



GCSE

History

Session: 1994 June
Type: Mark scheme
Code: 1606



MIDLAND EXAMINING GROUP

GCSE EXAMINATIONS SUMMER 1994

MARKING SCHEME

for

HISTORY (British Social & Economic) PAPER 1 (1606/1)

Notes:

1. This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
2. MEG will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Standardisation meeting, there may be different interpretations of the application of a Marking Scheme.

MIDLAND EXAMINING GROUP

GCSE HISTORY (BRITISH SOCIAL AND ECONOMIC) 1606/1

JUNE 1994

APPLICATION OF THE MARKING SCHEME

1. Use of the Mark Scheme

- 1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half-marks must not be used.
- 1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward the candidate who shows any level of understanding. The mark scheme starts from basic acceptable response.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8 Exhaustive lists of possible facts are not given in the mark scheme as there is often a choice of factual knowledge that the

candidates may use. WHERE EXAMPLES OF RESPONSE ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.

- 1.9 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1 Apart from the 10 scripts sent to Team Leaders, which should be marked in pencil, all marking should be in red.
- 2.2 The level, and mark awarded for each part question **MUST** be shown clearly in the margin of the script towards the end of the answer. e.g. L3/8.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for the three questions should be totalled and indicated. To this mark should be added the mark for spelling, punctuation and grammar. The final total for the script should then be circled.
- 2.5 Specific details regarding the awarding of marks for spelling, punctuation and grammar will be given at the co-ordination meeting.
- 2.6 It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.7 Examiners should indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

QUESTION 1

a. Target: Recall

In what ways did the open-field system of farming limit food production?

one mark for each acceptable reason

e.g. did not use all the land, spread of disease, could not use new ideas, followed the custom of the village, land exhaustion, lack of care

OR

a maximum of two can be given for good explanation

4

e.g. they left one field fallow each year to regain its goodness and this meant that one third of the land was not growing crops (2)

e.g. designed for subsistence farming
did not use all the land-baulks, fallow, common-land

(each one mark up to mark of 2)

width of strips prevented use of new machinery
little specialist stock breeding
waste of time e.g. scattered strips, could be doing something more profitable
no adequate drainage

1b. Was the method of introducing parliamentary enclosure fair to all members of a village?

(stress this is about 'method')

Target: Cause/effect

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 simplistic response

1

answers at this level will see it as being 'fair/not fair' without linking to procedure of enclosure. (e.g. it was fair because people were able to object if they were unhappy). A description of method of enclosure or description of enclosed land to be credited at this level.

Level 2 sees consequences from one point of view

OR

sees consequences but does not differentiate between groups 2-3

answers at this level will be yes/no explained by relating to method of introducing enclosure to one group within the village.

OR

writes in general terms about consequences of introduction of enclosure without relating to particular groups.

(groups could be landowners, small farmers, poor)

Level 3 sees consequences from different points of view

4-6

answers will consider the fairness to different members of a village (e.g. villagers, landowners, squatters).

1c. Which of the following was the *most* important reason for the introduction of enclosures before 1815?

the growth of population
the French Wars, 1793-1815
the growth of industrial towns
to increase profits

Target: Factors affecting change

Focus: An assessment of the relative importance of various factors in the introduction of enclosure. (These are the reasons for enclosure. Level 3 and above need to explain in context)

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers

1-3

answers at this level will be narrative of vague generalities relating to one or more of the reasons given. The response will not necessarily be linked to enclosure/agriculture. e.g. population increased and moved to the towns. A general description of enclosure will gain limited credit at this level (max 2 marks).

Level 2 describes the factors or argues positively for ONE factor 4-6

answers at this level will describe one or more of the reasons given in relation to the period but link to introduction of enclosure not made. e.g. Britain was at war with France. To try to starve the country a blockade was introduced which meant we could not import food and therefore had to produce more ourselves.

OR

answers select one factor and argue its importance in relation to need to enclose. No reference being made to the other factors. (e.g. as above + This increased production could not be achieved by using the open field system because this did not produce enough and therefore enclosures had to be introduced.)

Level 3 partial consideration of factors

7-9

at this level answers will link one reason given in the question with the need to introduce enclosure with at least one other unexplained factor.

OR

narrative of all the factors linked to agriculture in general with an argument for one being the most important.

Level 4 full consideration of factors

10-13

at this level there is explanation of the part played in the introduction of enclosure of a minimum of two of the factors. A judgement as to the importance of one would gain additional credit within the level. All four factors to be dealt with to gain maximum marks.

Level 5 complex analysis of significance

14-15

answers will build on level 4 by giving reasons for the lesser importance and rejection of some of the reasons.

OR

will show a sound understanding that enclosure depended on all four factors and that there was an interlinking of these factors.

