

**GCSE**

**History A**

91402B Britain, 1815–1851

Mark scheme

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9140

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Version 1: Final Mark Scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from [aqa.org.uk](http://aqa.org.uk)

## A Introduction

### • Consistency of Marking

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by AQA.

### • Subject Content

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all students, but particularly the more able, to make judgements grounded in evidence and information.

### • The Assessment Objectives (AOs)

| Assessment Objectives |  | % weighting |
|-----------------------|--|-------------|
| AO1                   | Recall, select and communicate their knowledge and understanding of history  | 30          |
| AO2                   | Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul> | 30          |
| AO3                   | Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>  | 40          |

### • Levels of Response Marking Schemes

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate students' attainment by **outcome** and to reward **positively** what the students know, understand and can do.

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Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

## B Question targets and Levels of response

- **Question targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected students will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of response**

There are several ways in which any question can be answered – in a simple way by less able students and in more sophisticated ways by students of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the student has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

### C Deciding on marks within a level

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to student attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information
  - appropriately detailed
  - factually accurate
  - appropriately balanced, or markedly better in some areas than in others
  - set in the historical context as appropriate to the question
  - displaying appropriate **quality of written communication skills**.
- **Note about indicative content**

The mark scheme provides **examples of historical content** (indicative content) which students may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student may be taken into account only **after** a decision has been taken about the quality (level) of the response.
  - **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which

is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

## **D Some practical points**

- **Answers in note form**

Answers in note form to any question should be credited in so far as the student's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the students in diagrams, tables, maps etc, provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a student starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the 'thought level' equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

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**E Assessment of Spelling, Punctuation and Grammar**

Spelling, punctuation and grammar will be assessed via questions 2(c) or 3(c) in Section B.

Four marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

**High performance****4 marks**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

**Intermediate performance****2-3 marks**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**Threshold performance****1 mark**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

***The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.***

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1 (a) What do **Sources A** and **B** suggest about the railways?

[4 marks]

**Target: Comprehension and inference from historical sources (AO3 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that select details from the sources** **1**

Eg in Source B people block off the entrance to their lands.

**Level 2: Answers that draw a simple inference from the source** **2-3**

Eg in Source A people are ignorant about the railway and poke fun at the idea of a locomotive and railway.

**Level 3: Answers that develop a complex inference from the sources** **4**

Eg the sources show resistance to the idea of a railway for different reasons. In Source A it is intellectual resistance – they do not believe it can be built and in Source B they do not want it to be built because it will affect them financially.

|                 |   |                  |
|-----------------|---|------------------|
| <b>1 (b)</b>    | What different view of the railways is suggested by <b>Sources C</b> and <b>D</b> ?<br>Explain your answer using <b>Sources A, B, C</b> and <b>D</b> .  | <b>[6 marks]</b> |
| <b>Target:</b>  | <b>Comprehension and inference from historical sources<br/>(AO2 2 marks, AO3 4 marks)</b>   |                  |
|                 | Students either submit no evidence or fail to address the question.   | <b>0</b>         |
| <b>Level 1:</b> | <b>Answers that select details from Sources C and/or D</b>  | <b>1-2</b>       |
|                 | Eg Source C shows lots of people at the station and they have got flags out and they are well dressed.  |                  |
| <b>Level 2:</b> | <b>Answers that provide a simple comparison based on the details of the sources</b>   | <b>3-4</b>       |
|                 | Eg in Source A there is a made up 'rocket' and in Source C there is a real railway train. George Stephenson built a locomotive called 'The Rocket' for the Rainhill Trials.   |                  |
|                 | <b>OR</b>   |                  |
|                 | <b>Answers that use the sources but provide an inference</b>  |                  |
|                 | Eg in Source D the view is that the train is popular and therefore is making the people who invested in it a lot of money.  |                  |
|                 | Eg the tone of Source D is positive it is 'splendid' and goes under the title of 'Progress...' this suggests that people are proud of the Railways they admire it and it has positive benefits.   |                  |
| <b>Level 3:</b> | <b>Answers that develop an understanding or draw an inference about a view based on the details of the sources</b>  | <b>5-6</b>       |
|                 | Eg in Sources A and B the people do not want the train they are frightened and resist the development of railways. In Sources C and D the railway is accepted at the highest levels of society and taken pride in as an advancement. In Source D rather than fear it, the people are keen to use the train. Many landowners did not share the view of Lord Derby (Source B) and made a lot of money from Railway investment (Source D). |                  |

