

# MINES 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 syllabuses from September 1996. 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

## **CONDITIONS IN MINES IN THE LATE EIGHTEENTH AND EARLY NINETEENTH CENTURIES**

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:

- Reasons for the increased demand for coal
- Working conditions and dangers in coal mines
- The reasons why little was done to improve conditions
- Technological developments, campaigns to reform working conditions, and the importance of the Earl of Shaftesbury
- The Mines Act of 1842.

### **INTRODUCTION**

The industrial revolution caused a huge increase in the demand for coal. To meet the demand, more mines had to be sunk at deeper levels. As mines got deeper so the dangers from flooding, cave-ins and explosions all increased. The use of child and female labour was also encouraged. They were cheaper to employ and considered to be more easily disciplined. Concern over conditions in the mines increased in the nineteenth century but there was much opposition to change. In 1842, following the publication of the findings of a Parliamentary Commission, the Government introduced a Mines Act. Why were many Victorians shocked by conditions in mines? Why was there so much opposition to improving conditions? Why was the work of Shaftesbury important? These are some of the issues you will investigate as you tackle this assignment.

**SOURCE A:** A description of Felling Colliery in Co Durham in 1812.

The down-shaft is called the John Pit. It is 204 yards deep and uses a steam engine for drawing the coal. There is a gin powered by horses, letting things down and pulling them up if the steam engine doesn't work. The up-shaft is called the William Pit. It also has a gin. Trap doors are placed to move the air through the mine by putting a large fire either at the bottom, or at the top of the up-shaft. If air circulates properly then conditions in the mine will be more healthy. However, when the fire is neglected or when the trap doors are left open, fire-damp builds up and explosions can occur.

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**SOURCE B:** From Dr William Smellie 'A Treatise on Coal Mines', 1769.

Explosions from the fire-damp are common in deep mines. One which happened near Newcastle was very remarkable: 70 men were blown out of the pit and a large piece of timber about ten yards long and ten inches thick was blown a considerable distance and stuck into the side of a hill.

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**SOURCE C:** A drawing of Ann Ambler and Will Dyson being drawn up the pitshaft. From a *Parliamentary Commissions Report on Mines*, published in 1842.



**SOURCE D:** A table showing deaths in mines in Great Britain in 1838 and 1864.

Cause of Death	1838	1864
Fell down shaft	66	64
Fall of objects down the shaft	4	51
Drowned	22	11
Fall of stones or coal	97	395
Explosion of gas	80	94
Suffocated	8	8
Explosions of gunpowder	4	15
By tram wagons	21	56

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**SOURCE E:** From J W Jones *'A History of the Black Country'*, written in the early nineteenth century.

In another pit explosion at Nine Locks, Quarry Bank, miners were trapped underground for a long period; it was rumoured that they had eaten the pit ponies and harness and had reached the state of cannibalism. Lots were drawn for the first victim and fell on a young boy. The hardened old colliers could not carry their plan through. Later, they were rescued, and the boy was often pointed out to people as "the boy that should have been eaten".

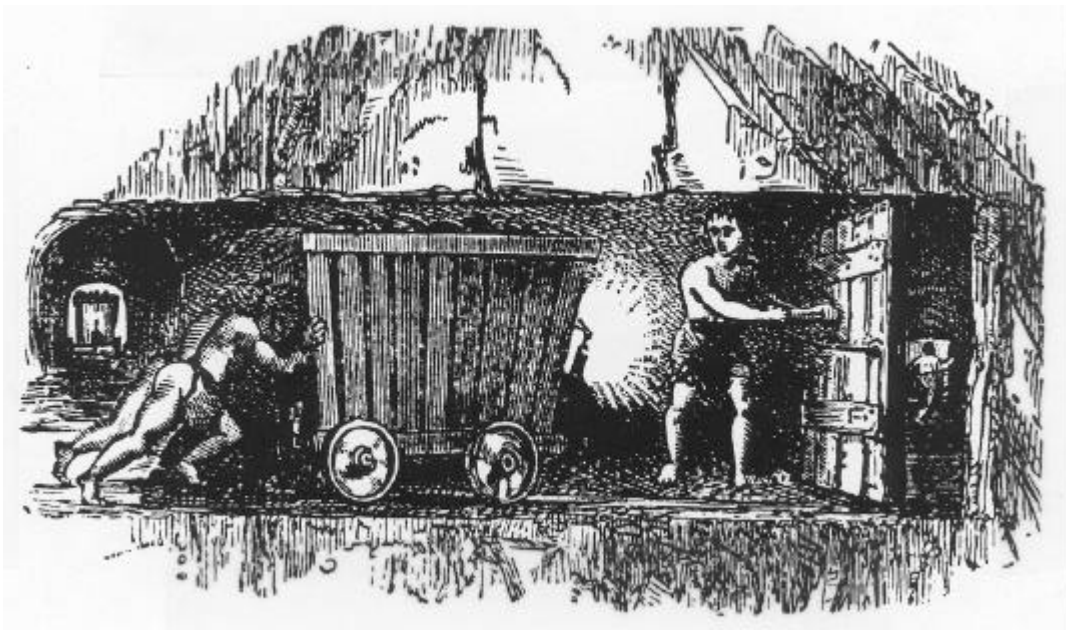
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**SOURCE F:** Evidence of William Dyson, a child who worked in a coal mine, to the Parliamentary Commission for Mines, 1842.

