

## 5.7 THEMATIC STUDY E: EDUCATION, C.1800 – C.1990

### ASSESSMENT OBJECTIVE 1: EDUCATION SINCE 1940

#### Questions

- a) What attempts have been made to achieve more equal opportunities for all school pupils since 1940? (10 marks)
- b) How successful have these attempts been? (15 marks)

- You should use your own knowledge.
- You may refer to particular sources of evidence.
- You may include diagrams or tables if they help to answer the question.

You may find it helpful to think about some or all of the following questions to help you structure your answer.

What major changes have been made to the educational system in this country since 1940?

Who made these changes and why did they make them? What did they hope or intend the changes to bring about?

What were the effects of these changes?

Were they successful, not successful, or successful in some ways and not others?

Were some changes more important than others? How can we judge?

Have the changes been equally successful for different groups – for girls, for boys, for pupils from different ethnic groups?

## Mark Scheme

### (a)

- Level 1 Identifies attempts to achieve equal opportunities but no attempt made to describe. (1-3 marks)
- Level 2 Describes attempts to achieve equal opportunities. (4-10 marks)

### (b)

- Level 1 Describes main events and puts forward significance of some causes, changes or developments, but does not expand on and explain their assertion. (1-4 marks)
- Level 2 Describes main events and puts forward significance of selected causes, changes or development and explains and supports their reasoning. (5-10 marks)
- Level 3 As Level 2 but analysis of links included. (11-13 marks)
- Level 4 Demonstrates understanding of the complex inter-relationships between different aspects of the changes during the period. Likely to look at how significance of particular causes, changes or developments varies according to what is being considered or to argue for greater/lesser importance of particular causes, changes or developments and to support argument. (14-15 marks)

## **ASSESSMENT OBJECTIVES 2 AND 3: EDUCATION IN YORKSHIRE, C. 1870**

This assignment is from material provided by Lawnswood School.

### **Questions**

#### **1 Study Source A.**

What can you learn from this source about the education of children at this school? Use the sources to help you explain your answer. (4 marks)

#### **2 Study Source B.**

This is a personal account of education received in the nineteenth century. How reliable is this to an historian studying local education in Yorkshire? Explain your answer. (6 marks)

#### **3 Study Sources C, D and E.**

These sources are from official school records. Why, then, might an historian have to be careful when using them to write about education in the last twenty years of the nineteenth century? Explain your answer. (6 marks)

#### **4 Study all the sources.**

Do these sources show that education in Yorkshire around 1870 was similar to, or different from, education in other parts of the country? Explain your answer using the sources and your own knowledge. (9 marks)

## Sources

### SOURCE A

*From Leeds City Archives Department. Leeds Moral and Industrial Training School was erected in 1846-8 in the same grounds as the workhouse. The inmates were generally orphans and deserted children. In December 1863, the timetable for the school was agreed.*

### Boys School

- 6.00 a.m. School master to rise. Bell will be rung. All boys must rise, sing a hymn, and say their prayers in their dormitories. Proceed to lavatory to wash, supervised by Assistant Schoolmaster.
- 6.45 a.m. Assembly and roll call in day room.
- 7.45 a.m. Morning prayers in Chapel, followed by breakfast in Dining Hall. Recreation in yard of day-room. Schoolmaster to preserve order.
- 9.00 a.m. Boys work in schoolroom.
- 12.00 noon End of morning lessons.
- 12.15 p.m. Boys marched in military order to Dining Room. Eat in perfect silence.
- 1.00 p.m. Boys employed on industrial work to go to industrial trainers. Recreation for those engaged by Education Department.
- 2.00 p.m. Instruction in School Room.
- 5.00 p.m. Recreation
- 5.45 p.m. March in military order to Dining Room followed by prayers and play.
- 7.30 p.m. Preparation for bed. Washing and bathing under supervision of Porter. Hymns, prayers and bed supervised by the Schoolmaster.

Subject to the approval of the Master, the boys shall be taken out for a walk under the superintendence of the Schoolmaster, on Wednesday and Saturday afternoons.

### Girls School

The Sempstress and the domestic servants are to apply to the Schoolmistress for the Girls to be employed under them at a quarter to seven o'clock every morning.

## SOURCE B

*Mary Simpson (1820-84), a pioneer of evening teaching, recorded her experiences at Boynton and the surrounding areas of the East Riding in 'Annals of An Evening School in a Yorkshire Village' (1861):*

July 1856

This is a very scattered parish, entirely agricultural...a large proportion of Plough lads can neither read nor write... In the district there is no evening school; several clergymen have attempted it, and have failed. Most of the farmers can hardly read and write themselves.

A Bold Plunge

I have this very evening walked straight into a farmhouse kitchen, among the assembled lads, and told them I will teach them if they will come.

The Last Week in August

My evening class was to stop during harvest... but when I dismissed them on Saturday, three made such an earnest petition that they might come for a fortnight longer...that I could not refuse.

I have serious doubts about teaching much arithmetic to those who have so little knowledge, and so few ideas. I had rather teach something of geography, history, poetry and (if I could) of music, first.

My evening class has become...the one absorbing interest of my life...may I always remember it is God's work.