QUESTION 2

a. Target: Recall

Describe briefly how the new farming ideas of the agricultural revolution were spread around the country.

one mark for each acceptable reason

e.g. agricultural shows, publications, word of mouth,
encouraged by land owner. (not newspapers)

OR

a maximum of two can be given for good explanation

4

Arthur Young was able to travel around the country picking up good ideas and passing these on to people who would not otherwise have come across them. (2)

deals with 'how' not 'who', e.g. 'Ideas spread by Farmer George' - no credit

2b. *Explain how the effects of the French Wars (1793-1815) on landowners differed from their effects on farm labourers.*

Target: Cause/effect

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 general/simplistic response

1

answers at this level will deal with the question in vague, general terms.

Level 2 sees consequences from one point of view

OR

sees consequences but does not differentiate between groups 2-3

answers at this level will look at either the effects on landowners or the effects on farm labourers

OR

will write a general account of effects without differentiating between the landowners and labourers.

Level 3 sees consequences from different points of view

4-6

answers at this level will look at the effects of the French Wars on both landowners and farm labourers.

allow immediate effects of the ending of the war
e.g. immediate effects of Corn Laws

2c. 'The economic effects of the Corn Laws were more important than the social effects.' Do you agree?

Target: Cause/effect

Focus: An assessment of the social and economic effects of the corn laws with a judgement as to which were more important.

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers

1-3

answers at this level will be vague generalities relating to the Corn Laws. They may describe the laws.

Level 2 descriptive answers

4-6

answers at this level will describe the effects in general terms without attempting to identify social or economic. e.g. the cost of bread was high.

Level 3 partial consideration of effects

7-9

answers at this level will attempt to identify either the social or economic effects.

OR

full description but with a judgement as to the most important.

Level 4 full consideration of effects

10-13

answers at this level will identify both social and economic effects. A judgement as to the importance of one would gain additional credit within level.

Level 5 complex analysis of significance

14-15

answers will build on level 4 by giving reasons for the lesser importance of one.

OR

will show a sound understanding of both social and economic effects and that both were linked.



Archives &
Heritage

QUESTION 3

a. Target: Recall

1. How did a bell pit differ from an adit (drift) mine?

one mark for each acceptable difference

2

e.g. a bell pit was entered from above by ladder (1) whilst you could walk into an adit mine from the side. (2)
A description of one would only gain one mark.

11. Give two reasons why these early mines produced little coal.

one mark for each acceptable reason

2

e.g. not very deep, few tools, difficulty of access, cave-ins, water-seepage

(Note: this question relates to bell and adit mines, so e.g. explosions, flooding etc., not acceptable)

3b. *Explain the disadvantages of the domestic system of cloth manufacture.*

Target: Causation

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 simplistic response

1

answers at this level may well describe the domestic system.

Level 2 explains one disadvantage

OR

recognises that there are a number of disadvantages

2-3

answers at this level will explain one disadvantage of the system. e.g. machinery was small because of the space available and therefore production was limited and could not meet demand.

OR

will give a number of disadvantages but does not explain these in the context of the system. e.g. dusty, long hours, poor pay, cluttered home.

Level 3 explains a number of disadvantages in context

4-6

answers at this level will show an understanding of the system and be therefore able to explain a number of disadvantages.

3c. 'Working conditions in cotton mills and coal mines did not improve before 1850.' Do you agree?

Target: Continuity/change

Focus: An attempt to look at the relative success of legislation and humanitarian approaches to employment.

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers

1-3

answers at this level will be vague 'yes they did/no they did not approach.

Level 2 description of working conditions/narrative of Acts

4-6

at this level answers will be 'no they did not' approach followed by a narrative of working conditions. To gain the top mark both mills and mine should be covered though not necessarily equally.

e.g. factual recall of terms of Acts (no explanation/not applied) working conditions improved by e.g. Peel/owner with exp.)

Level 3 partial consideration of improvements

7-9

takes either mills or mines and uses specific information to partially test the question hypothesis. e.g. the Mines Act, 1842 stopped women and children under ten working underground.

continuity judgement (+1)

conditions > how improved (explained)

Level 4 full consideration of change/continuity

10-13

answers will explain both changes/continuity in mines and mills

Level 5 complex analysis of continuity/change

14-15

as level four but assesses the effectiveness of the legislation and/or the work of personalities and/or technical improvements

Archives &
Heritage

QUESTION 4

a. Target: Recall

Explain briefly how each of the following people helped the development of the iron industry.

i. James Neilson

ii. James Nasmyth

any acceptable response (marks split 2/2, 3/1, 1/3)

4

to gain maximum credit answers should say what each did and state how the iron industry benefited.

e.g. Neilson invented the hot blast furnace (1), this reduced costs, (1) Nasmyth steam hammer. (1) This helped to produce large quantities of wrought iron (1) for railways and shipping. (1)

4b. *Why was the work of James Watt important to the mining and textile industries?*

Target: Cause/effect

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 simplistic response

1

answers at this level may well describe the work of Watt without linking to the textile or mining industries.

e.g. separate condenser - more economical

Level 2 sees effects in relation to one industry

2-3

answers at this level will describe the importance of Watt in relation to one of the industries mentioned.

i.e. gives problem and how Watt solved it

Level 3 sees effects in relation to both industries

4-6

answers at this level will offer an explanation of the importance of the work of Watt in relation to both mining and textile industries.

