

STYAL MILL 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 The historical content listed below should be familiar to candidates before they attempt to answer the questions.

Styal Mill

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 development of factories and the employment of children
- The role of the Greg family at Styal
- Working conditions at Styal especially for children. How typical were they?
- Attitudes to the employment of children at mills such as Styal.

Introduction

Styal Mill in Cheshire was built by Samuel Greg in 1784. Greg was one of the first to realise the importance of water power and the development of the factory system. South of Manchester on the River Bolin he found an ideal site for his factory. He recruited a workforce and from the start made wide use of children as apprentices. They were housed in the Apprentice House. Under other members of the same family the mill prospered and grew. A village was built to accommodate the expanding workforce. Coming from a strong Nonconformist background Greg was seen by many as a good employer. Others were less convinced as some of the following evidence would suggest. This assignment gives you the opportunity to decide for yourself whether the Gregs were good employers and how typical they were for employers of the time.

SOURCE A: A description from a modern history book explaining why the Gregs used apprentices in their mill at Styal.

Mill owners like Samuel Greg relied heavily on apprentice labour, because in the 1790s they were inexpensive to keep; they were nimble-fingered and physically suited for the work; a young person was easy to train to do simple tasks and many were available when local labour was short. The mill owners took over the responsibility previously held by the Parish for keeping the children.

SOURCE B: Taken from evidence given by Joseph Sefton to a Magistrates Court after he had attempted to escape from Styal in 1806.

I was in the workhouse at Hackney when I agreed to be bound apprentice to Sam Greg. I used to doff bobbins and then oil the machinery every morning. I liked my employment very much. I was made to work overtime every night. I did not like this as I wanted to learn my books and go more often to school. We lodged in the Prentice House. The Boys slept at one side of the house and the Girls on the other. Our rooms were very clean, the floors frequently washed, the rooms aired every day. Our beds were good. We had clean shirts every Sunday and new clothes for Sunday once in two years.

On Sunday we had for dinner boiled pork and potatoes, we also had peas, turnips and cabbages in their season. We always had as much as we could eat.

SOURCE C: Evidence given to a Royal Commission on Factories by George and Elizabeth Shawcross in 1833. They were then in charge of the Apprentice house at Styal.

Question: How long do the children work in the mills?

Answer: Twelve hours, from six in the morning to seven at night; an hour at noon for dinner, and half an hour at eight o'clock for breakfast; they always go out of the mill for their meals.

Question: Can you say how many have been ill during the last year?

Answer: We have very little sickness. Mr Greg pays the Doctor every year for all the medicine and visits they receive. Children when they first come here don't look so healthy as they do when they have been here for some time.

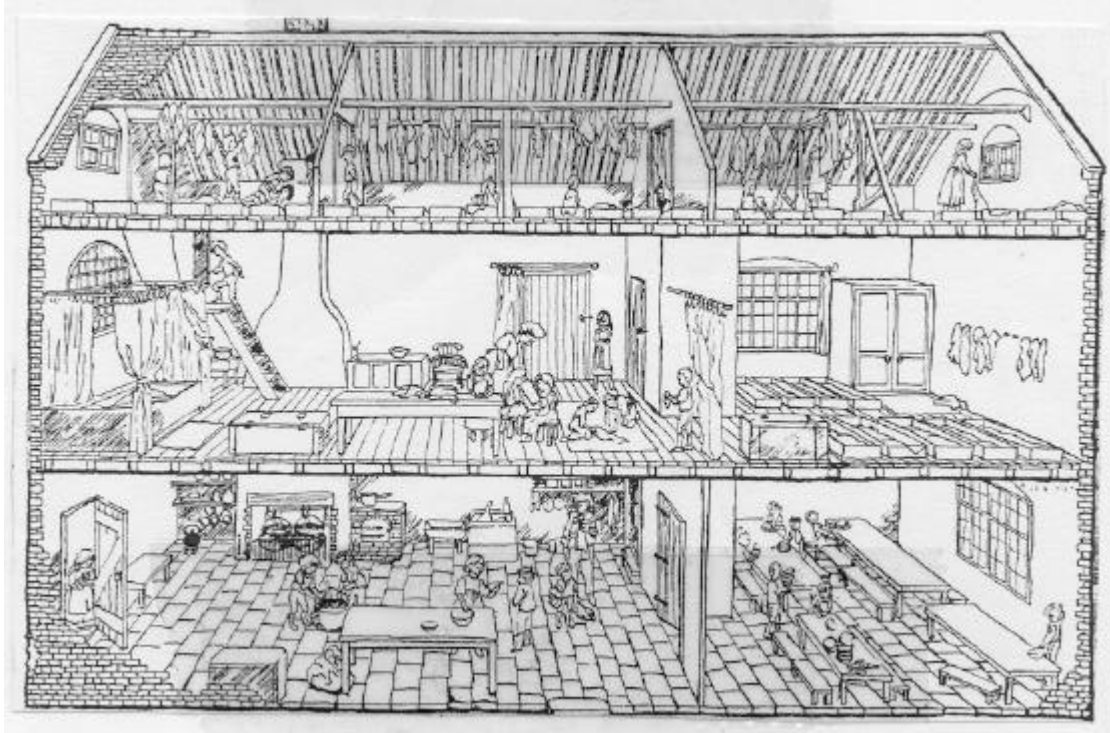
Question: Do you teach the children?

