

OCR GCSE IN HISTORY A (SCHOOLS' HISTORY PROJECT) 1935

OCR GCSE (SHORT COURSE) IN HISTORY A 1035

**TEACHER SUPPORT: COURSEWORK GUIDANCE BOOKLET
INCORPORATING COURSEWORK ADMINISTRATION PACK**

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1 INTRODUCTION

This Coursework Guidance Booklet has been produced to support teachers preparing candidates for the OCR Schools' History Project Full and Short Course specifications (1935 and 1035). It should be regarded as an addition to rather than a replacement of the Coursework Guide for syllabuses 1605 and 3605. Much of the advice and many of the assignments in the 1605/3605 Guide are appropriate for these specifications and many Centres will be able to continue with the assignments they have used for the 1605/3605 syllabuses. However, it is important to check this with a Coursework Consultant.

Further information about coursework can be obtained from the appropriate Coursework Consultant (see Section 7). Further information about the specification in general can be obtained from the Subject Officer for GCSE History at OCR.

2 COURSEWORK REQUIREMENTS

2.1 THE FULL COURSE

- 1 Candidates must complete two assignments, one on *History Around Us*, and one on the *Modern World Study*.
- 2 Coursework must not be produced on topics studied by candidates for examination in Paper 1 (for example, candidates taking the South Africa Depth Study must not produce work on South Africa in the *Modern World Study*).
- 3 Assignment 1 (*History Around Us*) must be based on a visit to, and an investigation of, an historical site. The assignment must have a primary focus on Assessment Objectives 2 and 3 (AO2/3), but Assessment Objective 1 (AO1) may also be tested.
- 4 Assignment 2 (*Modern World Study*) must test candidates' ability to explain and analyse a contemporary issue in the context of the past. The assignment must have a primary focus on Assessment Objective 1, but Assessment Objectives 2 and 3 may also be tested.
- 5 Coursework must arise from defined courses of study. In order to ensure that this has been the case, OCR will take in, at the time of moderation, one candidate's folder of classwork on the *Modern World Study* and *History Around Us*, as well as the prescribed number of coursework folders.
- 6 The final mark for the coursework must be out of 50:

Assignment 1: History Around Us (AO2/3, and possibly AO1)	25 marks
Assignment 2: Modern World Study (AO1, and possibly AO2/3)	25 marks
- 7 Assignments must be marked using levels of response mark schemes. These mark schemes must relate to the appropriate assessment objective(s). The award of marks must be directly linked to these assessment objective(s) and, where appropriate, to the quality of the candidate's written communication.
- 8 The total of 2500 words for the two assignments is given in the specification for guidance purposes only. It is expected that some candidates will write less and some will write more.
- 9 Quality of written communication is to be assessed in one of the assignments. Whilst no separate mark is to be awarded for this, it should act as one of the criteria used to determine the place of a response within a level in coursework mark schemes. Further guidance is given in Section 8 – Marking Criteria (8).
- 10 Coursework Consultants will monitor the suitability of assignments in meeting the above requirements. Teachers must submit coursework proposals and mark schemes to the Consultant for approval at least six weeks in advance of the intended period of teaching.

2.2 THE SHORT COURSE

The requirements are the same as for the Full Course except:

- 1 Candidates must complete **one** coursework assignment on a Modern World Study or a Study in Depth.
- 2 There will be a total of 25 marks, of which 15 marks will be allocated to Assessment Objective 1 and 10 marks to Assessment Objectives 2 and 3.
- 3 If a Modern World Study is chosen, the assignment should involve setting a current issue or problem from world events in the context of the past.
- 4 If a Study in Depth is chosen, the assignment should cover the significance of an individual, development, place or event.
- 5 The completed piece of coursework should be about 1250 words in length. This figure is only a guide. It is expected that some candidates will write more and others will write less.

3 THE ASSIGNMENTS AND THE ASSESSMENT OBJECTIVES

The scheme of assessment allows for some flexibility over the objectives to be targeted in each piece of coursework and over the allocation of marks to objectives in each piece. Many Centres opt for the most straightforward choice of having a single assignment attached to one assessment objective. Others combine the objectives within the overall limits. For example, in tackling the *History Around Us* assignment, the majority of the marks must be allocated to AOs 2 and 3. By adopting an appropriate split in the marks, AO1 skills can be tested in the assignment. When this route is chosen, it must be remembered that the *Modern World Study* must also split marks between the objectives to achieve the necessary balance of marks overall.

3.1 APPROVAL FOR COURSEWORK PROPOSALS

Centres are required to have their proposals approved by a Coursework Consultant (See Section 7). Details of the Coursework Consultant for each part of the country can be obtained from the GCSE History Subject Officer at OCR. The Consultants are attached to Centres for the two years of the course and are available to advise on any aspect of coursework.

3.2 “UNPACKING” THE OBJECTIVES

Assessment Objective 1 (AO1)

Candidates must demonstrate the ability to recall, select, organise and deploy knowledge of the specification content.

AO1 skills will be used throughout both of the assignments a candidate produces. The skills of recall, selection and deployment of knowledge will enable candidates to demonstrate their understanding of the past. Clearly, candidates who cannot apply AO1 skills to evidence of the past are unlikely to be successful in showing much understanding of the present. As part of AO1, you should also consider:

description, analysis and explanation of:

- **the events, people, changes and issues studied;**
- **the key features and characteristics of the periods, societies or situations studied.**

This objective covers several possible areas, for example:

- causation, motivation, consequence
- empathetic understanding of periods/people/societies studied
- the role of the individual
- change/continuity
- identification of turning points
- developing hypotheses about future developments based on knowledge of past and present.

