

**RICHARD  
ARKWRIGHT  
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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

# **Richard Arkwright and the Development of the Factory system**

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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 transition from domestic production to the factory system in textiles.
- The impact of entrepreneurs, inventors and inventions.
- The role of Richard Arkwright.
- The role of Boulton and Watt.

## **Introduction**

The Industrial Revolution transformed Britain and the whole course of world history. One of the key factors in change was the move from small-scale industry, often carried out in workers' own homes, to mass production in factories. One man who played a very important part in this change was Richard Arkwright. People disagreed about the importance of Richard Arkwright both at the time and later. He has been portrayed as an innovator and pioneer, but also as someone who stole other people ideas. Some have seen him as a model employer; others said he was a tyrant who exploited his workforce to his own profit.

In this assignment you will investigate the part played by Arkwright in the development of the factory system. You will also evaluate his achievements and character, what role he played in the industrial revolution, what type of man he was, and the importance of his contribution.

**SOURCE A:** a description of the domestic system in Wiltshire by Daniel Defoe, writing in the 1720s.

I saw a large number of villages, hamlets and scattered houses, in which, generally speaking, the spinning is done by the poor people. The master clothiers generally live in the greater towns. They send out their servants and horse with the wool every week to the poor people's house. At the same time, they bring back the yarn that has been spun and finished. This is then prepared for the loom.

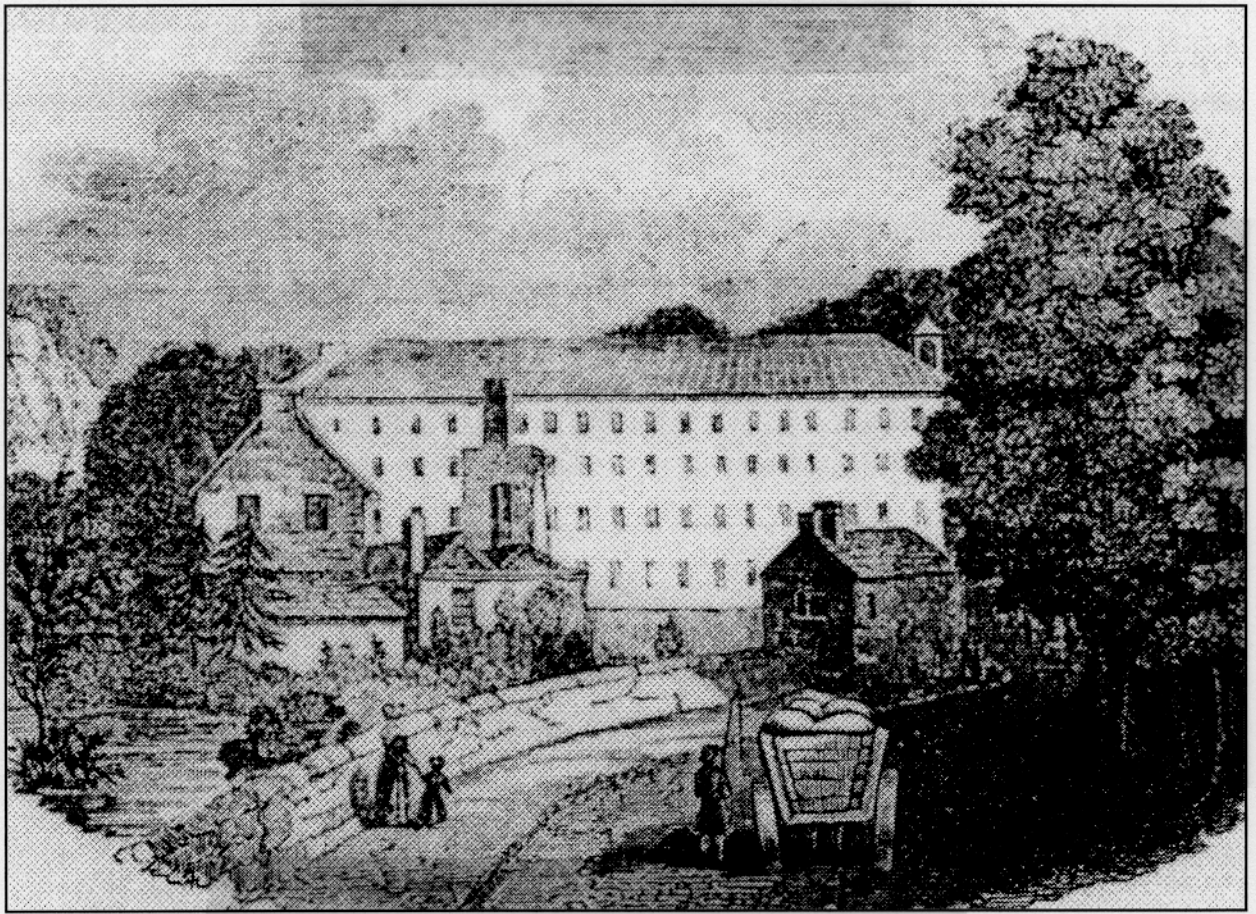
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**SOURCE B:** from a book called the "*History of the Cotton Manufacturer in Great Britain*" published in 1835.