Answer: No, the ladies teach the girls, and the schoolmaster the boys, three nights a week.

Question: Are any of the children deformed?

Answer: No, I don't know that we ever had one.

SOURCE D: A modern reconstruction of the Apprentice House at Styal in about 1830



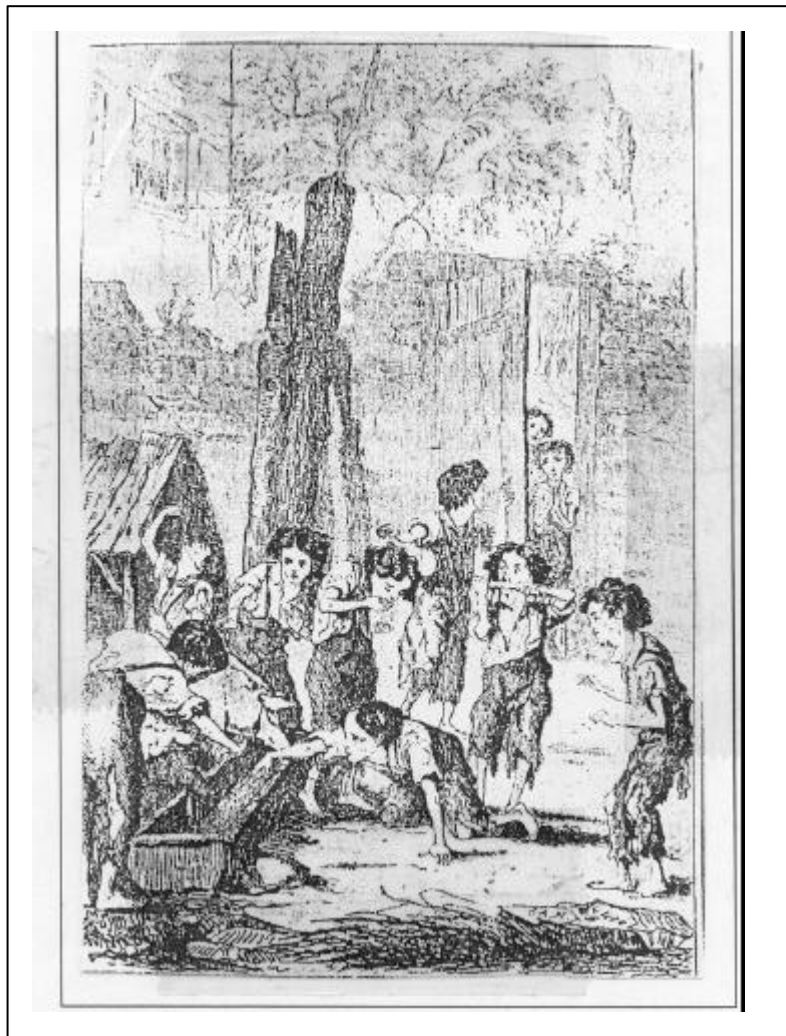
SOURCE E: A modern reconstruction of apprentice life at Styal in the early 19th century. The photograph shows a dramatic reconstruction of life in the Apprentice House.



SOURCE F: A modern account of the case of Esther Price who worked at Styal in the 1830s. The evidence appeared in an anonymous pamphlet dedicated to the Factory reformer Lord Ashley in 1837

In August 1836 Esther ran away with her friend Lucy Garner. Lucy went back after five days but Esther stayed away for ten. Both girls were put in solitary confinement on their return, Lucy for three days and Esther for a week. Esther was kept in a room in the Apprentice House. The windows were boarded up so that she could neither talk to the others or escape. She had to sleep on the floor. Every morning and evening she was given milk, bread and porridge to eat.