Relating these to the *Modern World Study*, looking at the present in the light of the past, is likely to involve several of the above, but teachers do not have to plan to cover them all. Many different approaches and subject areas may successfully be used in assignments. Whilst Northern Ireland remains the most popular, the use of the Internet and newspaper reports has allowed Centres to gather information about many diverse issues. Keeping the assignment current has been a factor in the adaptation of tasks over time.

Possible approaches might be:

- to look at how far opposing attitudes to a current problem have been influenced by events in the past (for example, how far Unionist and Nationalist views in Northern Ireland are the product of history rather than of the contemporary situation);
- to analyse an event in the past in order to show the extent of its influence on the present (for example, the release from prison of Nelson Mandela on the present political, social and economic situation in South Africa); (Please note that those studying South Africa as a Depth Study would not be permitted to use this subject area for the *Modern World Study*.);
- to evaluate how far an individual in the past has influenced a current political situation (for example, how far the ideas of Chairman Mao influence present Chinese leaders in policies, such as how they have dealt with capitalism or human rights);
- an explanation of how far a current political situation is the same as or different from a past situation (for example, whether the present relations between Pakistan and India are rooted in the creation of the two countries).

Each of the above approaches highlights a specific aspect of the objective, but need not exclude others. For example, the evaluation of an individual's role in the past will probably involve empathetic analysis and explanations of the reactions of others in order to assess how far these reactions have been carried forward to the present situation. Analysis of motivation may also be relevant. Similarly, explanation of how far a current situation is the same as or different from the past will not only deal with issues of change/continuity, but also with causation and maybe analysis of a pivotal event.

In any assignment, there may be opportunities for candidates to show that they recognise that both the past and the present can be interpreted in a variety of ways. This is an important element in understanding “key features and characteristics” from AO1, but may also be linked to AOs 2 and 3 in a split-objective assignment.

When *History Around Us* is used to target AO1, there are a number of possible approaches:

- to examine the relationship of a site to national developments (for example, a particular factory and its working conditions as an example of developments in the Industrial Revolution);
- to examine the impact the site may have had on its local or regional community (for example, the impact of an important industry on patterns of employment, economic development or political allegiance);
- to examine the relationship between the site and a national event (for example, the role of a castle in a war or, in reverse, the effect of the 1930s' economic crisis on a single industry community).

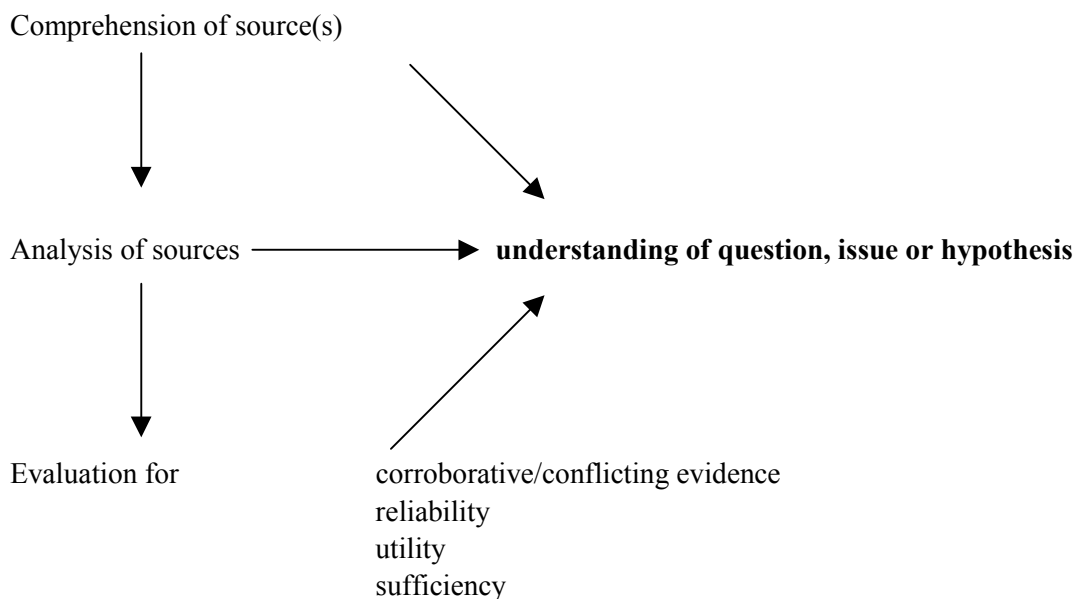
Assessment Objective 2 (AO2)

Candidates must demonstrate the ability to use historical sources critically in their context by comprehending, analysing, evaluating and interpreting them.

Assessment Objective 3 (AO3)

Candidates must demonstrate the ability to comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

In general terms, comprehension will form the first step towards analysis and evaluation. Evaluation may take a number of forms, but should help create a well founded conclusion. Although the assessment objectives are expressed separately, they are not wholly discrete.



An important aspect of AO3 is the statement “in relation to the historical context”. This emphasises the need for a ‘taught course’ as interpretation and evaluation of sources cannot be done in a vacuum. Candidates will need to make reference to the available evidence in order to interpret and/or evaluate representations.

In applying AOs 2 and 3, there is also a need to consider the two areas: representations and interpretations, and sources. Both areas need to be covered in the coursework as a whole, but there is no requirement to have an equal balance between them.

(i) Representations and interpretations

These can be thought of as conscious reconstructions of past events from sources of evidence on those events. The objective allows candidates to reflect on the ways in which the past is reconstructed and presented. Questions can test candidates’ understanding that:

- there is more than one way of viewing an event in the past;
- accounts of the past differ, and for different reasons;
- history can be used for social and political purposes.