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- 1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**?  
Explain your answer using **Sources A, B, C** and **D** and **your knowledge**. **[8 marks]**
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1 2 marks, AO2 2 marks, AO3 4 marks)**
- Students either submit no evidence or fail to address the question. **0**
- Level 1: Answers that select details from sources OR answers that say how the sources are different** **1-2**  
Eg they are different because Source B is about building the railways and Source D is about using them.
- The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: Answers that show simple reasoning based on the differences in place, or author, or time, or audience** **3-4**  
Eg Source A is a picture of what they thought in the 1820s and Source C is later in 1844. Source B is by one of the railway builders so he would complain.
- The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
- Level 3: Answers based on developed reasoning based on differences in author, audience, time or place** **5-6**  
Answers will probably be based on how the authors acquired information or their intentions in writing.  
Eg by the time of Sources C and D people have had time to recognise and appreciate the benefits of the railways.  
George Stephenson as a builder would know exactly the problems faced but the cartoon is simply meant to entertain or even ridicule the fears of people and the name 'Rocket'. In the 1820s (Sources A and B) there was much resistance to the idea of the railways because they could not imagine what it was like. Landowners and canal owners feared competition and obstructed the builders. But by 1844 the Victorians wanted to show the railway off to foreign visitors.
- The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
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**Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences. 7-8**

Eg Source D wants to celebrate the 'Progress' that has been made and is being led by the railway. It celebrates a very different attitude to technology from that of the landowners in Source B who because the Railway Mania was at its height are probably making profits from the railways now. In the way the way the sources have also gone from cartoons to paintings, the Victorians have gone from ridicule to celebration and pride.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

- 1 (d) How useful is **Source E** for understanding how people reacted to the building of the railways before 1851?

Explain your answer using **Source E** and **your knowledge**.

[8 marks]

**Target: An evaluation of utility (AO1 2 marks, AO2 2 marks, AO3 4 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that assert a source(s) are useful or not because they tell us something about the railways or people's reactions to railways** **1-2**

Answers may select details from the sources to support the answer. Eg Source E is useful because it shows lots of people who have stopped the train. There is a lot of smoke pollution from the chimney.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that explain that one source is useful or not because of its provenance in relation to people's reactions to railways** **3-4**

Eg Source E is useful because it was drawn by a skilful artist who was detailed and accurate. John Leech drew lots of pictures to illustrate nineteenth century life and Punch poked fun at important news items and famous people of the day. It shows people waving bags of money at the train and he says it is a juggernaut to show how popular it is.

**OR**

**Answers that explain that Source E is useful or not through an understanding of the content of the picture in relation to people's reactions to railways**

Eg Source E is useful because it shows how people worshipped the railway because it was so popular and they wave bags of money at it because they know the railways make money.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

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**Level 3: Answers that appreciate and explain the value of the source because of its provenance and understanding of content in relation to people’s reactions to railways** **5-6**

Answers that comment in the main on one aspect either content or provenance in depth and mention the other aspect should be marked at this level.