4c. *'The work of the Darby family was more important than that of Henry Cort to the developing iron industry.'* Do you agree?

Target: Cause/effect

Focus: A comparison of the importance of the work of personalities in the iron industry.

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers

1-3

answers at this level will be vague generalisations about the iron industry without links to the Darby family or to Cort.

Level 2 descriptive answers

4-6

answers at this level will describe the work of Darby family and/or Cort but will not indicate the importance to the developing iron industry. To gain maximum answer should deal with both but need not be equally

Level 3 partial consideration

7-9

answers at this level will argue for one by relating the work to the developing iron industry. If the other is dealt with it would be in narrative form.

OR

a full description of both with a judgement would gain credit within this level.

from L3 - problem stated + how solved (explanation)

Level 4 full consideration

10-13

answers at this level will look at the work of both the Darby family and Cort in the context of the developing iron industry. A judgement as to the importance of one would gain additional credit within this level.

Level 5 complex analysis

14-15

answers will build on level 4 by saying why one was more important than other and why this conclusion has been reached.

OR

will examine the relationship to each other within the developing iron industry.

Archives &
Heritage



QUESTION 5

a. Target: Recall

(i) *Give two ways in which roads were poor in 1700*

any acceptable response

2

**e.g. bumpy, rutted, flooded, highwaymen, slow. muddy
carriages over turning**

(ii) *Why was it necessary to replace the parish system or road
repair?*

any acceptable response

2

**e.g. did not repair the roads, workers did not have road repairing
skills.**

**poor quality materials used
reluctance to do the work
no proper funding
poor administration**

5b. *How far did the introduction of turnpike trusts improve road transport?*

Target: continuity/change

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 simplistic response

1

answers at this level may well describe the turnpike system.

Level 2 sees consequences of improvements

2-3

answers will concentrate on the improvements brought about by the system.

Answers that take an opposing view will be in this level.

e.g. road transport was not improved because....

advantages OR disadvantages

Level 3 sees consequences from differing points of view

4-6

answers at this level will point up the benefits of turnpike trusts but also indicate that there was only a partial improvement.

advantages AND disadvantages

(no credit for 'riots')

5c. *'The development of railways before 1850 was of more benefit to social life than to agriculture and industry.'*

Target: Cause/effect

Focus: An understanding of the benefits that railways brought and their comparative benefits.

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers 1-3

answers at this level may well describe the development of railways.

Level 2 describes benefits of railways 4-6

general description of benefits but not linked to points in question.

Level 3 partial consideration of benefits 7-9

at this level answers will link the benefits of railways to one of the points given in the question. There may also be narrative of other benefits.

Level 4 full consideration of benefits 10-13

answers at this level will consider the benefits of railways in relation to at least two of the points in the question. All three for maximum marks. A judgement of as to the importance of benefits of one will gain additional credit within the level.

Level 5 complex analysis of benefits 14-15

answers will consider all three in context by suggesting their inter-linked nature.

OR

considers all three aspects with a judgement of the relative value of each

QUESTION 6

a. Target: Recall

i. Name one industry that used coastal shipping as a means of transport before 1750.

one mark for acceptable industry

1

e.g. coal, pottery (china clay), wood, salt, flints

ii. What difficulties faced those who used river transport for moving goods.

one mark for each acceptable reason

3

e.g. variable depth/width, weirs, industry taking water, amount that could be carried, location silting, winding route, tidal

(not flooding, drought, freezing)

Heritage

6b. Canal builders faced many problems. Explain how these problems were overcome.

Target: Cause/effect

stress 'canal builders' NOT 'canal users'

Marks within levels 2/3 to be awarded for quality of explanation.

Level 1 simplistic response

1

answers at this level may well describe the building of canals or lists the problems faced

Level 2 sees problems in terms of topography

2-3

answers at this level will look in general terms at how the canal builders overcame hills/valleys.

Level 3 sees problems in terms of wider issues

4-6

answers at this level will consider wider issues of e.g. technical difficulties, such as leaks and availability of water, and raising of finance, opposition from landowners
Responses that give examples of work of particular canal builders and relate these to the question to be rewarded at this level.

6c. Which of the following was the *most* important effect of the building of canals?

Investors made large sums of money
The movement of agricultural produce was easier
The cost of coal was reduced
Employment increased

Explain your answer carefully by reference to all the statements.

Target: Cause/effect

Focus: An assessment of the relative importance of the effects of canal building. (Not about reasons for building canals)

Marks within a level are to be awarded for the quality of explanation and depth of supporting knowledge.

Level 1 general answers

1-3

answers at this level will be vague generalities relating to one or more of the effects given. Not linked to the question.

mis-reads questions and writes about reasons for building of canals

Level 2 describes the effects or argues positively for ONE effect

4-6

answers at this level will describe one or more of the effects given but will not relate them to the building of canals.

OR

selects one and argues positively. No reference being made to other effects.

Level 3 partial consideration of effects

7-9

answers at this level will link one of the effects to the building of canals. The answer must contain descriptive material relating to at least one other effect.

