovations. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of the relative importance of the family with examples of the contribution made by individual members and can locate this in the context of the development of the industry and the area. (11-15)

3. *In what ways did the development of the iron industry at Coalbrookdale change the local area in the period c.1700-1830?* (20)

Target: Consequence/recall of knowledge

Level 1: Simple statements giving changes supported by some knowledge, e.g., growth of factories or increase in the size of the population etc. (1-5)

Level 2: Developed statements giving changes supported by relevant knowledge, e.g. the development of the Coalbrookdale works and the development of mines and related trades, etc. (6-10)

Level 3: Developed explanation of a range of changes brought by the development of the iron industry supported by selected knowledge showing understanding of the nature of change arising from the growth of the iron industry in terms of industry and environment etc. (10-15)

Level 4: Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of change, e.g. of the impact of iron on other related trades and on the development of the local community with effective use of examples from the area etc. (16-20)

Coursework Assignments Markscheme

Ironbridge/ Coalbrookdale

Assignment Two: Assessment Objectives 2 and 3

1. *Study Source A. What can you learn from this source about the achievements of Abraham Darby I?* (6)
- Target:** **Comprehension of, and inference from, a source**
- Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. set up an iron works at Coalbrookdale or found a way to use coal to fuel the blast furnaces. (1-3)
- Level 2:** Developed statements supported by relevant knowledge making inferences from the source, e.g. can expand on role as an innovator. (4-6)
2. *Study Sources A, B, D and G. In what ways do sources B, D and G help you to understand the development of the iron industry at Coalbrookdale as described in Source A?* (8)
- Target:** **Analysis and cross referencing of sources**
- Level 1:** Simple statement supported by some knowledge taking the sources at face value offering some support, e.g. mention of the discovery of coke or use made of local raw materials. (1-3)
- Level 2:** Developed statement supported by relevant knowledge making links between sources offering some reasons from both sources, e.g. discovery of coke in Source A, mines in Source D and blast furnaces in Source G and the decline of wood mentioned in Source B. Can indicate areas of difference. (4-6)
- Level 3:** Developed explanation supported by selected knowledge of the links between making use of an established area, availability of all major raw materials needed and inventive genius of family members and can indicate areas where support less strong with reasons. (7-8)

3. *Study Sources C, D, E, F and I. Use the evidence of these sources, and your own knowledge, to explain the importance of the development of good communications to the success of iron production in the Coalbrookdale area.* (12)

Target: Cross referencing to make a judgement/recall of knowledge

Level 1: Simple statements using sources as information, e.g. uses Source F to explain the development of early iron trackways, Source I to show the importance of the bridge across the Severn that would not restrict navigation on the river. (1-3)

Level 2: Developed statements making effective use of the sources in support of argument using all five sources, e.g. as above, but can also comment on the importance of improved toll roads or canals in the area. (4-6)

Level 3: Developed explanation giving a judgement making confident use of all five sources and own knowledge, e.g. relates information from the sources on iron trackways, river and roads to recalled knowledge of national developments. (7-10)

Level 4: Sustained arguments supported by precisely selected knowledge and effective use of all the sources, e.g. can comment on the work of Telford in improving roads that could cope with the demands of heavy industry or of improved use of canals, tunnels etc in the area. (11-12)

4. *Study Sources G, H and I. How useful are these sources in helping you understand the development of iron production in the Coalbrookdale area in the eighteenth century?* (10)

Target: Evaluation of utility of sources for an enquiry

Level 1: Simple statement about value based on content or nature of sources, e.g. Source G useful because it is photo of actual furnace, Source H useful because it shows exactly how the furnace worked. (1-3)

Level 2: Developed statements supported by relevant knowledge evaluating reliability of sources or setting the sources in context, e.g. Source H is a modern diagram which simplifies the details so we can understand how it worked, and Source I was written by an eye-witness. (4-6)

Level 3: Developed statements supported by selected knowledge and making positive use of the nature, origin and purpose of the sources in considering usefulness, e.g. Source G is real photo, so accurate but hard to understand, Source I is from a little later, and things may have changed, but gives attitudes as well as factual information (7-10)

5. *Study all the sources. "Museums such as Blists Hill and Coalbrookdale have only limited value to someone studying the development of the iron industry". Use these sources, and your own knowledge, to explain whether you agree with this view.* (14)

Target: Analysis of sources and recall of knowledge to make a judgement about an historical interpretation.

Level 1: Simple statements offering points in support using the sources or own knowledge supporting or opposing the view, e.g. give you a visual insight into how things were in the past or made up and therefore no real use. (1-3)

Level 2: Developed statements supported by relevant knowledge giving reasons that indicate strengths and areas of possible weakness in reconstructions or selective use of artefacts supported from sources and own knowledge, e.g. help in putting things in context and perhaps how they really worked such as the toll gate on the reconstructed road, but may select to make site look attractive. (4-6)

Level 3: Developed explanation giving a judgement about difficulty making confident use of the sources and supported by appropriately selected knowledge, e.g. shows understanding of limitations of museums and methods used to portray the past such as reconstructions but also able to evaluate their value. (7-11)

Level 4: Sustained argument supported by precisely selected knowledge about the problems connected with museums but also their value in bringing past to life. Able to assess the view and compare it with alternative views, e.g. museums that must attract mass audience to pay their way could show a popular view of the past. Could also relate evaluation to evidence on which the reconstructions etc might be made. (12-14)