## SOURCE C

*From the Flamborough National (Infants) School Logbook, 1898. The school had places for 60 children, and average attendance in 1900 was 49.*

- |                      |  |
|----------------------|--|
| Jan 14 <sup>th</sup> | Average for week 47.6. There are a few cases of Scarlet fever in the village. Miss Dormer has kindly presented to the School a stuffed fox and cub which will be used in the collective lesson on that animal. |
| Jan 21 <sup>st</sup> | Attendance rather better this week. Average 50. Lessons accordingly to timetable. The second have commenced reading books this week. Taught a new piece 'The Cow'.   |
| Feb 4 <sup>th</sup>  | A great deal of sickness is still very prevalent in the village which keeps the average very low. Lessons given during the week 'Apple', 'Potato', 'A Book'.   |
| Feb 11 <sup>th</sup> | Average for the week 51.8. Lessons given during the week 'Sugar', 'Tea', 'Sugar Cane'. Received for school use calico (cloth), thread, needles, thimbles.  |

## SOURCE D

*From the logbook of St Lawrence School, York (1880). A pupil teacher – boy or girl – was often expected to teach during school time. In St Lawrence School there were three pupil teachers – Horsman, Wagstaff and Moses. The headmaster of the School was John Noble and Mings was a teacher.*

- February 20<sup>th</sup> I am sorry to say Mings has quite broken down and has gone home. We have sometimes 160 boys in one room.
- March 19<sup>th</sup> I grieve to record the death of George Mings of consumption. The disease has been very rapid.
- April 9<sup>th</sup> I have found fault with Moses for his neglect and with Horsman for history.
- June 18<sup>th</sup> The examination of the pupil teachers was complete today. Horsman and Wagstaff passed. Moses simply failed.
- November 29<sup>th</sup> Several complaints having been made respecting striking boys. I spoke to all the pupil teachers on the gravity of the offence.

## SOURCE E

*From Partington National School's Minute Book (1894-5).*

- 13<sup>th</sup> December "...complaint brought against the pupil teacher George Hutton, of striking a boy in the face. He was strictly charged never to strike a boy, but to report to the master all cases requiring corporal punishment.
- 20<sup>th</sup> May George Hutton struck a little boy named Arthur Dunn a violent blow with his fist on the arm. It was proposed that George Hutton be suspended for cruelty and gross disobedience."

SOURCE F

1901, Armley Primary School, Punishment Book

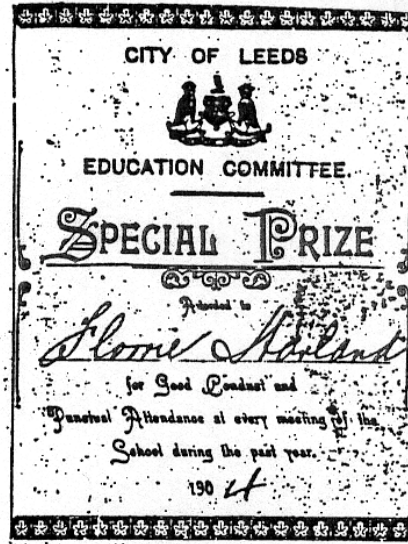
<u>Date</u>	<u>Scholar's Name</u>	<u>Offence</u>	<u>Punishment</u>
Jan 15.	Edith Maurice	Truanting and lying	2 strokes on hand
Jan 15.	Minnie Maurice	Truanting and lying	2 strokes on hand

Castleton Primary School, Leeds, Punishment Book, 1904

8 Oct.	William Frager	Thumping a girl	2 strokes on hand
16 Oct.	Albert Whitehead	Lazy and dirty	2 strokes on hand
6 Nov.	Arthur Parker	Bad behaviour	2 strokes on hand



The Cane



A prize certificate from inside a book

Aberford Church of England School

1898	15 <sup>th</sup> June	John Walton marked absent. He has been working all year and is not yet 13.
	2 <sup>nd</sup> July	Pea-pulling five miles off. Few children at school.
1899	26 <sup>th</sup> April	Many girls absent. This is washing day.
	19 <sup>th</sup> June	Few children at school. Turnip-thriving has started.
1900	2 <sup>nd</sup> Nov.	Ten boys away all day beating bushes at Flaxelwood for a gentleman who takes the shooting.

## Mark Scheme

### Question 1

**Target: Source comprehension and inference.**

- Level 1      **Direct lift from source.** (1-2 marks)  
e.g. *'They did industrial work' 'They said a lot of prayers'*
- Level 2      **Unsupported inference.** (2-3 marks)  
e.g. *'It was very religious' 'It was a long day'*
- Level 3      **Supported inference.** (4 marks)  
e.g. *'Religion must have been important as they said Prayers at least twice a day.'* *'Girls education revolved around domestic work whilst the boys did industrial work. This was to fit them into society.'*

### Question 2

**Target: Reliability of evidence for a particular purpose.**

- Level 1      **Comprehension of source or uncritical description of type or nature of source** (1 mark)  
e.g. *'It tells us that harvest affected the provision of education.'* *'It is written by Mary Simpson and it is what happened to her so it must be reliable.'*
- Level 2      **Combines both features of Level 1.** (2 marks)
- Level 3      **Analysis of reliability of the source.** (3-4 marks)  
e.g. *'It is from her memory and although it is very detailed she may have forgotten to include some aspects.'* *'She generalises about the ability of farmers to read and write. Surely not every farmer was illiterate?'*
- Level 4      **Analysis of reliability tested against own knowledge.** (5-6 marks)  
e.g. *'It is only about one area of Yorkshire but it gives credible information about the type of education as education was not compulsory and many would have not been to school. It is not surprising that they have little ability in arithmetic.'*