OR

narrative of all effects with an argument for one as being more important.
(specific examples e.g. Bridgewater and cost of coal must be at least this level.)

Level 4 full consideration of effects

10-13

answers at this level will relate at least two of the effects to the building of canals. To gain the maximum all should be considered. A judgement as to the importance of one could gain additional credit within the level.

Level 5 complex analysis of significance

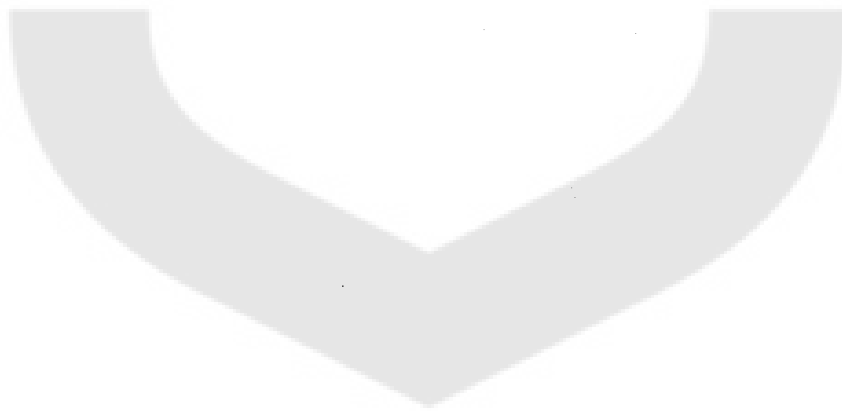
14-15

answer builds on level 4 to give reasons for the lesser importance of some of the effects.

OR

shows a sound understanding of the inter-linked nature of all the effects.

Archives &
Heritage



SPELLING, PUNCTUATION AND GRAMMAR

Threshold performance

1

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

Intermediate performance

2-3

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.

High performance

4

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.

GCSE SUMMER 1994

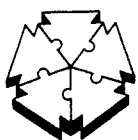
The Awarding of Marks for Spelling, Punctuation and Grammar

Syllabus	HISTORY (British Social & Econ)	1606/1
----------	---------------------------------	--------

Marks are to be awarded for the use of accurate spelling, punctuation and grammar according to the following criteria:

		Marks
Below Threshold Performance		0
Threshold Performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1
Intermediate Performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2 - 3
High Performance	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.	4

The marks will be awarded on an impression basis and will reflect the candidate's performance in the paper as a whole.



MEG

MIDLAND EXAMINING GROUP

GCSE EXAMINATIONS SUMMER 1994

MARKING SCHEME

for

HISTORY (British Social & Economic) PAPER 2 (1606/2)

Notes:

1. This Marking Scheme is a working document prepared for use by Examiners, all of whom are required to attend a Standardisation meeting to ensure that the Marking Scheme is consistently interpreted and applied in the marking of candidates' scripts.
2. MEG will not enter into any discussion or correspondence about any Marking Scheme. It is acknowledged that there may be different views about some matters of emphasis or detail of a Marking Scheme. It is also recognised that, without the benefit of attendance at a Standardisation meeting, there may be different interpretations of the application of a Marking Scheme.

TOPIC A. EDUCATION

1 Read Source A.

- (a) Give one reason why the numbers attending Sunday Schools grew so much. [1]
 (b) What did Raikes believe should be taught in Sunday Schools? [1]

Target—Recall

- (a) Any valid reason simply stated e.g. education for those who could not attend ordinary school; not enough weekday schools; becomes part of Victorian attitude/ethos. More schools. It was free. [1]
 (b) Should centre on religion or scriptures but 'reading' on its own should be accepted. [1]

2 Read Source B.

Give two problems faced by teachers in some large National Schools in the mid-nineteenth century.

Target—Comprehension/recall

- L.1 One valid problem simply stated/identified e.g. not enough books/equipment; not enough teachers; pupils not in school long enough; large classes; large age range in class; attendance. Difficulties with monitors [1]
 L.2 Two valid problems simply stated/identified. [2]

3 Read Source E.

To what extent does this source show that the government was determined to improve elementary education in England? [6]

Target—Comprehension/evaluation of source leading to assessment of its significance.

- L.1 Simple comprehension of source to show what the government intended to do—no assessment of 'extent'. [1/2]
 L.2 Good comprehension of source to show strength of government action and relates this to either the existing state of education or to the post-1862 state of education thus making some attempt to assess 'extent' by relation to cause or consequence.
 OR assesses 'extent' by evaluation of the source, in context, only. [3–5]
 (4 marks maximum).
 L.3 Recognises that to assess 'extent' both related content and the origin/circumstances of the source must be considered **or** shows limitations of the source by reference to content and evaluation.
 Clearly places the source in the context of attitude towards elementary education at that time. [5/6]

4 Study Source C and read Source D.

How reliable are these sources as evidence of the education provided for the poor in nineteenth century England? [8]

Target—Evaluation of sources for reliability as evidence

BBL Evaluation of sources out of context with stock responses or confused simple comprehension of both sources or no reference to specified sources. [0]

L.1 *Uncritical Comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions on reliability. [1]

L.2 *Critical Comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about the education provided for the poor or the amount of evidence provided. [1 source only max of 2]

OR simple evaluation of one or both sources to show reliability in context.