The factory system in England developed in the 1780s. Before this, cotton manufacture had been done almost entirely in the houses of the workmen. The spinning wheel, and the loom, required no more space than you would find in a cottage. But the water-frame, the carding engine, and other machines which Arkwright brought out required more space and more power than could be applied by the human arm. Because they were so heavy these new machines had to be put in strongly built mills. They were so heavy that they could not be turned by any power, known at that time, except water power.

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**SOURCE C:** a drawing of Arkwright's first cotton mill at Cromford, Derbyshire, from *'The Mirror'*, 1836.



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**SOURCE D:** from a tourist guide to Derbyshire, published 1939.

The fortress like appearance of the old mills suggests that the investors feared attack.

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**SOURCE E:** written by Viscount Torrington in his diary, 1790.

I saw the workers come out of the factory at seven o'clock (in the evening). They were a wonderful crowd of young people. A new set of workers then goes in for the night, for the mill never stops working. These cotton mills, seven storeys high, and filled with people, remind me of first rate fighting ship; when they are lighted up, on a dark night, they look most beautiful.

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**SOURCE F:** from the diary of Joseph Farington. He was writing about child workers in Richard Arkwright's mills at Cromford, 1801.

In the evening I walked to Cromford, and saw the children coming from their work. I was glad to see them look very healthy, many with fine, rosy complexions. These children had been at work from six or seven o'clock this morning and it was now almost seven in the evening. They are allowed 40 minutes rest at twelve o'clock when they eat their food. One boy of ten or eleven years of age told me his wages were 3s 6d (17½p) a week – and a little girl told me here wages were 2s 3d (11p) a week. These children are employed in Mr Arkwright's works on weekdays. On Sundays they attend a school where they receive education. They come to chapel in regular order and look healthy and well. They were decently clothed and clean.

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**SOURCE G:** from a letter written by Matthew Boulton, a successful manufacturer to his business partner, James Watt in 1781.

Arkwright threatens to take his cotton spinning abroad, and that he will ruin those Manchester rascals who have stolen his ideas. It is agreed by all who know him that he is a tyrant.

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**SOURCE H:** from an anonymous threatening letter sent to Arkwright in November 1782.

You do all you can to destroy the trade of Manchester. You have been heard to say that you was determined to ruin every person that entered into the textile business there. The purpose of this letter is to advise you that if you do not stop these persecutions before December is out, I am determined to lay in wait for you and shoot you. Dam you, do you think the town should be ruled by a Barber, like you? Take care if you are in town on Saturday next I will make an end of you. I am not your friend but a friend of the town of Manchester.