### Question 3

**Target: Usefulness.**

- Level 1      **Provides a simple, uncritical description of source(s) or of their content.** (1-2 marks)  
e.g. *'Source C mainly tells us about attendance.'* *'Source D is from the log book and is about the staff.'*
- Level 2      **Evaluates provenance/analyses information.** (3-4 marks)  
e.g. *considers the possible reasons and/or circumstances in which the sources have been produced – does this make the source less or more useful for a local study?*



Level 3      **Evaluates provenance/content against own knowledge.**      (5-6 marks)  
e.g. *linking with own knowledge comes to a well argued conclusion about the usefulness of the sources for a local study.*

#### **Question 4**

##### **Target: Sufficiency.**

Level 1      **Simple statement from sources without reference to the question.**      (1-2 marks)  
e.g. *'Source C tells me that there was illness in the village and about some of the lessons.'*

Level 2      **Statements agreeing/disagreeing using examples from the sources or uses own knowledge without reference to the sources.**      (3-5 marks)  
e.g. *'Sources D and E show that punishments were used quite a lot as they were in many schools around the country.'* *'Education in Yorkshire was the same as it was developed under the 1870 Act and this Act applied to all the country.'*

Level 3      **Uses information from sources supported by own knowledge.**      (6-9 marks)  
e.g. *'Uses examples from sources to highlight education in the locality, questions the usefulness of the sources to give a full picture of a locality and uses own knowledge to support what might be missing.'*

## **5.8 THEMATIC STUDY F: THE EVOLUTION OF A MULTI-ETHNIC SOCIETY IN BRITAIN, C.1840 – C.1990**

These assignments are from material provided by Thomas Tallis School.

### **ASSESSMENT OBJECTIVE 1: THE EVOLUTION OF A MULTI-ETHNIC SOCIETY IN BRITAIN, C.1840 – C.1990**

#### **Task**

**Why and how were African, West Indian and Indian men and women encouraged to assist Britain during the course of the Second World War, 1939-1945, and what was the significance of their contribution?**

The subject content of this assignment involves using material that focuses on why and in which way Britain persuaded Black people in the British empire to assist the British war effort during the period 1939-1945, and the significance of their contribution. This assignment tests Assessment Objective 1, which is to recall, select, organise and deploy knowledge of the historical content. It also tests your ability to describe, analyse and explain the events, changes and issues studied, and the key features and characteristics of the periods, people, societies or situations studied. The assignment will be assessed out of 25 marks and is worth 12.5% of total course marks.

## Mark Scheme

Level 1	Limited selection and organisation of either reasons for or results of contribution of Black people to Britain's war effort 1939-1945. (1-4 marks)
Level 2	Selects and organises relevant information of either reasons for or results of contribution of Black people to Britain's war effort 1939-1945. (5-9 marks)
Level 3	Selects, organises and deploys relevant information to give reasons for and results of contribution of Black people to Britain's war effort 1939-1945. (10-13 marks)
Level 4	Selects, organises and deploys relevant information to analyse reasons for and results of contribution of Black people to Britain's war effort 1939-1945. (14-17 marks)
Level 5	As level 4 with a broad selection of supporting evidence for both reasons for and results of Black contribution which is both accurate and thorough. Uses sources to justify arguments. (18-21 marks)
Level 6	Appreciation of the wider context of colonial contribution. Extensive selection of supporting evidence for both reasons and results of Black contribution which is both accurate and thorough. Uses sources to justify arguments which are well substantiated. (22-25 marks)

## **ASSESSMENT OBJECTIVES 2 AND 3: MARY SEACOLE: HISTORICAL ENQUIRY THROUGH SOURCE WORK**

The subject content of this assignment involves looking at a number of sources of historical evidence that focus on the work of Mary Seacole in the Crimean War, 1845-55, and the effects on her life in London after the War. This assignment primarily tests assessment objectives 2 and 3, which are, in relation to historical context: comprehend, interpret, evaluate and use a range of historical sources of information of different types; comprehend, analyse and evaluate representations and interpretations of the events, people and issues studied. The assignment will be assessed out of 25 marks and is worth 12.5% of total course marks.

### **Questions**

#### **1 Study Sources A and B.**

Mary Seacole died in London in 1881 many years after publishing her book there in 1857.

What would Londoners have understood about her role in the Crimea from these two sources? (2 marks)

#### **2 Study Sources B and C.**

What similarities and differences are there between Mary Seacole's account of her work and that which Londoners may have read in *The Times*? (4 marks)

#### **3 Study Sources B, C, D and E.**

Which of these sources best reveals that Mary Seacole was famous amongst Londoners in her own lifetime? Refer to all sources indicated. (6 marks)

#### **4 Study Sources C and D.**

Source D is a letter from a doctor. Is it more or less reliable than Source C (a journalist's account) for an enquiry into Mary Seacole's role in the Crimea? (4 marks)

#### **5 Study Sources E, F, G and H.**

What evidence is there to suggest that Florence Nightingale was rewarded generously for her role in the Crimea on her return to London, but Mary Seacole was not? Explain why. (9 marks)

## Background Information – Mary Seacole

Two famous women were involved in the Crimean War. They both became famous on their return to London in 1857. One, Nurse Florence Nightingale, has been well remembered to this day; the second, Nurse Mary Seacole has been almost forgotten.