[1 source only max of 3]

OR combination of good comprehension and simple evaluation. [2–5]

L.3 *Critical Evaluation*

Both sources tested for reliability/usefulness by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities or the posing of unanswered questions should be marked at L.2 only).

There must be a clear conclusion/assessment of reliability/usefulness in the context of this question for the highest mark. [5–7]

L.4 *Full Assessment of Sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for reliability will also present some argument about education of the poor in nineteenth-century England. Demonstrates ability to develop a clear conclusion. [7–8]

5 Use all the sources.

Do these sources provide enough reliable evidence to show there was a need for change in elementary education in England before 1870? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC B. MEDICINE, SURGERY AND PUBLIC HEALTH

1 Read Source A.

- (a) What antiseptic did Lister introduce? [1]
 (b) How was this antiseptic used in the operating rooms? [1]

Target—Recall

- (a) Carbolic—allow with 'acid' or 'spray'. [1]
 (b) By use of a spray—or words which show simple understanding. [1]

2 Read Source B.

Briefly describe how vaccination was carried out. [2]

Target—Comprehension/recall

- L.1 Simple, incomplete statement showing knowledge or comprehension e.g. by a needle; by a lancet; by a knife; by injecting the disease/germs. [1]
 L.2 Gives a brief and reasonably accurate account of the physical act of vaccination OR how it was effective. [2]

3 Read Source C.

How well does this source show you the importance of Dr. Snow's work with regard to preventing cholera? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its significance

- L.1 Simple comprehension of source to show what Snow's work was without assessing 'how well'. [1/2]
 L.2 Good comprehension of source to show what Snow did and places this in the context of knowledge about cholera and disease in the nineteenth century thus making some attempt to assess the value of the source for showing his importance
 OR assesses 'how well' by evaluation of the source, in context only (4 marks). [3–5]
 L.3 Recognises that to assess 'how well' both related content and origin/circumstances of the source must be considered or shows the limitations of the source by reference to content and evaluation.
 Clearly places the source in the context of medical knowledge and attitude in the nineteenth century. [5/6]

4 Read Source D and study Source E.

What are the advantages and disadvantages of these sources for showing how local and national government have tried to help the fight against disease? Give reasons for your answer. [8]

Target—Evaluation of sources for utility in argument

BBL Evaluation of sources out of context with stock responses or confused simple comprehension of both sources or no reference to specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no valid or explicit advantages or disadvantages. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to simple list of advantages or disadvantages (1 source only max 2).
OR simple evaluation of one or both sources to show advantages or disadvantages in context (1 source only max 3).

OR combination of good comprehension and simple evaluation for showing list of advantages/disadvantages in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability/usefulness by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2 only). There must be a clear conclusion or assessment of the advantages/disadvantages of the source in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources will also present some argument about 'the fight against disease'. Demonstrates ability to develop a clear conclusion. [7–8]

5 Use all the Sources.

Are these sources more useful for showing:

- (a) medical progress, or
- (b) obstacles to medical progress?

Explain your answers carefully.

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC C. POOR LAW AND SOCIAL SERVICES

1 Read Source C.

Give two reasons why people could have been in a workhouse before 1834. [2]

Target—Recall

L.1 One valid reason simply stated e.g. no income; destitute; too old to work; infirm; unemployed; orphans. [1]

L.2 Two valid reasons simply stated. [2]

2 Read Source D.

Give two reasons why Cobbett thought some poor people became criminals. [2]

Target—Comprehension/inference

L.1 One valid reason simply stated e.g. the daily allowance was too small; they didn't have enough to live on; no-one cared about the poor; no other choice. [1]

L.2 Two valid reasons simply stated. [2]
[Note: Because reasons are not clearly separate, one reason well developed may score 2 marks here.]

3 Read Source A.

How useful is this source for understanding the problems of the poor at the end of the eighteenth century? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its usefulness

L.1 Simple comprehension of source to show what some problems of the poor were—no assessment of usefulness of the source. [1/2]

L.2 Good comprehension of source to show problems of poor at the end of the eighteenth century and is able to place this in the context of understanding/knowledge of their problems generally at that time and thus making some attempt to assess usefulness. OR assesses 'usefulness' by evaluation of source, in context, only (4 max). [3–5]

L.3 Recognises that to assess 'usefulness' both related contents and origin/circumstance of source must be considered or shows limitations of source by reference to content and evaluation. Clearly places the source in the context of 'understanding of problems of the poor' at that time. [5/6]

4 Read Source B and Source E.

These two sources present very different views of the workhouses before 1834. Does this mean that historians would find them both unreliable?

Give reasons for your answer.

[8]

Target—Evaluation of sources for reliability

BBL Evaluation of sources out of context with stock responses

OR confused simple comprehension of both sources or no reference to the specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions on reliability. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about whether or not the views are 'correct' (1 source only max 2).