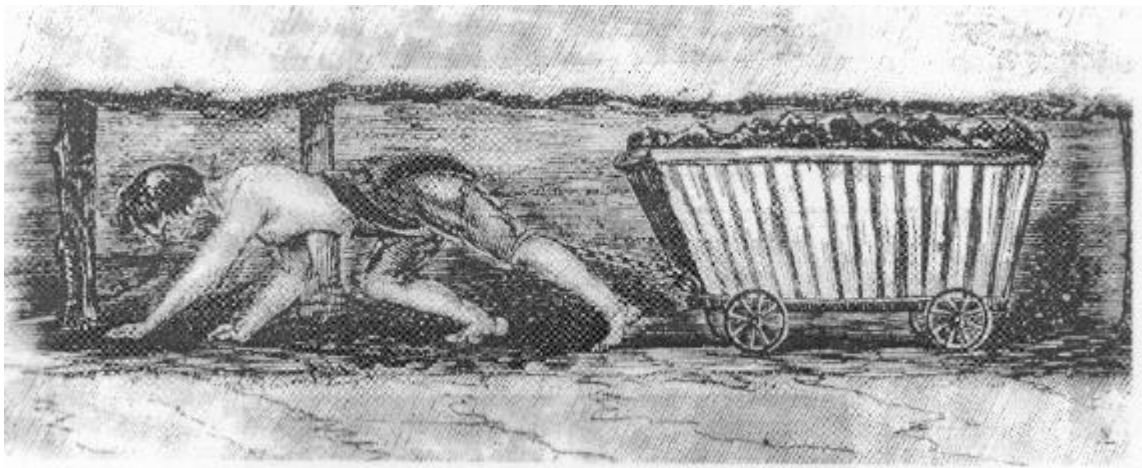
I am a hurrier: that means I take coal to the shaft for the miners. I am fourteen years old and I have been employed ever since I was six. I come to work at seven o'clock, and sometimes leave at four, five or six in the evening in summer, and in winter near seven. I live half a mile from the pit. I get my breakfast before I go to the pit and take my dinner with me, which is a dry muffin. I have not time to get my dinner in the pit, but eat it on my way home. I have nothing to drink. When I get home I sometimes get potatoes and meat. Our workings from the shaft are 500 yards and I have to take the trucks that distance and bring them back empty. I have to move many trucks every day, depending on orders for coal. We have only one girl working with us: by the name of Ann Ambler. She gets 6/- (30p) a week. She has to move the same number of trucks as I do, and by herself. I seen her thrashed many times when she does not please the miners: they hit her in the face and knock her down. She does not like the work. I have seen her cry many times.

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**SOURCE G:** A drawing in the '*Westminster Review*' in 1842.



**SOURCE H:** A drawing from the Children's Employment Commission, 1842.



**SOURCE I:** The evidence of John Thornley, JP, to the Parliamentary Commission for Mines, 1842.

I consider the employment of women in pits a terrible practice. The youths of both sexes are often in a half dressed state. Sexual intercourse frequently occurs as a result. I am of the opinion that women brought up in this way lack all modesty. I hope to see the employment of women in mines done away with before I die.

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**SOURCE J:** From a speech in Parliament by the Earl of Shaftesbury proposing to ban the employment of women and children underground in mines, 1842.