To test candidates' ability to evaluate interpretations, questions could concentrate on the following ideas:

- interpretations combine fact and fiction, imagination and points of view;
- interpretations are dependent on evidence;
- differences between interpretations can be explained by reference to their purpose and to their intended audience, to the background of the author and to the author's access to sources of evidence.

Interpretations can be studied through a wide range of representations: history books, historical fiction, TV and films, advertisements, museum displays, and guides to and displays at sites.

It is important for candidates to have studied the events, people, changes and issues which are being represented and interpreted. Contextual knowledge is essential if interpretations are to be understood and evaluated. In such circumstances, the value of the 'taught course' that should be a feature of the assignment is highlighted. Many types of exercise can help develop the necessary skills and/or appear in the coursework itself, such as:

- comparison of different interpretations of the same event/person/site, including identifying similarities and differences;
- evaluation of judgments about the past, including using evidence for sources to evaluate interpretations;
- exploration of how and why different interpretations have been produced, including consideration of the media of the interpretations, and the intentions/motives/values of the author;
- consideration of the relationship between the interpretation and the period within which it was produced, including the influence of social and cultural factors, and of audience and purpose.

(ii) Sources

It is important that a range of skills and understanding are tested. These might include:

Skills:	Understanding the Concept of:
comprehension	sufficiency
interpretation	utility
evaluation	reliability
extrapolation	similarity/difference/contradiction
cross-referencing	proof
synthesis	bias

It is not necessary for a coursework scheme to test all these, but there should be a reasonable range without undue emphasis on low-level comprehension tasks. Questions may raise these ideas without direct reference to them. In *History Around Us*, evidence from the site will have to be supplemented with a range of other sources in order that a range of AO2 and 3 skills/understandings can be assessed.

Candidates should be encouraged to use the content and context of source material. They should not evaluate sources by type, for example, all primary sources are reliable, newspaper

accounts cannot be trusted, etc. Each source should be treated on its own unique merits. Candidates must be given the opportunity to use the evidence to reach an overall conclusion about the issue being investigated.

In *History Around Us*, the assignment has to be based on a problem, issue or hypothesis related to the site. The visible remains will provide evidence to be interpreted and evaluated:

- for information about the past;
- for its typicality in its historical context (although this could be assessed under AO1);
- for its correlation with representations of the site.

In addition to evidence derived from the site visit, representations and interpretations, documents, maps, drawings and so on will provide a range of sources of information of different types that candidates can use in addressing the problem, issue or hypothesis to be explored.

If AOs 2 and 3 are addressed in the *Modern World Study*, there will be opportunities to explore the way in which the past and the present can be interpreted in different ways. Evaluation of interpretations should arise from the understanding derived from having first addressed AO1. Thus analysis of the peace initiative in Northern Ireland could first be done in comparison with past initiatives, but then different interpretations of current developments could be evaluated in the context of their political provenance.

4 SETTING ASSIGNMENTS

Structured or Unstructured?

Past experience has shown that both approaches can work successfully, but equally that both have potential problems.

4.1 STRUCTURED ASSIGNMENTS

Advantages

- directs candidates to specific sub-tasks
- is closely linked to the mark scheme
- gives candidates direction and security
- helps weaker candidates in particular
- easier to mark

Disadvantages

- possibility of too much teacher involvement
- possibility of similarity in the answers
- may limit performance of stronger candidates
- loss of focus on overall purpose of the assignment
- can lead to over-generous marking

4.2 UNSTRUCTURED ASSIGNMENTS

Advantages

- greater individuality of response
- marking can reward greater range of attainments
- encourages genuine investigative work by candidates

Disadvantages

- weaker candidates may not cope
- candidates may be unclear about what is expected
- marking is open to greater subjectivity

4.3 IS THERE A HAPPY MEDIUM IN THE CONTEXT OF THE REQUIREMENT TO USE COMMON TASKS?

It is acceptable to devise a single task with a series of structured questions as *preparation*. Alternatively, the instructions at the beginning of the assignment may be given more emphasis when an open-ended task is involved.

4.4 SINGLE OBJECTIVE OR MIXED OBJECTIVE ASSIGNMENTS?

In the Short Course, all the objectives must be covered in the one assignment, but in the Full Course teachers have the choice of either covering all the objectives in each assignment or focusing the two assignments on AO1 and AO2/3 separately. Each approach is equally valid, but in either case the assignment must always constitute a coherent whole. Where the objectives are mixed, each must have a separate mark scheme. This is possible even where a single task is used. Between the assignments, the marks awarded must be given equal weighting between AO1 and AO2/3.

5 MARKING COURSEWORK

5.1 GENERAL GUIDANCE

The following points should be noted.

- The assignments can be marked out of any number of raw marks. However, the total mark for each assignment must be scaled to mark out of 25 before it is entered on the mark sheet.
- Marking of coursework should be positive. Candidates should be rewarded for what they have shown they know, understand and can do. Marks should not be taken away for mistakes.
- Marks should only be awarded for achievement in the relevant assessment objectives. Marks should not be awarded for other factors such as the neatness or the length of the work. Information about rewarding the quality of candidates' written communication can be found later in this section.
- Candidates' work should be marked using levels of response mark schemes. A mark scheme should be produced for each question within each assignment. All teachers marking the same questions must use the same mark scheme.
- It is important to indicate, on the candidates' work, where and why a certain level and mark have been awarded. This should be done by indicating which part of the answer reaches the level awarded. This can be supported by brief comments.
- Marking criteria for coursework can be found in Section 8. These are not mark schemes. They should be used as a point of reference when writing mark schemes and when carrying out internal moderation within Centres. A candidate's piece of work should demonstrate the qualities listed in the marking criteria for the band that covers the mark achieved by the candidate.
- It is the Centre's responsibility to place all candidates in a correct rank order. When the marking of coursework has been completed by more than one teacher, internal moderation must take place. This involves the teachers who have marked the work meeting, sampling and checking the marked work. This is to ensure that all teachers have been marking to the same standard. If it is found that a teacher has been generous or mean compared to the general standard, the marks awarded by that teacher should be adjusted for all candidates marked by that teacher.
- Centres' marking of coursework is moderated by OCR moderators.