OR simple evaluation of one or both sources to show reliability in context (1 source only max 3).

OR combination of good comprehension and simple evaluation in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities or the posing of unanswered questions should be marked at L.2 only). There must be a clear conclusion/assessment of reliability in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for reliability will also present some argument about the state/position of pre-1834 workhouses or the system of poor relief operation at that time. [7/8]

5 Use all the Sources.

To what extent do these sources enable you to decide whether the very poor were well cared for before 1834? Explain your answer carefully.

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC D. TRADE UNIONS AND WORKING-CLASS MOVEMENTS

1 Read Source A.

Give two examples of how Trade Unions increased their power in the 1870s. [2]

Target—Recall

L.1 One valid example simply stated e.g. increased membership, legal reforms or any detail from these reforms: meetings/growth of TUC; successful strikes. [1]

L.2 Two valid examples simply stated or exemplification/details of legal reforms. [2]

2 Read Source E.

Give two reasons why the Trade Unions faced difficulties in the Law Courts at this time. [2]

Target—Comprehension/recall

L.1 One valid reason, from source or recall, simply stated e.g. Courts biased against TU; Judges disliked TU; Juries disliked TU; TU had become more militant thus 'frightening' the courts; employers more likely to take TU to court (e.g. Taff Vale). [1]

L.2 Two valid reasons simply stated or what is basically one reason but is expanded well by the candidate (who perceives it as 2 reasons). [2]

3 Read Source C.

How reliable is this source as an account of the importance of the London Dock Strike? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its reliability about importance of event

L.1 Simple comprehension of source to show what it said about the London Dock Strike—no assessment of its reliability. [1–2]

L.2 Good comprehension of source to show what it conveyed about the importance of the Dock Strike and relates this to the position of Trade Unions and workers in the late nineteenth century thus making some attempt to assess reliability by relation to known facts. OR assesses reliability by evaluation of source, in context, only (4 max). [3–5]

L.3 Recognises that to assess reliability about 'importance' both related contents and origin, circumstance of the source must be considered. Clearly places the source in context of status/position of working-class at that time. [5/6]

4 Study Sources B and D.

Do these pictures prove that in the late nineteenth century the working-class was 'downtrodden'?
Give reasons for your answer. [8]

Target—Evaluation of sources as evidence

BBL Evaluation of sources out of context with stock responses
OR confused simple comprehension of both sources
OR no reference to specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about the situation of the working class in the late nineteenth century (1 source only max 2).

OR simple evaluation of one or both sources to show whether or not the sources are admissible as reliable evidence in context. (1 source only max 3).

OR combination of good comprehension and simple evaluation in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, circumstance, source cross-referencing or by relation to known facts. There must be a clear conclusion/assessment of value as evidence in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources as evidence will also present some argument about the situation of the working class in late nineteenth century.

Demonstrates ability to develop a clear conclusion. [7/8]

5 Use all the Sources.

Can you decide from these sources whether the power of the working class had increased between 1870 and 1902? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC E. THE CHANGING ROLES AND STATUS OF WOMEN SINCE 1700

1 Read Source B.

Give two examples of 'household duties'.

[2]

Target—Recall

L.1 One valid example simply stated e.g. cleaning; washing; mending; cooking.

[1]

[Note: duties must be in context of Source B and **not** Source C.]

L.2 Two valid examples simply stated.

[2]

2 Study Source E.

Give two reasons why you know that the women featured in this advertisement were in an upper class household.

[2]

Target—Inference/comprehension

L.1 One valid reason simply stated e.g. dress; presence of servants; type of room/house/furnishings; cost of gramophone.

[1]

L.2 Two valid reasons simply stated.

[2]

3 Read Source B.

Does this source prove that the life of all working women in the mid-nineteenth century was very hard? Give reasons for your answer.

[6]

Target—Comprehension/evaluation of source leading to assessment of its value as evidence

L.1 Simple comprehension of source to show how hard a factory worker's life was in mid-nineteenth century—no assessment of source as evidence.

[1/2]

L.2 Good comprehension of source to show life of woman factory worker and relates this to other work and life of women in nineteenth century thus making some attempt to assess value of source as evidence for 'all working women'.

OR assesses value by evaluating source for reliability, in context, only (max 4).

[3–5]

L.3 Recognises that to assess the value of the source as evidence both related content and the origin/circumstance of the source must be considered or show limitations of source as evidence by reference to content and evaluation. Clearly places source in context of the life of working class women in the nineteenth century.

[5/6]

4 Read Sources A and C.

What are the advantages and disadvantages of these sources for an historian studying the life of domestic servants in the nineteenth century? Give reasons for your answer. [8]

Target—Evaluation of the sources for utility

BBL Evaluation of sources out of context with stock responses or confused simple comprehension of both sources OR no reference to the specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid advantages or disadvantages. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to simple list of advantages or disadvantages (1 source only max 2). OR simple evaluation of one or both sources to show advantages/disadvantages in context (1 source only max 3).

OR combination of good comprehension and simple evaluation for showing a list of advantages/disadvantages in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability/usefulness by looking at one or more of origin, audience, circumstance, source cross-referencing; or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2 only).