Eg Source E is useful because it was showing people worshipping the train but the magazine is doubtful if it will keep making money as there is a devil perched on the engine and the name of the train is ‘Speculation’. Punch is suggesting that the railway is a ‘juggernaut’ and people are being taken in by the Railway mania.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to people’s reactions to railways** **7-8**

Eg the source is sceptical about the railway mania because they are unsure whether it will keep going. It is in a satirical magazine so they doubt it and it was at the height of the railways mania in 1845 when some towns had two parallel tracks planned by different railway companies. The crocodiles at the foot of the cartoon suggest that the lawyers are making lots of money drawing up railway bills.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

1 (e) In what ways had the railways made a difference to Britain by 1851?

[10 marks]

**Target: Explanation of an historical problem, issue or event (AO1 5 marks, AO2 5 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Answers that provide general statements, describe single factors or factual details of the railways before 1851** **1-2**

Eg the railways made a difference because lots of people wanted to travel on the railways and they could get about more quickly.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Answers that comment briefly on several factors, to do with the results of the railways before 1851** **3-5**

Eg the railways made a difference because they increased the number of jobs available. They used a lot of raw materials and were important for making communication quicker. They stimulated investment.

**OR**

**Answers that identify and explain one factor, in depth to do with the results of the railways before 1851**

Eg the railways made a difference because they were important because they had a social impact. People became more mobile accepting jobs further away from their homes because of rail travel. They enjoyed holidays in seaside towns. The railways improved diets and brought newspapers quickly to readers.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

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|                 |   |             |
|-----------------|---|-------------|
| <b>Level 3:</b> | <b>Answers that recognise and explain several factors to do with the results of the railways before 1851 in specific detail</b><br>Eg the railways made a difference because they had an economic impact because they stimulated jobs. Jobs were created building the railways and then running them, They had a social impact in increasing political activity, and social mobility. People had time standardised through the country and a whole new range of leisure activities such football matches and holidays.<br><br>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.  | <b>6-8</b>  |
| <b>Level 4:</b> | <b>Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors</b><br>Eg the railways made a difference because several factors came together to make important changes in Britain. The major financial effect was to boost regional stock markets and boost the level of the country's savings beyond 10%. This had a knock-on effect on other industries. Perhaps the most important effect was as Ruskin put, 'the railways were a device for making the world smaller.' It took less time to get between places and therefore brought more people together more often and more quickly.<br><br>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively. | <b>9-10</b> |

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- 2 (a) What was important about changes to population growth and movement in Britain between 1815 and 1851?

[4 marks]

**Target: Understanding of the key features of the period  
(AO1 2 marks, AO2 2 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** **1-2**  
**Answers will show simple recognition of the population or change to it**

Eg in the nineteenth century the population grew rapidly. It had doubled by 1851.

**Level 2: Explanation shows understanding in a broader context of the period** **3-4**  
**Answers will show knowledge of some distinctive features of the population or change to it**

Eg in 1801, 17% of the population lived in towns. In 1831 it was 25% and by 1851 over 50% lived in towns. This shows a move from rural to urban living. However the cities could not cope with so many people and there was widespread poverty.

**2 (b)** Study **Source F** in the Sources Booklet.

Using **Source F** and **your knowledge**, explain why some people emigrated from Britain between 1815 and 1851.

**[8 marks]**

**Target: Understanding of the key features of the period  
(AO1 3 marks, AO2 3 marks, AO3 2 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Discusses the source only OR  
Describes the emigration** **1-2**

Eg people went from Ireland and Scotland to America. Some migrants were rich, it wasn't just poor people who went abroad to Canada and Australia.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Considers a singular difference (probably based upon the source offered) and/or mentions other aspects related to the reasons why people emigrated from Britain** **3-5**

Eg the source shows that you might have a better life abroad if you emigrated the poor people on the left could be Irish. The potato was the main food for the Irish but the crop failed in each year from 1846–1849. Over one million Irish people died of starvation and disease. Thousands who were unable to pay their rents were evicted. The landlords used the 'infamous Gregory clause' to clear tenants from land and change to livestock farming. In this period two and half million Irish people emigrated, mainly to Canada and the USA.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