5.2 ASSESSING WRITTEN COMMUNICATION

The quality of candidates' written communication is assessed in coursework. It should be assessed in **one** assignment only. Teachers should decide which of the assignments provides the greatest opportunity for candidates to produce some extended writing and would therefore be the most appropriate one in which to assess it.

When sending proposals to the Coursework Consultant, teachers should indicate, at the start of the mark scheme, that quality of written communication will be assessed in this assignment, and that it will be one of the criteria used when deciding the place of a response within a level.

Written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. No separate marks are allocated for this. Instead, the quality of written communication is one of the criteria used to decide whether an answer should be at the top, the middle, or the bottom of the range of marks in a level. There will be other criteria to be taken into account when deciding where, within a level, an answer should be placed. It is important to note that answers cannot be awarded a mark that falls outside the mark range for the level in which they have been placed.

Centres using structured exercises for the assignment should reward written communication in one of the sub-questions. This will normally be the final one as this is where candidates are usually encouraged to write the longest answers.

Answers that demonstrate the following qualities might be moved up within the level:

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

Answers that **fail** to demonstrate the following qualities might be moved down within a level:

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.

When an answer is moved up or down within a level because of the quality of written communication, some indication should be given of this on the script, for example, a +1 or a -1.

6 EXEMPLAR ASSIGNMENTS

6.1 INTRODUCTION

The following specimen assignments are intended to offer an insight into the range of materials and subjects available to Centres. They are not prescriptive as it is recognised that a strength of SHP History is the imagination and enthusiasm that teachers have brought to their assignments. Although it is possible to use one of the assignments directly from this booklet, most Centres will wish to produce their own material. *History Around Us* exemplars offer less scope for direct use, but it may be possible to adapt the tasks to an alternative site.

The nature of a coursework guide dictates that the specimen assignments will be of a safe and conventional nature. This should not be seen as a prohibition on Centres using more innovative approaches. Simulation exercises, drama or creative writing could all form a part of assessed coursework, as long as the work is valid in relation to the objectives, is historical in nature, and evidence of the contributions of individual candidates is clearly identifiable (for example, on videotape). Centres have already shown a great deal of forward thinking, as indicated by the use of word processing, the Internet and even school intranets.

The format used in the exemplars does not have to be copied by teachers designing their own tasks. Teachers may feel that more or less structure is appropriate for their candidates. It is also worth remembering that although Centres kindly allowed these assignments to be used, they were not developed expressly to meet these criteria. The assignments have been adapted to fit the new specifications, but may not follow the approach that Centres might choose.

Studying a course in preparation for the assignment is an essential element of the coursework. The intention is for candidates to be able to be informed by the course and consequently set their answers in context. At the moderation stage, one file of candidates' classwork for the assignments will have to be submitted to provide evidence that the coursework has been the outcome of a taught course and is not simply an exercise produced in isolation from its historical context. As the *History Around Us* assignment is now responsible for providing part of the British element of the course, the importance of setting the historical context for the assignment has grown.

The mark schemes provided with the tasks are exemplars of levels of response, but may well need to be amended in the light of candidates' answers. When Centres devise their own mark schemes, it is recommended that they produce a draft scheme when the tasks are set. This can then be adapted in a major or minor way in the light of final responses. It should allow for appropriate marks to be awarded for the full range of valid answers given by candidates.

6.2 HISTORY AROUND US: WOKINGHAM WORKHOUSE

Assessment Objectives 2 and 3

(Provided by St Crispins School History Department)

How well were the paupers of Wokingham workhouse treated during the 19th Century?

- 1 What evidence exists at the site to tell us it was once a workhouse? (2 marks)
- 2 How useful is the site as a source for finding out how paupers were treated? (2 marks)
- 3 Sources A, B, C and D all provide the historian with an insight into life in the workhouse. On what do they agree/disagree? (2 marks)
- 4 Can you explain why these sources disagree on some points? (2 marks)
- 5 Compare the evidence you have on Wokingham workhouse, with evidence about workhouses elsewhere. What aspects of it were/were not typical of the time? (5 marks)
- 6 “Paupers were treated badly at Wokingham workhouse during the 19th Century.” Does the evidence you have seen (both at the site and written evidence in the booklet) reliably prove this to be the case? Explain your answer fully. (12 marks)

Mark Scheme

Objective 3

How well were the paupers of Wokingham workhouse treated during the 19th Century?

1 What evidence exists at the site to tell us it was once a workhouse? (2 marks)

Level	Description	Mark
1	Describes site as it is today.	1
2	Makes 1–2 references to the site, linked to question.	1
3	Makes several valid references to site today and explains how this suggests it was once a workhouse.	2

2 How useful is the site as a source for finding out how paupers were treated? (2 marks)

Level	Description	Mark
1	Makes generalised comment: e.g. yes it is useful or not useful. Therefore perhaps considers only useful aspect, does not consider the whole question.	1
2	Either considers only advantages or disadvantages of site or does both but does not necessarily consider whole question.	1
3	Considers both advantages and disadvantages of site before coming to a conclusion to question.	2

3 Sources A, B, C and D all provide the historian with an insight into life in the workhouse. On what do they agree/disagree? (2 marks)

Level	Description	Mark
1	One or two points of difference or similarity.	1
2	Three + valid points of similarity or difference made.	1
3	As before but well supported by evidence.	2