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**SOURCE I:** from a history book '*The Industrial Revolution*', written by T S Ashton in 1948.

Arkwright did not have any great ability as an inventor. He had a strong character and good sense but, it may be added, he had little kindness or sense of humour.

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**SOURCE J:** from *Industry and Empire*, a history book written by E J Hobsbawn, 1968.

The waterframe was not the original idea of the man who patented it, Richard Arkwright. He was an unscrupulous operator. Unlike most real inventors of the period, he became very rich.

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

1. Describe how the textile industry was organised in the first half of the eighteenth century. **(15)**
2. What changes did Richard Arkwright bring about in the organisation of the textile industry? **(15)**
3. In what ways did the factory system developed by Arkwright change the lives of textile workers in the period c. 1780-1830? **(20)**

**(Total: 50 Marks)**

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## Assignment Two: Assessment Objectives 2 and 3

1. Study Source A.  
What can you learn from this source about how the woollen industry was organised in the early eighteenth century?  
**(6)**
  
2. Study Sources B, C, D and E  
Do sources C, D and E support the view shown in Source B about the development of factories by Arkwright?  
**(8)**
  
3. Study Sources F and G  
Use the evidence of these sources and your own knowledge to explain why people held very different views concerning the character of Richard Arkwright  
**(12)**
  
4. Study Sources H, I and J and use your own knowledge.  
How useful are these sources in helping you decide the importance of Arkwright in the development of the textile industry?  
**(10)**
  
5. Study all the sources.  
'Without the work of Richard Arkwright there would have been no revolution in the textile industry'  
Use the sources and your own knowledge to explain whether you agree with this interpretation of Arkwright's achievements.  
**(14)**

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**(Total: 50 Marks)**

## Coursework Assignments Markscheme

Richard Arksright

### Assignment One: Assessment Objective 1

1. *Describe how the textile industry was organised in the first half of the eighteenth century.* (15)
- Target:** (AO 1) Key features/recall of knowledge
- Level 1:** Simple statements supported by some knowledge offering some details of how the textile industry was organised in the first half of the nineteenth century, e.g. families working in their own homes did most production. (1-5)
- Level 2:** Developed statements giving details supported by relevant knowledge e.g. can give details of how the domestic system operated in practice. (6-10)
- Level 3:** Developed exposition of main features of organisation and location supported by appropriately selected knowledge: e.g. can explain the traditional areas and how the system operated – can comment on differences in areas. (11-15)

2. *What changes did Richard Arkwright bring about in the organisation of the textile industry?* (15)

**Target:** (AO 1) Evaluation of change/ the Role of Individual/ recall of knowledge

**Level 1:** Simple statements supported by some knowledge of work of Arkwright, e.g. the inventor of the waterframe, early factory owner. (1-5)

**Level 2:** Developed statements giving examples of changes he introduced supported by relevant knowledge of both technical and organisational change, e.g. he invented an effective spinning machine and was a successful entrepreneur who developed the factory system. (6-10)

**Level 3:** Developed explanation supported by appropriately selected knowledge showing clear understanding of his importance as an agent of change in context of the change in the textile industry, e.g. work led to the development of an imbalance between the spinning and weaving process and led to other developments such as the factory. (11-15)

3. *In what ways did the factory system developed by Arkwright change the lives of textile workers in the period c. 1780-1830?* (20)

**Target:** (AO 1 ) **Analysis of consequences of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge giving bold assertion of what the factory system was, e.g. based on machines in large buildings; people didn't work from home anymore. (1-5)

**Level 2:** Developed statements giving details of the change from domestic system to factory work supported by relevant knowledge, e.g. more demand for child labour and women as regarded as cheaper can give some detail of the changing nature of the work. (6-10)

**Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of the change in working practice for workers and their reaction to it e.g. the opposition of groups such as the Luddites. (11-15)