Mary Seacole served in the thick of the fighting and helped the wounded and dying at the assault on Redan, the Battle of Tchernaya and the fall of Sebastopol. Many of the British troops who were not wounded in the war were suffering from cholera. Mary had already spent three years nursing cholera sufferers in Panama and had suffered a slight form of the disease herself. She was well qualified to help them.

Mary was born in Jamaica in 1805 and had always wanted to be a nurse. She helped her mother nurse British soldiers there, and also spent three years in Britain. She helped during the yellow fever outbreak in Jamaica in 1853.

When Mary Seacole heard that the troops she had helped in Jamaica had gone to the Crimea, she decided to go there, too. On arriving in London, no officials would give her any assistance to get to the Crimea. She paid for herself to go. At the end of the war she came back to London. She was now famous but poor. Many military men now came to her aid. A four-day music festival – with over a thousand performers, nine military bands and an orchestra – was held in London's Surrey Gardens to raise funds for her.

She wrote her life story in 1857 entitled 'The Wonderful Adventures of Mrs Seacole in Many Lands'. She died on 14 May 1881 and in her will left bequests to Queen Victoria's nephew, Count Gleichen, and to Lord Roseberry. She was buried at St Mary's Cemetery, Harrow Road, London.

## Sources

### SOURCE A

*Mary Seacole's grave in St Mary's Catholic Cemetery, Harrow Road, London. In 1973, nurses came from Jamaica to put a special stone on Mary's grave. This drawing is taken from a primary school book.*



## **SOURCE B**

*From Mary Seacole's own life story, 'The Wonderful Adventures of Mrs Seacole in Many Lands', 1857. In this extract, she describes a typical day in her life in the Crimea.*

I was generally up and busy by daybreak, sometimes earlier. By 7 o'clock the morning coffee would be ready. From that time until 9 o'clock, officers on duty in the neighbourhood, or passing by, would look in for breakfast. About half past nine my sick patients began to show themselves. In the following hour, they came thickly and sometimes it was past 12 noon before I had got through the duty. That over, there was the hospital to visit across the way.

## **SOURCE C**

*From an article in The Times, 27<sup>th</sup> September 1855. This article was William Howard Russell's report from the Crimea of 14<sup>th</sup> September 1855.*

In the hour of their illness, these men have found a kind and successful physician, a Mrs Seacole. She is from Kingston (Jamaica) and she doctors and cures all manner of men with extraordinary success. She is always in attendance near the battlefield to aid the wounded, and has earned many a poor fellow's blessing.

## **SOURCE D**

*From a letter by Dr Reid to his family, written from Balaclava in the Crimea in 1855. Dr Reid was a surgeon in the British army.*

Here I met a celebrated person. A coloured woman, Mrs Seacole. Out of the goodness of her heart and at her own expense she supplied hot tea to the poor sufferers while they waited to be lifted into the boats (that took them to hospital).

She did not spare herself if she could do any good to the suffering soldiers. In rain and snow, day after day, she was at her post. With her stove and kettle, in any shelter she could find, she brewed tea for all who wanted it – and there were many.

## SOURCE E

*From a poem published in the magazine Punch', 6<sup>th</sup> December 1856.*

<sup>1</sup>She gave her aid to all in need  
To hungry, sick and cold  
Open hand and heart, ready to give  
Kind words, and acts, and gold.

And now the good soul is 'in a hole'\*  
What soldier in all the land  
To set her on her feet again  
Won't give a helping hand?

<sup>1</sup>'She' - this refers to Mary Seacole

\* 'in a hole' = in difficulty.

## SOURCE F

*'The Wonderful Adventures of Mrs Seacole in Many Lands' was republished in 1984. This extract comes from the introduction written by Ziggy Alexander and Audrey Dewjee.*

In March 1856, the war ended suddenly. Mrs Seacole returned to England without any money. She tried to set up her business again selling her wares to soldiers. By November her business had failed and she was in the London Bankruptcy Court\*. The Times newspaper published letters from people who wanted to set up a fund to repay her for the money she had spent in the Crimea.

In 1867 another committee was set up to help her. This time Queen Victoria supported it. She thanked Mary Seacole for her work in the Crimea.

\*The London Bankruptcy Court dealt with businesses which collapsed because of debts.



### **SOURCE G**

*An account of Florence Nightingale's work from a school textbook written by John Robottom in 1991.*

By 1856 most people knew of Florence Nightingale's work from the many pictures of the 'lady with the lamp'.

The pictures of the gentle lady with the lamp were only part of the truth, but they touched people's imaginations. They sent the huge sum of £49,000 to the Nightingale Fund for training nurses.

Back in England, Florence Nightingale spent three years advising the government of changes in army hospitals. Then in 1860 she chose St Thomas' Hospital for the first nurses training school.