SOURCE G: A drawing showing poor apprentices feeding at a pigs trough.
From 'The Life of Robert Blincoe' 1833



SOURCE H: From Frances Trollope's 'The Life and Adventures of Michael Armstrong the Factory Boy', 1840. This was a novel attacking the treatment of children in factories.

The ceaseless noise of the factory wheels tortures the ear and threatens to destroy the senses. The smell of oil, filthy water and human filth makes one sick. The air is foul making breathing difficult. It is hell on earth. How could anyone not be moved by the look of hundreds of helpless children robbed of health, joy and even youth.

SOURCE I: Evidence of Samuel Greg to the factory Commissioners in 1833.

Question: Do you make any arrangements for the workers to change their clothes on entering or leaving the factory. Do you also make sure that the people you employ are able to keep themselves clean?

Answer: We do not have any dressing rooms. They seldom change other than their cloaks, shawls and bonnets; these they hang up on pegs within the rooms. Many put on pinafores or aprons, and have slippers to work in. All are expected to come clean. They can wash their hands. It is a clean work and a clean place to work in.

Assignment One: Assessment Objective 1

1. Describe working conditions at Styal Mill in the late 18th and early 19th centuries. **(15)**
2. Why did people have such different views on the employment of children in factories and mills such as Styal? **(15)**
3. In what ways did conditions at the Greg's Mill differ from some other textile mills? **(20)**

(Total: 50 marks)

Assignment Two: Assessment Objectives 2 and 3

1. Study Source A.
What can you learn from Source A about why children from workhouses were employed at Styal mill? (6)

2. Study Sources B, C and D.
To what extent does the evidence of Sources B and C support the evidence of Source D regarding conditions for apprentices at Styal? Refer to all three sources in your answer. (8)

3. Study Sources A, B, C, F, and G.
Using the evidence of these sources and your own knowledge explain why people had different attitudes to the employment of children at mills such as Styal. (12)

4. Study Sources E, H, and I.
How useful are these sources in helping you understand working conditions at mills such as Styal in the period before 1840? Explain your answer by reference to all three sources. (10)

5. Study all the Sources.
“The Greg family at Styal treated all their employees fairly”. Using the sources and your own knowledge, explain whether you agree with this interpretation of the Greg family as employers. (14)

(Total: 50 marks)

Coursework Assignments Mark Scheme

Styal Mill

Assignment One: Assessment Objective 1

1. *Describe working conditions at Styal Mill in the late 18th and early 19th centuries* (15)
- Target:** Key features / recall of knowledge
- Level 1:** Simple statements offering some details of poor conditions e.g. long hours or employment of children. (1-5)
- Level 2:** Developed statements giving details supported by relevant knowledge e.g. can give details of how the Greys organised their workforce such as the employment of apprentices and hours worked. (6-10)
- Level 3:** Developed explanation of working conditions with some explanation of hours worked, types of work done and attitudes of the workforce supported by appropriately selected knowledge: can give some detail of change over time and decline of the apprentice system which was abandoned in 1847. (11-15)
2. *Why did people have such different views on the employment of children in factories and mills?* (15)
- Target:** Causation/key feature/recall of knowledge
- Level 1:** Simple statements giving details of some of the views held supported by some knowledge e.g. Good: kept them off the street or bad to exploit young children. (1-5)
- Level 2:** Developed statements giving some evaluation of different views held supported by relevant knowledge e.g. the views of parents, employers and reformers with some examples of the range of views held. (6-10)
- Level 3:** Developed explanation of range of views held supported by appropriately selected knowledge showing understanding of the reasons that help explain them e.g. can comment on parents needing money or desire of the workhouse authorities to reduce costs. Alternatively can comment on role of individuals such as Shaftesbury. (11-15)

3. *In what ways did conditions at the Gregs' Mill differ from some other textile mills?* (20)

Target: Causation/recall of knowledge

Level 1: Simple statements giving bold assertion of what conditions were like in some other mills, e.g. more exploitation and cruelty. (1-5)

Level 2: Developed statements giving reasons supported by relevant knowledge of other mill owners or can make some effective comparisons with other employers. E.g. can make some use of examples such as the career of Robert Blincoe or of other good employers such as Owen who arguably treated his workforce better than Gregs. (6-10)

Level 3: Developed explanation supported by appropriately selected knowledge showing understanding of a range of different reasons supported by appropriately selected knowledge e.g. can relate to good and poor employers e.g. can make comment on the arrangements made by the Greg's to look after their workers and arrangements in others explaining differences. (11-15)