4 Can you explain why these sources disagree on some points? (2 marks)

Level	Description	Mark
1	Considers one valid reason for differences.	1
2	Gives at least two valid reasons for different interpretations, but does not fully consider authorship.	1
3	Considers variety of factors to explain differences in interpretations. Refers authors. Perhaps considers the authors' background and social/political views, the purpose of the sources, access to information and target audience.	2

- 5 Compare the evidence you have on Wokingham workhouse, with evidence about workhouses elsewhere. What aspects of it were/were not typical of the time? (5 marks)

Level	Description	Mark
1	Generalised description of Wokingham workhouse and other workhouses, but perhaps does not directly answer the question.	1
2	More directly answers the question, but perhaps only talks about how it is typical or how it is not typical, not both. Or For higher marks also supports points made with evidence from sources.	2–3
3	Answers all parts of the question: i.e. considers ways in which it was and was not typical of workhouses at the time. Refers to range of evidence to support points made. For highest marks also comes to a valid conclusion and perhaps considers how this might well be provisional based on limited evidence.	4–5

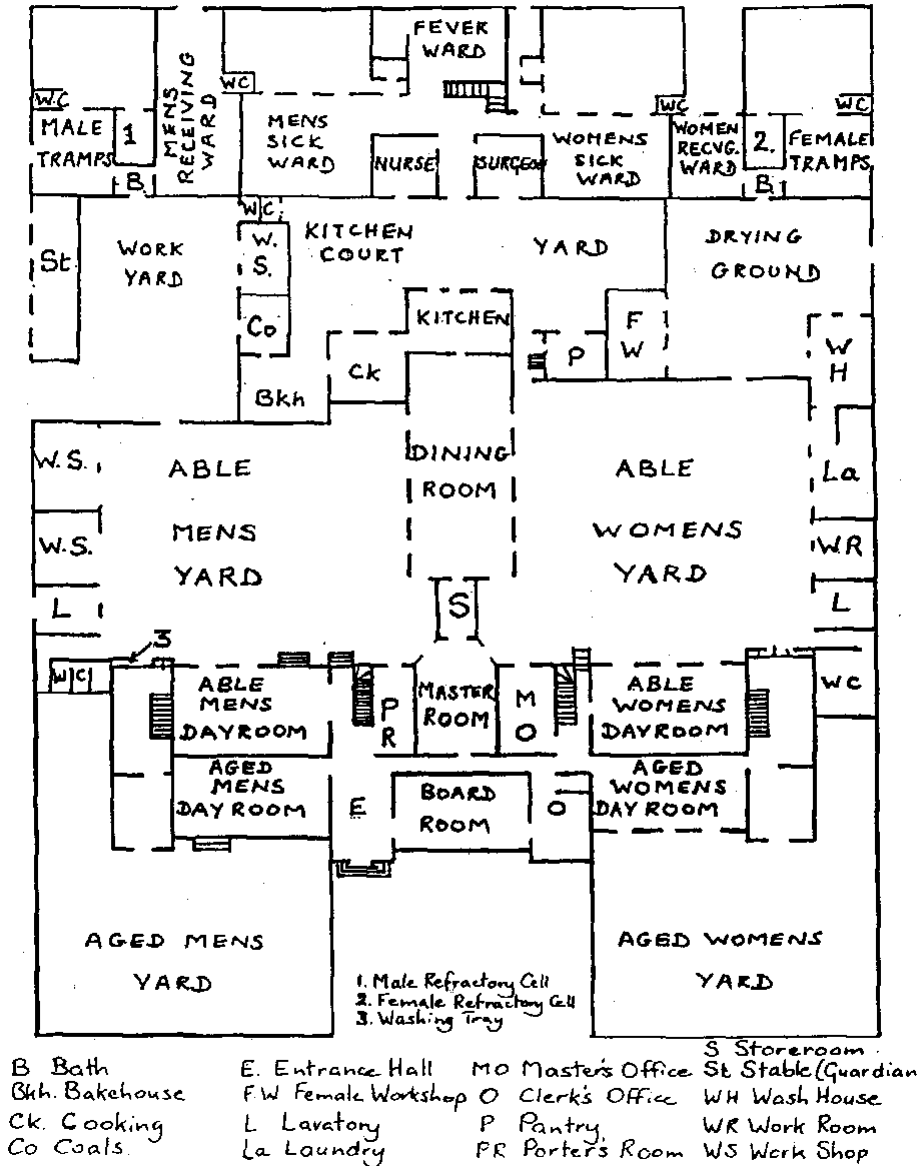
- 6 “Paupers were treated badly at Wokingham workhouse during the 19th Century.”
Does the evidence you have seen (both at the site and written evidence in the booklet) reliably prove this to be the case? Explain your answer fully. (12 marks)

Level	Description	Mark
1	For lowest mark talks generally about site and/or sources. Makes simple deductions from the site and sources to answer the question, but answer does not consider the possibility of two interpretations. Answer limited by reference to 1–3 sources.	1–2
2	Draws from a wider range of sources than for previous level to answer question. Begins to comment on reliability of sources as evidence to answer the question. Considers both sides of question and explains that answer to question depends upon which source you refer to.	3–4
3	Refers to wide range of sources to answer question. Shows clear understanding that answer can be interpreted in different ways, depending on which source you refer to. Compares reliability of sources as evidence to answer question.	5–6
4	Analyses wide range of sources to answer question. Shows clear understanding how answer can be interpreted in different ways, depending on which sources are referred to. Considers reliability of different sources, by referring to attitudes and circumstances in which they were produced and whether they support/contradict each other.	7–8
5	As for previous level but also comes to valid and substantiated conclusion in response to the question.	9–10
6	As for previous level, but makes reference to the fact that judgement based on evidence available cannot be proven and might well have to be provisional, giving valid reason for this.	11–12

SOURCE A

PLAN OF WOKINGHAM WORKHOUSE, OPENED 1850
A copy of original plan, held in Reading Record Office

PLAN OF WOKINGHAM WORKHOUSE



SOURCE B

**Extract from the minutes kept by the Board of Guardians, Wokingham.
September 15th 1846**

The clerk read a letter dated 14th instant from the Secretary of the Poor Law commissioners of which the following is a copy.