### **SOURCE H**

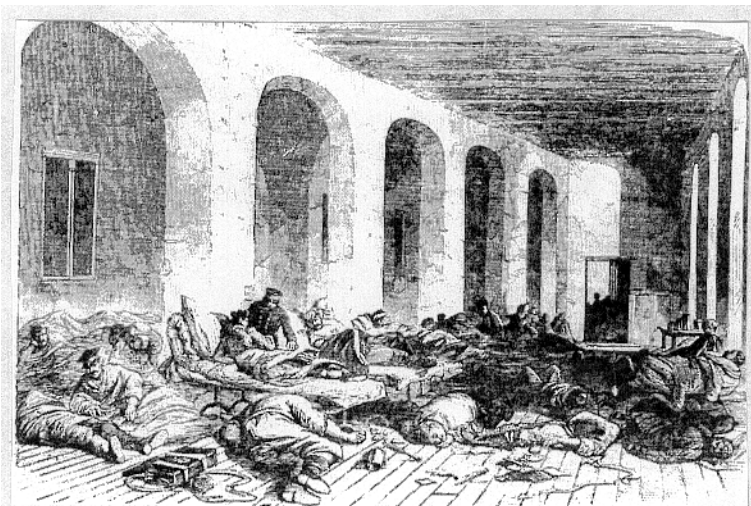
*An account of Florence Nightingale's work in the Crimea, from the Oxford Children's Encyclopaedia, 1991.*

Florence Nightingale set sail in 1854 with 38 nurses. Within a month they had 5,000 men to look after. Florence worked 20 hours a day to improve the nursing of ordinary soldiers. Every night she visited all the wards, and the soldiers loved her as 'the lady with the lamp'.

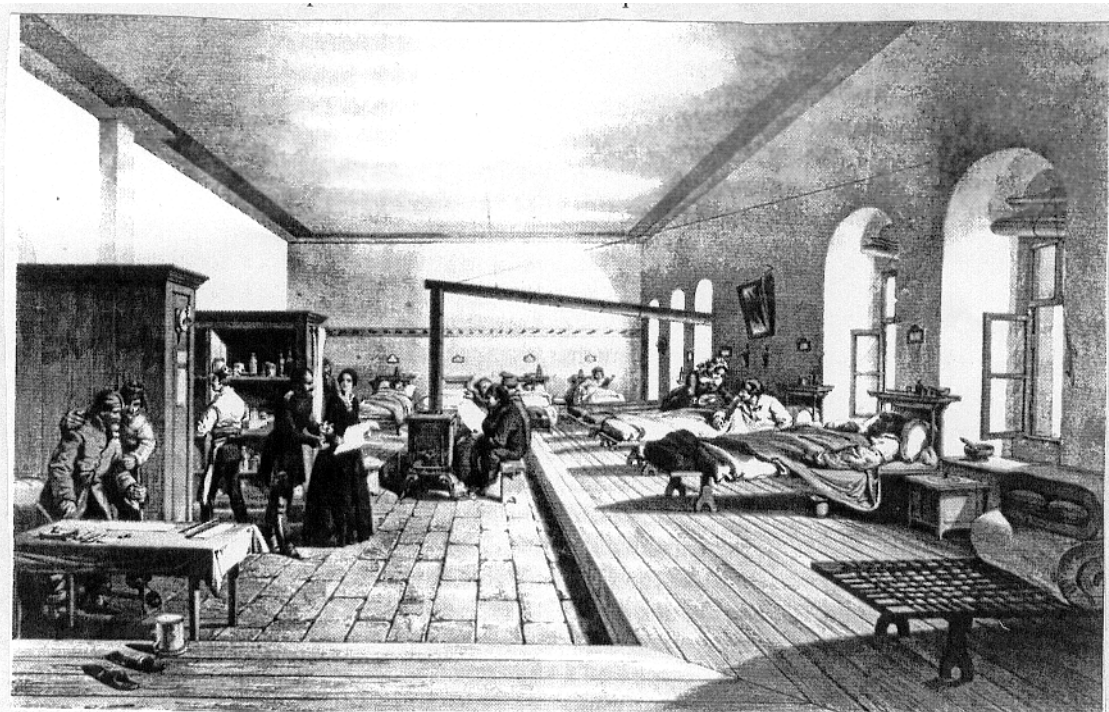
Her story was published in newspapers back home and she became a national heroine. £45,000 was collected from the public for her to spend as she saw fit. In 1860 she spent in on the Nightingale training school for nurses at St Thomas' Hospital, London.

**SOURCE I**

*The military hospital at Sebastapol before the nurses arrived.*



*The Scutari hospital after Florence had improved it.*



## Mark Scheme

**Question 1: Study Sources A and B. Mary Seacole died in London in 1881 many years after publishing her book there in 1857. What would Londoners have understood about her role in the Crimea from these two sources?** (2 marks)

**Target: Comprehension.**

Level 1 One aspect of her role identified and simply stated. (1 mark)

Level 2 Two aspects of her role identified and simply stated. (2 marks)

**Question 2: Study Sources B and C. What similarities and differences are there between Mary Seacole's account of her work and that which Londoners may have read in The Times?** (4 marks)

**Target: Identification of similarity and difference.**

Level 1 Identifies an aspect of her work from either B or C. (1 mark)

Level 2 Uses both sources to identify a similarity and/or difference. (2-3 marks)

Level 3 Full account of similarity and difference of her work using the two sources  
· (4 marks)

**Question 3: Study Sources B, C, D and E. Which of these sources best reveals that Mary Seacole was famous amongst Londoners in her own lifetime? Refer to all sources indicated.** (6 marks)