Level 4: Sustained argument supported by precisely selected knowledge showing clear understanding of the nature and degree of differences and can indicate possible reasons that can explain them e.g. can make effective comment that puts Styal into the context of a developing industry where workers were sometimes ill used and in a few cases were treated well. (15-20)

Coursework Assignments Mark Scheme

Styal Mill

Assignment Two: Assessment Objectives 2 and 3

1. *Study Source A. What can you learn from Source A about why children from workhouses were employed at Styal Mill?* (6)

Target: Comprehension of, and inference from, a source

Level 1: Information taken from source at face value, e.g. they were cheap and easy to train. (1-3)

Level 2: Developed statements making inferences from the sources using information from the Source, e.g. describes how they could easily do tasks set for them, were cheap but can relate to the shortage of local labour. (4-6)

2. *Does the evidence of Sources B and C support the evidence of Source D regarding conditions for apprentices at Styal? Refer to all three sources in your answer.* (8)

Target: Cross referencing of sources for similarity and difference

Level 1: Simple statement supported by some knowledge offering some reasons from the Sources, e.g. Source C talks of the children getting healthier in employment and concern for education and Source B tells of good food and D shows good accommodation. (1-3)

Level 2: Developed statement supported by relevant knowledge offering some areas of agreement such as concern for the welfare of workforce but can also comment on areas where agreement less complete such as the view expressed in Source B regarding education and the provision mentioned in Source C or the same source's concern over length of hours worked. (4-6)

Level 3: Developed explanation supported by selected knowledge of how sources support each other and possible areas where the degree of help less than clear e.g. as above but can also indicate degree of support and possible areas not supported in Source D as well. Can make effective comparison of all three sources. (7-8)

3. *Study Sources A, B, C, F and G. Using the evidence of these sources and your own knowledge explain why people had different attitudes to the employment of children at mills such as Styal.* (12)

Target: Analysis and explanation of sources in context.

Level 1: Simple statements using sources at face value to give several different attitudes either for or against the employment of children e.g. against as they fed children on food for pigs or was good for their health. (1-3)

Level 2: Developed statement supported by relevant knowledge making inferences from the sources in support of argument and can give some reasons to explain attitude e.g. employers' concern for profits or cruelty used turned many against the practice of the employment of children. (4-6)

Level 3: Developed explanation supported by selected knowledge using the sources as evidence giving a judgement making confident use of all the sources and own knowledge, e.g. comments effectively on several reasons why people were both for and against from own knowledge and can make effective inferences from the sources as well. (7-10)

Level 4: Sustained argument using the sources as evidence and supported by precisely selected knowledge that can clearly demonstrate the reasons that help explain the range of views held. (11-12)

4. *Study Sources E, H and I. How useful are these sources in helping you understand working conditions at Styal Mill in the period before 1840? Explain your answer by reference to all four sources.* (10)

Target: Analysis and evaluation of sources for utility

Level 1: Simple statements supported by some knowledge taking the sources at face value, e.g. Source I tells of conditions at Styal and E is a modern reconstruction. (1-3)

Level 2: Developed statements about utility drawing inferences from nature and/or content of the sources e.g. Source E is modern photo; Source H is work of anti-child labour campaign; Source I is Samuel Greg, but as evidence on oath. (4-6)

Level 3 Developed analysis supported by selected knowledge and making positive use of the nature, origin and purpose of the sources e.g. the value of personal accounts, the bias of Source H; the value of modern reconstructions based on hindsight. (7-10)

5. *“The Greg family at Styal treated all their employees fairly”. Using the sources and your own knowledge explain whether you agree with this interpretation of the Greg family as employers.* (14)

Target: Evaluation of interpretations/recall of knowledge

Level 1: Simple statement about role played by Gregs at Styal taking the sources at face value supporting or opposing the view, e.g. set up the Apprentice House where children were looked after well and given some education. (1-3)

Level 2: Developed statements supported by relevant knowledge about role played by the family in context making relevant use of sources and own knowledge, e.g. treated workers well by the standards of the day and can give some examples in support. (4-6)

Level 3: Developed explanation 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 sources and their nature as well as knowledge of own or disagrees that the Gregs were not totally wonderful some tried to escape and hours worked. (7-11)

Level 4: Sustained argument supported by precisely selected knowledge and using the sources to assess the view and compare it with alternative views e.g. Critically evaluates the part played by the family firmly in context. (12-14)