*Poor Law Commission Office,
Somerset House.
14th September 1846.*

Sir,

I am directed by the Poor law Commissioners to refer you to their letter of the 25th July in which the Commissioners stated that in accordance with wishes previously expressed by the Board of Guardians, they would instruct the Assistant Commissioner of the district Mr Grenville Pigott to visit the Wokingham Union, and confer with the Guardians.

The Commissioners have received a Report from W. Pigott in which he states that in pursuance of the Instructions, he has visited the union, after giving notice of his intention to do so and that although each of the Guardians were individually invited to meet him, yet that none of them were present on that occasion.

Mr Pigott, however, inspected the Workhouse, and has made the following Statement relative to its construction, and classification and management of its inmates.

1st Insufficient classification; the old infirm and able men are together, so also the old, infirm and able women; under this head may be stated the fact, that the well from which the house is supplied, and which furnished the only labour for the able men, opens into the women's yard so that the Master states it is impossible to prevent the able men and women communicating with each other.

2 Want of space in the sleeping rooms. The sleeping room of the able men is altogether inadequate, and so also that of the young Girls, so that a certain number of the latter are obliged to sleep in the Rooms of the Able women.

3. All the rooms on the ground floor, including several of the sleeping rooms, are three or four inches below the surface of the ground, are damp and ill-ventilated, and have brick floors.

4. There is no infirmary apart from the sleeping rooms and no fever or contagious ward of any kind; no probationary ward; no tramp ward.

5. The Cooking House, Washing House, and Laundry are altogether inadequate, and the two latter, from their restricted size and their position, expose the women to great risk of illness from colds flu (?)

6. *There is no employment of any kind for the able men but temporary labor at the pump.*
7. *The dining Room is so small in size that they are of necessity two dinners, two breakfasts, and two suppers in succession daily.*
8. *The yards of which there are only four, are too small, the store rooms are wholly insufficient.*

The Commissioners are desirous of calling the serious attention of the boards of Guardians to the various matters above referred to especially to the Girls sleeping in the able women's room, and to the alleged want of ventilation, and the damp of certain wards and they trust that the Guardians will give their immediate and full consideration to the state of the Workhouse, with a view to their applying a remedy to the defects adverted to.

*To John Rogers Wheeler Esq.,
Clerk to the Guardians of Wokingham union,
Wokingham.*

I am Sir Your most obedient servant,

E. Chadwick Secretary

SOURCE C

A description of the Lambeth workhouse by Charles Chaplin, who went to live there when he was six.

I didn't know what was happening until we entered the workhouse gate. Then it struck me; for there we were made separate, mother going in one direction and we in another. How well I remember the first visiting day; the shock of seeing mother in workhouse clothes. How forlorn and embarrassed she looked. In one week she had aged and grown thin.

SOURCE D

Having become weary of the abuse and praise alternately lavished on the workhouse system, a friend selected one about ten miles from London; with the governor of this well-regulated establishment, became slightly acquainted, and without difficulty obtained permission to inspect and overlook everything. For two or three days he became an amateur boarder, and although he slept elsewhere, confined himself strictly to the diet or fare of the house.

I could myself board permanently in the house with comfort, were I inclined or permitted to do so. The situation is splendid, and commands a variety of the finest views imaginable. The women and female children have what may well be called landscape gardens of their own. The whole apartments are airy and roomy; everything is kept as clean as a new shilling and wears an air of comfort.

Dumfries and Galloway Courier, 1837

SOURCE E

From annual reports of the Poor Law Commissioners, 1836 and 1837.

The positive good which has been wrought by the new Poor Law is, in the first place, that the public houses and beer shops are, without question, much less well attended than before: that drunkenness is decidedly less frequently seen, and I think practised.

Evidence given by the Rev. Dr Wrench, Minister of Salehurst

The following resolutions were carried unanimously at a meeting held by the Board of Guardians at Highworth.

The Board regard with satisfaction the working of the Poor Law Amendment Act, during the twelve months it has been in operation in this Union of 16 parishes, and 12,611 population.

That the financial savings of the ratepayers, since the formation of the union, as compared with the average expenditure of the three preceding years, is upwards of 54% per annum...this financial saving is also attended with decided symptoms of returning industry among the labouring poor, and it is evident that the new law is working a great moral improvement in the habits of this class of people.

SOURCE F

This illustration is from 'Jessie Phillips', a novel published in 1844, by Mrs Trollope



A meeting of the Board of Guardians. The Guardians have been so harsh that a woman asking for relief has fainted.

SOURCE G

In The Workhouse: Christmas Day.

by the journalist and poet George R. Sims, c1870

It was Christmas day in the workhouse and the cold, bare walls are bright,
With garlands of green and holly and the place is a pleasant sight.
For with clean washed hands and faces, in a long and hungry line,
The paupers sit at the tables, for this is the hour they dine.

The guardians and their ladies, although the wind is east,
Have come in their furs and wrappers, to watch their charges feast.
To smile and be condescending, put pudding on pauper plates,
To be hosts at the workhouse banquet, they've paid for with the rates.