**Target: Evaluation of Utility.**

Level 1 General reasons why Seacole was famous. (1 mark)

Level 2 Partial evaluation of 1 or 2 sources using one or more of author, audience, content, context and relationship to other known evidence. (2-3 marks)

Level 3 All sources dealt with in terms of evaluation using one or more of author, audience, content, context and relationship to other known evidence but lacks a substantiated and reasoned conclusion. (4-5 marks)

Level 4 As Level 3, but with a reasoned and substantiated conclusion. (6 marks)

**Question 4: Study Sources C and D. Source D is a letter from a doctor. Is it more or less reliable than Source C (a journalist's account) for an enquiry into Mary Seacole's role in the Crimea?** (4 marks)

**Target: Evaluation of reliability.**

- |         |  |             |
|---------|--|-------------|
| Level 1 | Unrelated comprehension of very generalised ideas about reliability using only one source.   | (1 mark)    |
| Level 2 | A judgement on reliability based on partial consideration of one or more of author, audience, content, context and relationship to other known evidence, and using both sources. | (2-3 marks) |
| Level 3 | Full evaluation of reliability using author, audience, content, context and relationship to other known evidence, and arriving at a substantiated conclusion.                    | (4 marks)   |

**Question 5: Study Sources E, F, G and H.**

**What evidence is there to suggest that Florence Nightingale was rewarded generously for her role in the Crimea on her return to London, but Mary Seacole was not? Explain why.**

(9 marks)

**Target: Analysis and evaluation.**

- |         |   |             |
|---------|---|-------------|
| Level 1 | General reasons related to comprehension.   | (1 mark)    |
| Level 2 | Partial analysis and evaluation using up to two sources.  | (2-3 marks) |
| Level 3 | All sources analysed and evaluated, and some general conclusions are made with regard to why.   | (4-7 marks) |
| Level 4 | Full consideration of the sources to arrive at a substantiated conclusion as to what evidence and why. The explanation of why should relate to candidate's background knowledge of the position of Black people in British society in the mid 19 <sup>th</sup> Century developed in the wider context of this unit on the development of a multi-ethnic society in Britain. | (7-9 marks) |

## 5.9 THEMATIC STUDY G: LOCALITY STUDY

### ASSESSMENT OBJECTIVES 2 AND 3: LOCALITY STUDY

The specification allows for an Assignment 2 to be based on a study of a locality development or museum site, which extends the teaching programme of the core content. This approach extends the opportunities to take advantage of the richness of available material at historical sites and museums.

The choice of content must extend, deepen and widen the teaching experience for Paper 1 and must be a clearly defined learning experience. It is important that Centres work closely with the Coursework Consultant to ensure that overlap does not exist.

The chosen content is expected to replace approximately half of the Thematic Study selected for Assignment 1 and will form the basis for the testing of Assessment Objectives 2 and 3. Candidates must produce work for Assignment 1 on any of the other Thematic Studies.

Through the study of a variety of sources based on a local area, not necessarily local to the school, candidates will be expected to show evidence of wider research and investigation. There should be opportunities to place the study in a broader, national context.

The exact format of the task, and therefore the mark scheme, will depend on the type of site and the material available. In general, the complete task could well be constructed in a similar way to the Paper 2 investigation. The format could be along the following lines.

- A question that allows the candidate to comprehend and make supported assertions such as ‘What can you learn from this source about the site when it was operational?’
- A cross-referencing task. This might be a task such as ‘Do the historical artefacts on site confirm what you know about the way of life/working conditions at the time?’
- An opportunity to demonstrate an understanding of interpretations and/or representations. This could be related to a site where an aspect of the past has been recreated and candidates could be asked to comment on the validity of that interpretation.
- The candidates should be encouraged to evaluate the usefulness/reliability/sufficiency and accuracy of the evidence they are observing using tasks such as:

How does the physical evidence that remains indicate the purpose of the site when it was operational?

How accurate is reconstruction/historical interpretation of the site?

Do the historical artefacts on the site confirm what you know about the way of life/working conditions at the time?

Does the evidence provided give a reliable picture of the way workers were treated at the site?

How useful is this information to an historian studying changes in relation to the site?

Is there sufficient evidence to prove that..... existed?

Is the evidence in the sources based on fact or it is opinion?

Why might the Report on..... be biased?

For each task set, Centres should construct a levels of response mark scheme.

As mark schemes for this assignment will depend on the set assignment, Centres may find general information in Section 8 on the marking criteria relating to mark schemes useful as a starting point.

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## 6 ACKNOWLEDGEMENTS (VISUAL SOURCES)

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### PAGE

22	Illustrated London News Picture Library
24	<i>Medicine Through Time</i> , Bob Rees and Paul Shuter. Published by Heinemann, 1996
32	Illustrated London News Picture Library
34	<i>The New Poor Law of 1834 and its Effects</i> , Ray Ennion. Published in <i>Practical History</i> by Stanley Thornes, 1997
35	Dickens Museum
46	Punch Ltd
47	Unknown
48	Unknown
50	Unknown
62	Mansell Collection
63	Mansell Collection
67	The Guardian Newspaper
78	Bodleian Library
85	Ginn and Co Ltd
89	Mary Evans Picture Library (top)
89	Mansell Collection (bottom)

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## 7 COURSEWORK CONSULTANCY

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The specification states that Coursework Consultants will monitor the suitability of assignments in meeting the specification requirements.