I am anxious to explain to the House and country why those wretched females undergo such shameful work and degradation. A witness says "Women are employed because their wages are lower than men's". Mr Sadler, a surgeon says "I strongly disapprove of females being in pits. The female character is totally destroyed by it: they cannot do the jobs of wives and mothers. They are so unable to make a house comfortable, that the husband is constantly driven to the alehouse".

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**SOURCE K:** From a speech in Parliament by the Marquess of Londonderry, a leading mine owner, 1842.

I do not agree with the methods used the Commissioners. When they questioned artful boys and ignorant girls they had suggested the answers they wanted to hear. The Report also uses exaggerated and disgusting and obscene pictures. These should not appear in a serious document. I know that the work done by the trappers is not cheerless or dull. They are not kept alone and in darkness all the time they are in the pit. They are usually cheerful and contented. They are often found playing like other children – cutting sticks, making models of windmills, or drawing figures with chalk, or modelling with clay.

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## **ASSIGNMENT ONE : ASSESSMENT OBJECTIVE 1**

1. Describe the working conditions in coal mines in the late eighteenth and early nineteenth centuries. **(15)**
2. Why was there so much argument over reforming mine conditions during this period? **(15)**
3. In what ways had conditions in mines been improved by 1850? **(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 coal mines in the early nineteenth century? **(6)**
  
2. Study Sources A, B, C and D.  
Does the evidence of sources B, C, and D support the view of mine safety shown in Source A? **(8)**
  
3. Study Sources E, F, G and H.  
How useful are these sources in helping you understand mine conditions in the period before 1842? Explain your answer by reference to all four sources. **(10)**
  
4. Study Sources I, J and K.  
Many people were shocked by the findings of the Parliamentary Commission on Mines. Using the evidence of these sources, and your own knowledge, explain why they reacted in this way. **(12)**
  
5. Study all the sources.  
There was little opposition to efforts to reform mine conditions in the period before 1842. Use the sources, and your own knowledge, to explain whether or not you agree with this view. **(14)**

**(Total: 50 marks)**

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## COURSEWORK ASSIGNMENTS MARKSCHEME

### MINES

#### ASSIGNMENT ONE: ASESSMENT OBJECTIVE 1

1. *Describe the working conditions in coal mines in the late eighteenth and early nineteenth centuries.* (15)
- Target:** (A.O.1) Key features, recall of knowledge.
- Level 1:** Simple statements giving some description of conditions supported by some knowledge, e.g. dangerous conditions such as explosions, or long hours. (1-5)
- Level 2:** Developed statements giving a range of working conditions supported by relevant knowledge, e.g. can give some detail on dangers and also on hours of work. (6-10)
- Level 3:** Developed explanation supported by precisely selected knowledge showing understanding of working conditions over the period, e.g. can indicate areas of difference depending on type of mine or more developed and supported account as above. (11-15)
2. *Why was there so much argument over reforming mine conditions during this period?* (15)
- Target:** (A.O.1) Consequence/recall of knowledge.
- Level 1:** Simple statements giving examples of the way people reacted supported by some knowledge, e.g. horror that women and children were used in this way, or opposition of mine owners. (1-5)
- Level 2:** Developed statements giving different reactions supported by relevant knowledge, e.g. can give some examples such as the attitude of Lord Shaftesbury or of mine owners. (6-10)
- Level 3:** Developed explanation supported by appropriately selected knowledge showing understanding of a range of different attitudes, e.g. can give attitudes of reformers, mine owners, and people who worked in the mines etc. (11-15)
3. *In what ways had conditions in mines been improved by 1850?* (20)

<b>Target:</b>	<b>(A.O.1) Change/recall of knowledge.</b>	
<b>Level 1:</b>	Simple statements giving changes supported by some knowledge, e.g. the work that women and children did underground was stopped.	<b>(1-5)</b>
<b>Level 2:</b>	Developed statements giving reasons supported by relevant knowledge, e.g. can show some understanding of legislation passed or the way that safety in the mines improved or more generalised coverage of both.	<b>(6-10)</b>
<b>Level 3:</b>	Developed explanation supported by appropriately selected knowledge of the range of reforms and improvements made by 1850, e.g. can make some assessment of chronology of change with effective use of examples. Can mention reforms of conditions through both legislation and technology.	<b>(11-15)</b>
<b>Level 4:</b>	Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and extent of changes, e.g. can focus clearly on addressing the extent conditions had improved.	<b>(16-20)</b>