Oh the paupers are meek and lowly, with their "Thank you kindly, mums",
For so long as they fill their stomachs, what matter whence it comes?
But one of the old men mutters and pushes his plate aside.
"Great God," he cries, "but it chokes me, that this is the day she died."

The Guardians gazed in horror. The master's face went white.
Did a pauper refuse the pudding? Could their ears believe right?
Then the ladies clutched their husbands, thinking the man would die,
Struck by a bolt or something by the outraged one on high.

But the pauper sat for a moment, then rose with a silent grin,
For the others had ceased to chatter and trembled in every limb.
He looked at the Guardians' ladies, then eyeing their lords he said,
"I eat not the food of villains whose hands are foul and red.

Whose victims cry for vengeance, from their dank and hallowed graves"
"He's drunk," said the workhouse master, "or else he's mad and raves."
"Not drunk or mad," cried the pauper, "but only a hunted beast,
Who torn by the hounds of man, declines the vultures' feast.

I cannot curse for the Guardians and I won't be dragged away,
Just let me have the fit out, it's only Christmas day
That the black past comes to goad me and pray on my burning brain.
I'll tell you the rest in a whisper. I swear I won't shout again.

Keep your hands off me, curse you! Here me right out 'til the end.
You come here to see how Paupers, the season of Christmas spend.
You come here to watch us feeding, as they watch the captured beast.
Here, why a penniless pauper spits on your paltry feast.

D'you think I would take your bounty and let you smile and think

You're doing a noble action with the parish's meat and drink?
Where is my wife, you traitors? The poor old wife you slew?
Yes, by the God above us, my Nance was killed by you.

Last winter my wife lay dying, starved in a filthy den.
I had never been to the parish, I came to the parish then.
I swallowed my pride in coming, for 'ere the ruin came,
I held up my name as a trader and I bore a spotless name.

I came to the parish craving bread for a starving wife,
Bread for the woman who'd loved me, through 50 years of life.
And what do you think they told me making my awful grief?
That the house was open to us, but they wouldn't give out-relief.

I slunk to the filthy alley, it was a cold raw Christmas eve.
The bakers' shops were open, tempting a man to thief.
But I clenched my fists together, holding my head awry,
So I came to her empty handed and mournfully told her why.

And I told her, 'the house was open' and she had heard of the ways of that,
For her bloodless cheeks went crimson and up in her rags she sat.
'Bide the Christmas here, John. We've never had one apart.
I think I can bear the hunger. The other would break my heart.'

All through that eve I watched her, holding her hand in mine,
Praying the Lord and weeping 'til my lips were salt as brine.
I asked her once if she hungered and as she answered, 'No',
The moon shone in at the window, set in a wreath of snow.

Then the room was bathed in glory and I saw my darling's eyes,
The far away look of wonder that comes when a spirit flies.
And her lips were parched and parted and her reason came and went,
For she raved of our home in Devon where our happiest years were spent.

And the accents long forgotten came back to her tongue once more,
For she talked like the country lassie I wooed by the Devon shore.
And she rose to her feet and trembled and fell down in the rags and moaned
'Give me a crust for I'm famished. For the love of God.' she groaned.

I rushed from the room like a madman and flew to the workhouse gate,
Crying, 'Food for a dying woman!' and the answer came, 'too late!'.
They drove me away with their curses, then I fought with a dog in the street
And tore from a mongrel's clutches a crust he was trying to eat.

Back through the filthy back lanes, back through the trampled slush,
Up to the crazy garret, wrapped in an awful hush.
My heart sank down at the threshold and I paused with a sudden thrill,
For there in the silvery moonlight my Nance lay cold and still.

Up to the blackened ceiling the sunken eyes were cast.
I knew on those lips all bloodless, my name had been the last.
She'd called for her absent husband. Oh God, had I but know!
Had called in pain and in anguish, had died in that den alone.

Yes, there in a land of plenty lay a loving woman dead,
Cruelly starved and murdered for a loaf of parish bread.
At yonder gate last Christmas I craved for a human life.
You who would feed us paupers, what of my murdered wife?

Eh, Get ye gone to your dinners! Don't mind me in the least!
Think of the happy paupers eating your Christmas feast.
And when you recount their blessings in your smug parochial way,
Say what you did for me, too, only last Christmas day."

SOURCE H

Extracts of Minutes kept by the Board of Guardians, Wokingham Workhouse
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Board Room Union Workhouse

February 5th 1850

The board directed that the Chaplain should be authorised to purchase a Prayer Book and Bible for the use of the Chapel and also Prayer Books and Bibles and other necessary Books for the benefit of the Paupers in the House at his discretion.

Board Room Union Workhouse

March 12th 1850

Tenders pursuant to advertisement were delivered when the following were accepted for the supply of the Articles undermentioned from the 26th of March to the 25th of June next.

<u>W and G. Church</u>	Beef and mutton and joints for Masters table	4s(?) per 11b
	Suet	3 1/2 per lb
	Legs and shins of Beef	7/6 per set
	Ox Cheeks	/10 each
<u>W C Beechey</u>	Bread for South District and workhouse	4s per (?)
	Flour for ditto	29s(?) per sack
<u>E. Walker</u>	Bread for North district	4 1/4 ? 4 11bs loaf

And the following to the 24th September next

<u>? Porters</u>	Bacon	at 5 3/4 s per lb
	Sugar	at 4 s per lb
	Soap	at 5 s per lb
	Starch	at 4 s per lb
	Mustards	at 8 s per lb
	Candles	at 4/7 per dozen lbs
	Salt	at 1/10 cwt
	Vinegar	at 1/4 Gallon
	Heath Brooms	at 2/ per dozen
	Hair Brooms	at 15/6 dozen
	Pepper	at 10 s lb
	Blue	at 11s lb
	Soda	8/6 cwt
	Mops	10/ dozen