There must be a clear conclusion or assessment of the advantages/disadvantages of the source in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources will also present some argument about the life and position of domestic servants in the nineteenth century.

Demonstrates ability to develop a clear conclusion. [7/8]

5 Use all the Sources.

Can a full and reliable comparison between the lives of working class and upper-class women be drawn from these sources? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC F. THE EVOLUTION OF THE MULTI-CULTURAL SOCIETY IN BRITAIN

1 Read Source D.

Why did Peto have 'personal experience' of the work of Irish labourers? [2]

Target—Recall/comprehension

L.1 One valid reason simply stated e.g. he employed them; they built railways; he had seen their living conditions. [1]

L.2 Two valid reasons simply stated OR one reason developed, e.g. he built railways which always employed a large Irish labour force as navvies and he would have seen how they lived. [2]

2 Study Source E.

Give two problems faced by the Irish in seeking employment in nineteenth-century England. [2]

Target—Comprehension/recall

L.1 One valid reason simply stated e.g. offered low wages; disliked; thought to be bad workers/drunkards; unskilled. [2]

L.2 Two valid reasons simply stated. [2]

3 Read Source B.

How useful is this source for showing the effects of Irish immigration on England in the nineteenth century? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its usefulness

L.1 Simple comprehension of source to show some effects of Irish immigration—no assessment of usefulness. [1/2]

L.2 Good comprehension of source to show effects of Irish immigration and relates that to overall effects of Irish immigration in the nineteenth century and thus makes some attempt to assess usefulness of source in terms of accuracy/completeness.
OR evaluates source for reliability, in context, only (4 marks max). [3–5]

L.3 Recognises that to assess usefulness both related content and origin/circumstance of the source must be considered or shows limitations of source by reference to content and evaluation.
Clearly places the source in context of effects of immigration in England in the nineteenth century. [5/6]

4 Read Source A and study Source C.

These sources appear to agree with each other. Does this mean that they therefore provide reliable evidence of the life of Irish immigrants to England in the nineteenth century? Give reasons for your answer.

Target—Evaluation of sources as reliable evidence

BBL Evaluation of sources out of context with stock responses

OR confused simple comprehension of both sources

OR no reference to specified sources.

[0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions or reliability.

[1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about the life of Irish immigrants to England in the nineteenth century or the amount of evidence provided (1 source only max 2).

OR simple evaluation of one or both sources in context to show reliability (1 source only max 3).

OR combination of good comprehension and simple evaluation to show reliability in context.

[2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2 only). There must be a clear conclusion about, or assessment of, the reliability of the sources as evidence in the context of the question for the highest mark.

[5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for reliability will also present some argument about the life of Irish immigrants to England in the nineteenth century.

Demonstrates ability to develop a clear conclusion.

[7/8]

5 Use all the Sources.

'Irish immigrants were not welcomed in England in the nineteenth century.' Do these sources provide enough reliable evidence to support this statement? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC G. AGRICULTURAL DEVELOPMENT SINCE 1850

1 Read Source B.

Why was there such despair among farmers in the early 1930s?

[2]

Target—Recall/comprehension

L.1 One reason simply stated e.g. long period of depression; low prices for produce; difficult to make a living; accept quote from source 'buildings coming down'. [1]

L.2 Two reasons simply stated OR one reason well developed. [2]

2 Read Source C.

Give two reasons why many farmers did not use modern machinery in the 1930s.

[2]

Target—Comprehension/recall

L.1 One reason simply stated e.g. lack of confidence; short of money; didn't want change; made excuses not to use it. [1]

L.2 Two reasons simply stated. [2]

3 Read Source E.

Does this source show that farming was a very important industry in the years immediately after 1945? Give reasons for your answer. [6]

Target—Comprehension/evaluation of some leading to assessment of its usefulness

L.1 Simple comprehension of source to show what was done to help farming after 1945—no assessment of usefulness/value of source. [1/2]

L.2 Good comprehension of source to show what government did to help farming and relates this to the country's post-war situation and puts farming into that context thus making some attempt to assess the accuracy and completeness of the source.
OR assesses the reliability/usefulness of the source by evaluation, in context, only (4 marks max). [2–5]

L.3 Recognises that to assess the real worth of the source as evidence both related context and the origin/circumstance of the source must be considered or shows limitations of the source by reference to context and evaluation.
Clearly places the source in context of government attitude to farming/industries at that time. [5/6]

4 Read Source A and read Source D.

Source A shows farming as a successful industry whilst Source D shows it as a 'backward' industry. Does that mean that one of the sources is unreliable? Give reasons for your answer. [8]

Target—Evaluation of sources for reliability in reaching a conclusion

BBL Evaluation of sources out of context with stock responses

OR confused simple comprehension of both sources

OR no reference to specified sources.

[0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions or reliability.

[1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about the state of farming (1 source only max 2).

OR simple evaluation of one or both sources to show reliability, in context, but without comparison (1 source only, max 3).

OR combination of good comprehension and simple evaluation to show reliability in context.