**Level 4:** Sustained argument supported by precisely selected knowledge showing understanding of change over the period and how this changed lives of workers with effective use of examples, e.g can indicate how workers were treated in different mills; can appreciate that for some conditions improved. (15-20)

## Coursework assignments: Markscheme

### Richard Arkwright

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

1. *What can you learn from this source of about how the woollen industry was organised in the early eighteenth century?* (6)  
**Target:** (AO 2) Comprehension of, and inference from a source  
**Level 1:** Simple statements supported by some knowledge taking the source at face value, e.g. merchant clothiers send out work to poor peoples' homes. (1-3)  
**Level 2:** Developed statements supported by relevant knowledge using information from the Source, e.g describes how the domestic system operated by making use of the source. (4-6)
2. *Do Sources C, D and E support the view shown in Source B about the development of factories by Arkwright?* (8)  
**Target:** (AO 2) Evaluation of sources for comparison for similarity and difference.  
**Level 1:** Simple statement offering some reasons from the sources, e.g. Source C shows a large factory and Source D also refers to size. (1-3)  
**Level 2:** Developed statement supported by relevant knowledge making comparison between the sources, e.g. size, use of water and workers working away from home in Source E. (4-6)  
**Level 3:** Developed explanation of how sources supported each other and possible areas where the degree of help less than clear. e.g. difficulty in estimating size and how the machines were powered. (7-8)

3. *Use the evidence of these sources and your own knowledge to explain why people held very different views concerning the character of Richard Arkwright* (12)

**Target: (AO 2) Analysis and explanation of sources in context**

**Level 1:** Simple statement supported by some knowledge using sources as information e.g. some suggest he treated his workers well. (1-3)

**Level 2:** Developed statement using relevant knowledge and support from the sources e.g. as above but can also make some criticism of methods. (4-6)

**Level 3:** Developed explanation giving a judgement making confident use of sources and own knowledge, e.g. can comment on positive achievements and other areas such as stealing other peoples ideas. (7-10)

**Level 4:** Sustained argument using sources as evidence supported by precisely selected knowledge, which critically evaluates the different views of Arkwright. (11-12)

4. *Study Source H, I and J. How useful are these sources in helping you decide the importance of Arkwright in the development of the textile industry?* (10)

**Target:** (AO 2) Analysis of utility and interpretation of sources

**Level 1:** Simple statements using the sources as information. e.g. he was important but unscrupulous; he threatened to move his works somewhere else or he was putting people out of work. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from the sources, can point out weaknesses in the sources, e.g. his character attracted opposition and his successful mills threatened people's livelihoods so they saw him as important; with hindsight the last two writers are more critical. (4-6)

**Level 3:** Developed explanation supported by selected knowledge giving a judgement about importance based on sources that are evaluated making positive use of their nature, origin and purpose. E.g. the work of a socialist opposed to capitalism and possibly biased. (7-10)

5. *“Without the work of Richard Arkwright there would have been no revolution in the textile industry” Use the sources and your own knowledge to explain whether you agree with this interpretation of Arkwright’s* (14)

**Target: (AO 3) Analysis of interpretation of events**

**Level 1:** Simple statement supported by some knowledge about role played by Arkwright supported by some knowledge or use of the sources, e.g. created factories that employed large numbers of workers. (1-3)

**Level 2:** Developed statements about importance making relevant use of sources and own knowledge, e.g. invented water frame which led to factory system but can indicate weaknesses in the point of view- other factors and individuals involved (4-6)

**Level 3:** Developed explanations giving a judgement about view making confident use of the sources and supported by appropriately selected knowledge e.g. agrees with the judgement and can support it with effective use of the sources and their nature as well as knowledge of their own; or disagrees: not the only person to develop a factory; or takes more balanced view with relevant support and development. (7-11)

**Level 4:** Sustained argument giving reasoned choice using sources as evidence and supported by precisely selected knowledge, which critically evaluates the view and can compare it with alternative views. (12-14)