<u>Wm Gardiner</u>	Cheese	5 1/2 per lb
	Rice	5 s per lb
	Peas	3/5 per quar
	Butter	7 s per lb
	Coffee	11(?) per lb
<u>Holmes (?)</u>	Pea	3/4 per lb
<u>J. Hithers (?)</u>	Oatmeal (round Scotch)	36/cwt
J. Williams	Coals (Best Bath)	24/per Tow (?)
<u>Wm Churchman</u>	Milk (New)	3? quart
<u>Ta. Hayward</u>	Beer	36S per Barrel
W H Loomer (?)	Faggots	5/6 per score
	Straw (best wheat)	28/ per Loads

The clerk examined the Outdoor relief Lists and receipt and expenditure books of the relieving Officers William Collett Beechey and John Nash and ascertained that they accounts therein were correct.

J.C. Garth (Chairman)

**Board Room Union Workhouse
Wokingham 27th December 1892**

The death of Mrs John Heelas of Whiteknights who was for some time a lady visitor to the workhouse was referred to by the Vice Chairman and it was proposed by W Maynard seconded by Mr Wescott and carried unanimously that the Clerk write to Mr John Heelas “expressing the Guardians sympathy with him and his family in the bereavement he had sustained and assured him that her services as one of the lady Visitors were always appreciated by the Guardians and most welcome to the Inmates.”

**Board Room Union Workhouse
Wokingham 28th November 1893**

Complaints were made to the Board that the Bread supplied by the Messrs: Mortimer and Lovegrove to the outdoor poor and the Workhouse had recently been insufficiently baked and the clerk was directed to call the contractors’ attention to the matter.

SOURCE I

From the records of Stafford Union Workhouse

DIETARY for able-bodied Men and Women.

	BREAKFAST		DINNER				SUPPER			<p>OLD PEOPLE of 60 Years of Age and upwards, may be allowed 1oz. of Tea, 1oz. of Sugar, and 5oz. of Butter per Week, in lieu of Gruel for Breakfast, if deemed expedient to make this change.</p> <p>CHILDREN under Nine Years of Age to be allowed Bread and Milk for their Breakfast and Supper, or Gruel when Milk cannot be obtained, also such proportions of the Dinner Diet as may be requisite for their respective ages.</p> <p>CHILDREN above Nine Years of Age to be allowed the same quantities as Women.</p> <p>SICK to be Dieted as directed by the Medical Officer.</p>	
	Bread	Gruel	Cooked Meat with Vegetables	Lobster	Soup with Vegetables	Butter	Bread	Cheese	Bread		
	oz.	Pints	oz.	Pints	Pints	oz.	oz.	oz.	Pints		
Sunday	Men . . .	7	1½	6	—	—	—	5	—	1½	
	Women . .	6	1½	5	—	—	—	4	—	1½	
Monday	Men . . .	7	1½	—	—	1½	—	6	2	—	
	Women . .	6	1½	—	—	1½	—	5	2	—	
Tuesday	Men . . .	7	1½	—	—	—	14	6	2	—	
	Women . .	6	1½	—	—	—	12	5	2	—	
Wednesday	Men . . .	7	1½	6	—	—	—	5	—	1½	
	Women . .	6	1½	5	—	—	—	4	—	1½	
Thursday	Men . . .	7	1½	—	—	1½	—	6	2	—	
	Women . .	6	1½	—	—	1½	—	5	2	—	
Friday	Men . . .	7	1½	—	2	—	—	6	2	—	
	Women . .	6	1½	—	2	—	—	5	2	—	
Saturday	Men . . .	7	1½	—	—	—	14	6	2	—	
	Women . .	6	1½	—	—	—	12	5	2	—	

* "SOUP" made in the proportion of One Pound of Beef or Mutton to One Gallon of Water, with Vegetables.
 * "PEAS SOUP" made in the proportion of One Pound of Beef or Mutton and One Pint of Peas to One Gallon of Water.
 * The VEGETABLES are EXTRA, and not included in the above specified.

EXTRACTS FROM WINDSOR UNION WORKHOUSE'S PUNISHMENT BOOK

The master shall keep a book in which he shall duly enter:

Firstly. All Cases of Refractory or Disorderly Paupers, whether Children or Adults, reported to the Guardians for their decision thereon.

Secondly. All Cases of paupers whether Children or Adults, who may have been punished without the direction of the Guardians, with the Particulars of their respective Offences and Punishments.

Name	Offence	Date of offence	Punishment inflicted by the Master or other Officer	Opinion of Guardians thereon	Punishment by board of Guardians	Date of punishment	Observations
Fanny Maskell	Neglecting and then refusing to perform some work, ordered by the matron. Using bad language to matron, and then assaulting the porter when sent to place her in the lock-up	Dec 9th 1867	Given into custody to be taken before a magistrate	Approved		10th December 1867	Sentenced to 1 months imprisonment with hard labour
Hannah White	Disorderly in ward, and insolent to Matron at Breakfast time this morning	May 12th 1868	Placed in the Lock-up to abide decisions by the Board		48 hours low diet each	12 May 1868	
Eliza Fielder							

Name	Offence	Date of offence	Punishment inflicted by the Master or other Officer	Opinion of Guardians thereon	Punishment by board of Guardians	Date of punishment	Observations
John Piper	Refusing to pick Oakum	April 6/87	None				Case heard at petty Sessions. Committed for 7 days Hard Labour
Arthur Pilson aged 12 years	Taking numerous letters out of the Letter Bag addressed to the Inmates containing stamps. taking the stamps and destroying the letters		None			Aug. 26th	Case heard at the Petty Sessions August 26th Ordered 4 strokes with Birch