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**Level 3: Explains more than one difference related to the reasons why people emigrated from Britain. At this level responses will explain more than one or two aspects apart from those suggested in the source. 6-8**

Eg there were 'Push and Pull' factors involved which is what is shown 'here' and 'there'. But why you went depended on different combinations of push and pull. Many people left Ireland because there was no future for them. There was competition for land and many faced starvation if they stayed. So although they could hope for a better future abroad they had nothing to look forward to if they stayed. Large areas of Scotland too were cleared of people as the landowners put sheep to graze. These were presented as 'improvements' but they weren't for the small farmers who were pushed out. On the farms of England, farmers used machines and needed fewer workers. Opportunities abroad were advertised enticingly to people. With a free passage this was very attractive.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

2 (c) 'The worst aspect of emigrating from Britain was the long journey.'

How far do you agree with this interpretation of the problems encountered by people who left Britain between 1815 and 1851? Explain your answer.

[12 marks]  
[SPaG 4 marks]

**Target: Understanding, analysis and evaluation of an interpretation  
(AO1 2 marks, AO2 2 marks, AO3 8 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Simple descriptive comment or comments about the interpretation** **1-2**

Eg I agree because the travellers could be seasick or ship wrecked. They were often cramped together.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Identifies or describes different ways in which the issue has been interpreted** **3-6**

Eg this is only one interpretation – there were many other problems facing migrants. It wasn't just the journey. They had to raise the money for the passage. They would say goodbye to their family and friends. When they arrived, people might exploit them.

**OR**

**Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about**

May explain the interpretation on the basis of analysis of:

Eg **the Journey**. The problem of **work and accommodation on arrival**. The **exploitation** of new arrivals. **Preparation** for the voyages – financial and emotional.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

**Level 3: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**

Will explain **more than one** interpretation as above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4:** **Analyses how and why different interpretations have come about** **11-12**  
**An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3**

Eg looking at the different accounts of the migrants' journeys to a new land it is easy to see how differing interpretations could come about. But different people had differing experiences of the journey depending on how wealthy or skilled they were. Not all migrants were poor. Some could afford good treatment and some had contacts in the new lands, eg Canada or Australia. If you went on your own, then it needed luck to make a success of the move. When you arrived some people preyed on the migrants and profited from them. So the arrival might be the worst part of the journey if you had no one to help you.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

**SPaG Spelling, Punctuation and Grammar**

**Threshold performance** **1**  
 Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

**Intermediate performance** **2-3**  
 Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

**High performance** **4**  
 Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

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3 (a) Why were Robert Owen and Richard Oastler important?

[4 marks]

**Target: Understanding of the key features of the period  
(AO1 2 marks, AO2 2 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question** **1-2**

Answers will show simple recognition of Robert Owen and/or Richard Oastler.

Eg Robert Owen was a factory owner who tried to treat his workers well because he thought that was the way that you got the best work out of them.

**Level 2: Explanation shows understanding in a broader context of the period** **3-4**

Answers will show knowledge of some distinctive aspects of the role of Robert Owen and/or Richard Oastler.

Eg Owen's new Lanark Mill was an example to other factory owners to look after their workers. Owen limited the hours worked and would not employ children under 10 years old. He ran a store to sell goods to workers at cost price. He was criticised but he still made a profit.

**3 (b)** Study **Source G** in the Sources Booklet.

Using **Source G** and **your knowledge**, explain why some people opposed laws to change working conditions.