### 7.1 SUBMISSION OF COURSEWORK PROPOSALS

- 1 Teachers must send their coursework schemes to:  
The History Subject Officer  
OCR  
1 Hills Road  
Cambridge  
CB1 2EU.
- 2 Proposals should contain as much detail about the proposed tasks as possible, including questions, sources, draft mark schemes, and the allocation of marks to the objectives.
- 3 OCR will allocate proposals to Coursework Consultants, who will prepare reports on the proposals. The Coursework Consultant will send the report direct to the Centre. The report will identify the Coursework Consultant and provide his/her address. It may ask for revisions to be made to the proposals, and a resubmission of the scheme. Any further correspondence (including re-submissions) about the coursework can take place directly between Consultant and the Centre. The Coursework Consultant is also available to act as a coursework adviser to the Centre for the duration of the course. Centres are requested to communicate with their Consultant by post only. If a Centre wishes to contact their Consultant after the two-year cycle in which their work was first submitted, a check should first be made with OCR that the same Coursework Consultant is still allocated to that Centre.
- 4 Once a coursework scheme has been approved, there is no need for it to be resubmitted each year. However, if eventually a Centre decides that it wishes to use completely new tasks, a new submission will be necessary. Any submission of new tasks should be treated as a completely new submission and sent to OCR rather than to a Coursework Consultant.



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## 8 REGULATIONS FOR INTERNAL ASSESSMENT

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### 8.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

OCR expects teachers to supervise and guide candidates who are undertaking coursework. The degree of teacher guidance in candidate's work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed task, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre, for example, research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

### 8.2 FORMAT AND PRESENTATION OF COURSEWORK

Candidates must observe certain procedures in the production of coursework.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Sources used in the presentation of the work should be listed in a bibliography.

Work submitted for moderation must be marked with the following information:

- Centre number
- Centre name
- candidate number
- candidate name
- specification code and title
- assignment title.

It must be accompanied by the Coursework Cover Sheet (see Section 9) recording the marks awarded for each assessment objective for each task. All work submitted for moderation must have the pages numbered and bound together, and be submitted in a flat card file (not a ring binder).

## 8.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marks for coursework are allocated as follows.

Assignment 1 (Assessment Objective 1)	25 marks
Assignment 2 (Assessment Objectives 2 and 3)	25 marks
Total for coursework	50 marks

### 8.3.1 Assessment Objective 1

#### Band 1, mark range 1 – 8

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but are likely to be relatively brief or limited in scope.

Candidates can describe some of the main events, people and changes and give a few reasons for, and results of, the main events and changes.

Candidates can describe a few features of an event, issue or period including, at a basic level, characteristic ideas, beliefs and attitudes.

#### Band 2, mark range 9 – 18

Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Candidates can produce structured descriptions and explanations of events, people, changes and issues, and analyse causes and consequences.

Candidates can describe, analyse and explain key features and characteristics of situations, periods, and societies including the variety of ideas, attitudes, and beliefs held by people at the time.

#### Band 3, mark range 19 – 25

Candidates select, organise and deploy an extensive range of relevant information to produce consistently well-structured narratives, descriptions and explanations which are thorough and accurate and show appreciation of the wider context of the information.

Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analysis of causes and consequences of events and changes are well substantiated and set in their wider historical context.

Candidates can give reasons for the diversity of the features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

### **8.3.2 Assessment Objectives 2 and 3**

#### **Band 1, mark range 1 – 8**

Using their knowledge and understanding, candidates can identify some of the differences between ways in which events, people or issues have been represented and interpreted.

Using their knowledge and understanding, candidates can comprehend sources of information but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions.

#### **Band 2, mark range 9 – 18**

Using their knowledge and understanding, candidates understand that some events, people or issues have been interpreted differently, can recognise these differences and explain how they have been produced.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

#### **Band 3, mark range 19 – 25**

Using their knowledge and understanding, candidates can analyse how and why differing interpretations of events, people or issues have been produced, and can evaluate these interpretations and make balanced judgements about their value in relation to the historical context.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

### **8.3.3 Assessing Written Communication**

Written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling.

The quality of candidates' written communication is assessed in coursework. It should be assessed in one assignment only. The more appropriate assignment for this will normally be Assignment 1 as this is where candidates have most opportunity to produce some extended writing.

The mark scheme that is submitted to the Coursework Consultant must indicate clearly, at the beginning, the question or sub-question in which quality of written communication is to be assessed.

No separate marks are allocated for written communication. Instead, the quality of written communication should be 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 within a level. 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 Assignment 1 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.*

## 8.4 MODERATION

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that the order of merit for the Centre is correct. Adjustment in either direction should not be seen as adverse criticism of a Centre's marking; it is to ensure that the marks applied in each Centre mean the same standard.

The sample of work that is sent to the Moderator must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 8.3. Annotation should be carried out by the person marking the work either as summary comments on the work or on the Coursework Cover Sheet, or by flagging key pieces of evidence throughout the work by annotation in the margin showing the level and mark awarded.

As well as the sample of internally assessed work, Centres are required to submit, at the time of moderation, one candidate's folder of coursework relating to the coursework study. This is in order to ensure that internally assessed work has arisen from an approved course of study.