## COURSEWORK ASSIGNMENTS MARK SCHEME

### MINES

#### ASSIGNMENT TWO: ASSESSMENT OBJECTIVES 2 and 3

1. *Study Source A.  
What can you learn from this source about coal mines in the early nineteenth century?* (6)
- Target:** (A.O.2) **Comprehension of, and inference from, a source.**
- Level 1:** Simple statements using information taken from Source A at face value, e.g. that there are explosions in mines. (1-3)
- Level 2:** Developed statements making inferences from the Source that can explain why conditions were dangerous. (4-6)
2. *Study Sources A, B, C and D.  
Does the evidence of sources B, C, and D support the view of mine safety shown in Source A?* (8)
- Target:** (A.O.2) **Corroboration by cross-referencing of sources.**
- Level 1:** Information taken from the sources at face value, e.g. show the conditions that were dangerous - explosions etc. (1-3)
- Level 2:** Developed statements using information taken from the sources that can explain the dangers, e.g. the risk of explosions from fire damp, cave -ins etc. (4-6)
- Level 3:** As level 2 and draws on the nature of each of the sources and can evaluate how it supports A about the dangers of mines and possible areas where support is less secure. (7-8)

3. *Study Sources E, F, G and H.*  
*How useful are these sources in helping you understand mine conditions in the period before 1842? Explain your answer by reference to all four sources.* (10)

**Target:** (A.O.2) **Analysis of utility and interpretation of sources.**

**Level 1:** Makes simple statements about value as information e.g. tells us the work done by women and children underground. (1-3)

**Level 2:** Developed statements about relative value drawing inferences from the nature or content of the source e.g. based on evidence given to Royal Commissions therefore liable to be reliable content, shows what was reported in pictorial form in two of the sources. (4-6)

**Level 3:** Developed explanation using value of each source in context of working condition in mines using both the nature and content of all four sources, e.g. can comment on limitations and value and avoids the simplistic learnt responses by placing answer in context. (7-10)

4. *Study Sources I, J and K.*  
*Many people were shocked by the findings of the Parliamentary Commission on Mines. Using the evidence of these sources, and your own knowledge, explain why they reacted in this way.* (12)

**Target:** (A.O.2) **Analysis and explanation of sources in context.**

**Level 1:** Makes simple statements using the sources at face value and/or some contextual knowledge, e.g., shock at the horrors shown with effective use of examples. (1-3)

**Level 2:** Developed statements supported by relevant knowledge making inferences from sources about reasons why people were shocked in terms of the information contained and the reliability of the sources, e.g. the effect on women and the effect on morals or on ability to be good wives. (4-6)

**Level 3:** Developed explanation supported by relevant knowledge of what groups were liable to be shocked and reasons why with effective use of all three sources and possibly own knowledge in support, e.g. can comment on Victorian values and those interested in reform. (7-10)

**Level 4:** Sustained argument supported by precisely selected knowledge using the sources as evidence and drawing on contextual awareness, e.g. possibly examines Victorian attitudes to sex and the explicit nature of much of the evidence. (11-12)

5. *Study all the sources.*  
*There was little opposition to efforts to reform mine conditions in the period before 1842. Use the sources, and your own knowledge, to explain whether or not you agree with this view.* (14)

**Target:** (A.O.3) **Evaluation of interpretations/recall of knowledge.**

**Level 1:** Simple statement offering points in support of choice, using sources or own knowledge, e.g. yes, most against terrible conditions or mention of vested interests. (1-3)

**Level 2:** Developed statements making inferences from the sources supported by relevant knowledge, e.g. yes, because of the evidence of the Royal Commission or passing of Mines Act in 1842, or more balanced view that many opposed, not least mine owners. (4-6)

**Level 3:** Developed explanation giving a judgement about the view making confident use of the sources and supported by appropriately selected knowledge, e.g. shows some awareness of the possible range of attitudes and views held. (7-11)

**Level 4:** Sustained argument giving a reasoned choice using sources as evidence and supported by precisely selected knowledge which critically evaluates the view, e.g. possibly examines the view that not all mine owners felt same way and that many in favour but many against. (12-14)