**[8 marks]**

|                 |  |            |
|-----------------|--|------------|
| <b>Target:</b>  | <b>Understanding of the key features<br/>(AO1 3 marks, AO2 3 marks, AO3 2 marks)</b>   |            |
|                 | Students either submit no evidence or fail to address the question.  | <b>0</b>   |
| <b>Level 1:</b> | <b>Discusses the source only<br/>OR<br/>Describes working conditions or opposition to laws to improve working conditions</b><br>Eg children over 13 were still allowed to work up to 13 hours a day after the 1833 Factory Act.<br><br>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.  | <b>1-2</b> |
| <b>Level 2:</b> | <b>Considers a singular aspect and/or mentions other aspects related to opposition to legislation designed to improve working conditions</b><br>Eg there was opposition because factory owners made a lot of profit from paying low wages as is shown in Source G. The delightful gowns that are sold are made through the 'grinding' poverty that the workers endure through low wages. Factory owners said they had to make a profit and they provided work for people and paid tax which made the country great.<br><br>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.   | <b>3-5</b> |
| <b>Level 3:</b> | <b>Explains more than one aspect related to opposition to laws to improve working conditions</b><br>At this level responses will explain more than one or two aspects apart from those suggested in the quotation.<br>Eg many workers said that they did not want laws because they would be poorer. They needed the whole family to work to survive. Factory owners agreed that if people don't want to work long hours they don't have to. Many factory owners said it was not right for the government to interfere in their business. This was 'laissez-faire' thinking. The government, they argued, for example on the Mines Act, 1842 from biased people who had been told what to say to the Commissioners who collected the evidence.<br><br>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used. | <b>6-8</b> |

- 3 (c) 'The Factory Acts were the main reason for improvement in the lives of working people.'

How far do you agree with this interpretation of why the lives of working people improved between 1815 and 1851? Explain your answer.

[12 marks]  
[SPaG 4 marks]

**Target: Understanding, analysis and evaluation of an interpretation (AO1 2 marks, AO2 2 marks, AO3 8 marks)**

Students either submit no evidence or fail to address the question. **0**

**Level 1: Simple descriptive comment or comments about the interpretation** **1-2**

Eg I agree with the interpretation because the 1833 Factory Act said that children under 13 had to attend school for two hours. Children under 9 could not work at all.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

**Level 2: Identifies or describes different ways in which the issue has been interpreted** **3-6**

Eg I disagree with the interpretation because there were many reasons for the improvement. The new religious beliefs like the Methodists were more concerned with helping people. Individuals did put pressure on government to pass laws but there were ways round the laws like the Factory Acts, 1833 or the Mines Act 1842. The Sunday School movement was important in spreading education.

**OR**

**Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about**

May explain the interpretation on the basis of analysis of:

Eg Education, Public Health, the work of the Churches, the changes to Law and Order, Politics, Individuals, Local Government, Economic Growth.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

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**Level 3: Answers that explain more than one interpretation in depth  
Answers will provide some evaluation of the history on which  
the interpretations are based and may assess the validity of the  
interpretations and / or explain how the interpretation came  
about** **7-10**

Will explain **more than one** interpretation as above.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

**Level 4: Analyses how and why different interpretations have come  
about  
An analytical answer which clearly links interpretations and/or  
reaches a supported judgement about the validity of the  
interpretations through the use of historical evidence and/or  
context. Answers will emerge out of Level 3** **11-12**

Eg the interpretation is partially correct but it depends where and when you look. Some workers had a better life at different times and places. The important principle that the 1833 Factory Act established was that the government could and should intervene in the business of the factory owners and their workers. This was a major success. The Ten Hour movement was not really satisfied with the changes proposed in 1844 and 1845. It was not until 1853 that a ten and a half-hour day was to be worked in factories. The earlier acts all had significant loopholes in them, Inspectors could be lied to. The schooling provided was poor quality in bad conditions but the Sunday School Movement was far more effective. Changes in Public Health helped the workers too.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

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| <b>SPaG</b> | <b>Spelling, Punctuation and Grammar</b>   |            |
|             | <b>Threshold performance</b>   | <b>1</b>   |
|             | Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |            |
|             | <b>Intermediate performance</b>  | <b>2-3</b> |
|             | Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.                     |            |
|             | <b>High performance</b>  | <b>4</b>   |
|             | Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.        |            |