## 8.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK

If a candidate submits no work for an internally assessed component, then the candidate should be indicated on the mark sheets submitted to OCR as being absent from that component.

If there is clear evidence that work has been attempted and some work has been produced, then the work should be assessed according to the marking criteria and the appropriate mark awarded, which may be zero.

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## 9 COURSEWORK ADMINISTRATION PACK

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This Coursework Administration Pack is designed to accompany the OCR GCSE History C specification for teaching from September 2001.

The forms in this pack are for use with the following specification:

- **History C (British Social and Economic) (1936)**

Guidance on the assessment of coursework will be found in Section 7 of the specification.

A master copy of all GCSE Administration Packs will be sent to Examinations Officers during 2001.

Centres may copy materials from this booklet for their own internal use.

Contents:

### **Compulsory Recording Materials**

Coursework Cover Sheet

Coursework Summary Form

These materials will **not** automatically be sent out annually.

All forms may be photocopied and used as required. Additional copies may be downloaded from the OCR website [www.ocr.org.uk](http://www.ocr.org.uk).

## **Compulsory Recording Materials**

**Coursework Cover Sheet:** this form should be completed for each candidate in the sample for moderation and must be attached to the work before it is sent to the Moderator.

**Coursework Summary Form:** the information required on this form must be sent to the Moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.

## **Internal Standardisation**

Where more than one teacher in the Centre has marked the work for a particular coursework component, the Centre must standardise the marking. This is in order to ensure that candidates who have demonstrated the same level of attainment receive the same mark, and that the rank order of the coursework marks for the Centre as a whole is appropriate.

## **Submission of Marks**

OCR will send Centres internal assessment mark sheets (MS1) for the submission of coursework marks, along with instructions for completing and returning the mark sheets. Coursework marks may also be submitted electronically by EDI. The dates for despatch of MS1 mark sheets and for submission of coursework marks are given on the Key Dates poster for each session. Centres must ensure that they keep a copy of their coursework marks.

## **Moderation**

Moderator address labels will be sent to Centres shortly before the coursework mark submission date. Where the Centre has ten or fewer candidates entered for a coursework component all the candidates' work should be sent to the Moderator with a copy of the internal assessment mark sheet(s). Where there are more than ten candidates, the Centre should send all marks to the Moderator by the mark submission deadline and keep the work secure. The Moderator, once he/she has received the marks from the Centre, will contact the Centre to request a sample of work. Centres should respond promptly to any requests for work from the Moderator. A report on the outcome of the moderation will be sent to Centres at the time results are issued.

## **General Coursework Regulations and Procedures**

General coursework regulations and procedures including those concerning lost or incomplete coursework are given in the OCR *Handbook for Centres*.

## **Coursework Enquiries**

Coursework enquiries for History should be sent to OCR at the following address:

Administrative Officer (Humanities and Classical Studies Team)

OCR

1 Hills Road

Cambridge

CB1 2EU.

Correspondence should be marked 'Coursework Enquiry'.

# HISTORY C (1936)

## GCSE

### Coursework Cover Sheet



Please read the instructions printed overleaf before completing this form. A completed cover sheet should be attached to the assessed work of **each** candidate in the moderation sample.

Year	2	0	0	
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Centre Name	
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Centre Number					
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Candidate Name		Candidate Number				
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Marks for Assignment 1 (AO 1) (max 25)	Marks for Assignment 2 (AOs 2 and 3) (max 25)	Total mark (max 50)

This form should be attached to both pieces of coursework when they are submitted for moderation; in addition, each piece of coursework should be identified with the candidate details as above.

#### Authentication by the teacher

I declare that, to the best of my knowledge, the work submitted is that of the candidate concerned. I have attached details of any assistance given beyond that which is acceptable under the scheme of assessment.

Signature \_\_\_\_\_ Date \_\_\_\_\_



## **INSTRUCTIONS FOR COMPLETION OF THIS FORM**

- 1 One form should be used for each candidate.
- 2 Please ensure that the appropriate boxes at the top of the form are completed.
- 3 Enter the marks awarded in the appropriate boxes.



## INSTRUCTIONS FOR COMPLETION OF THIS FORM

### A Marking and Internal Standardisation

- 1 Teachers must be thoroughly familiar with the appropriate sections of the specification and with the general coursework regulations.
- 2 Complete the information at the head of the form.
- 3 List the candidates in an order which will allow ease of transfer of information to a computer-printed mark sheet (Form MS1) at a later stage (i.e. in candidate number order). The teaching group/set should also be shown.
- 4 Mark the coursework for each candidate according to the guidance given in the current specification.
- 5 Carry out internal standardisation to ensure that the total mark awarded to each candidate reflects a single, valid and reliable order of merit.
- 6 Enter the marks and total marks in the appropriate spaces.
- 7 Ensure that the addition of marks is independently checked.

### B External Moderation

- 1 Send this form to the moderator with the MS1. A print-out from a suitable software package is an acceptable alternative to this form if the same information is given.
- 2 Centres must submit for moderation one candidate's folder of classwork as well as the prescribed number of coursework folders. This is to ensure that coursework has arisen from a defined course of study. Please note that the candidate whose folder of classwork is submitted **may be chosen by the Centre**. The sample of coursework for moderation will be selected by the Moderator (except where there are ten or fewer candidates, in which case all the coursework is sent for moderation).