[2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2). There must be a clear assessment of comparative reliability/value in the context of the question for the highest mark.

[5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for comparative reliability will also present some argument about the nature and attitudes of the farming industry. Demonstrates ability to develop a clear conclusion.

[7/8]

5 Use all the Sources.

During the period 1920 to 1950 the prosperity of farming varied quite considerably. Do these sources give a full and reliable explanation for this? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC H. INDUSTRIAL DEVELOPMENTS SINCE 1850

1 Study Source D.

Give two advantages of ring-spinning for the cotton industry mills.

[2]

Target—Comprehension/recall

L.1 One advantage simply stated e.g. faster; cheaper; workers could be paid less; workers needed less training. [1]

L.2 Two advantages simply stated. [2]

2 Read Source B.

Give two reasons why many manufacturers regarded as successful the method of production referred to in this source. [2]

Target—Recall/inference

L.1 One valid reason simply stated e.g. competition among workers gets more work done; workers are happy; easy to control workers; encouraged productivity; comparatively cheap. [1]

L.2 Two valid reasons simply stated. [2]

3 Read Source A.

How useful is this source as an indication of the growing importance of mass production in the 1920s and 1930s? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its usefulness

L.1 Simple comprehension of source to show what mass production was or what it achieved—no assessment of usefulness of source. [1/2]

L.2 Good comprehension of source to show advantages and spread of mass production and so its importance and relates this to the overall state of industry/the economy at that time and thus makes some attempt to assess usefulness of source in that context.
OR assesses usefulness by evaluation of source for reliability, in context, only (4 marks max). [3–5]

L.3 Recognises that to assess usefulness of source for showing importance of mass production both related content and origin/circumstance of source must be considered or shows limitations of source by reference to context and evaluation.
Clearly places the source in the context of the progress of industry between the wars. [5/6]

4 Read Sources C and E.

Can these views about working conditions in modernising industries be accepted as reliable evidence? Give reasons for your answer. [8]

Target—Evaluation of sources for reliability as evidence

BBL Evaluation of sources out of context with stock responses

OR confused simple comprehension of both sources

OR no reference to specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions or reliability. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about working conditions or about the amount of evidence provided (1 source only max 2).

OR simple evaluation of one or both sources to show reliability in context (1 source only, max 3).

OR combination of good comprehension and simple evaluation to show reliability in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2). There must be a clear conclusion on reliability in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for reliability as evidence will also present some argument about working conditions in modernising industries in 1920s and 1930s.

Demonstrates ability to develop a clear conclusion. [7/8]

5 Use all the Sources.

Can you decide from these sources whether the introduction of mass production and modern machinery to British industry was always beneficial? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments in context about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC I. TRANSPORT SINCE 1850

1 Read Source B.

Why did the number of vehicles in use grow much faster from 1946 to 1983 than from 1923 to 1946? [2]

Target—Recall

L.1 One reason simply stated e.g. motoring became comparatively cheaper; more people could afford cars; decline of railways; war years affected production 1939–46; more industry depend on motor transport after 1946. [1]

L.2 Two reasons simply stated; OR one reason well developed. [2]

2 Read Source A.

Give two reasons why Campbell thought that motor transport had a better future than rail. [2]

Target—Comprehension

L.1 One reason simply stated e.g. could do everything that rail can but rail less flexible; a vital link in life of nation; opens up more areas for trade.

[Note: Unacceptable answers are 'slum clearance'; 'moves people from the cities to the countryside']. [1]

L.2 Two reasons simply stated; also accept *one* reason very well developed which the candidate perceives as *two* reasons. [2]

3 Read Source E.

How useful is this extract for showing that the government fully recognised the impact of lorry transport on Britain in 1980? Give reasons for your answer. [6]

Target—Comprehension/evaluation of source leading to assessment of its usefulness

L.1 Simple comprehension of source to show what government thought about lorries—no assessment of source. [1/2]

L.2 Good comprehension of source to show government views on lorries and relates that to the general impact of lorries on trade, environment and society thus making some attempt to assess the value of this source for showing completeness of need.

OR assesses value of source by evaluation, in context, only (4 marks max). [3–5]

L.3 Recognises that to assess usefulness of source for showing government views both related content and origin/circumstance of source must be considered or shows limitations of source by reference to content and evaluation.

Clearly places the source in context of the impact of lorry transport in modern times. [5/6]

4 Study Sources C and D.

Do these photographs show that traffic congestion was worse in the 1930s than in the 1970s? Give reasons for your answer. [8]

Target—Evaluation of sources for utility in argument

BBL Evaluation of sources out of context with stock answers

OR confused simple comprehension of both sources

OR no reference to specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions or reliability. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion about traffic congestion (1 source only 2 marks).

OR simple evaluation of one or both sources to show reliability or usefulness in context (1 source only, max 3).

OR combination of good comprehension and simple evaluation to show reliability/usefulness in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability/usefulness by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2). There must be a clear conclusion/assessment of reliability/ability in the context of this question for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the sources for utility/reliability will also present some argument about comparative traffic congestion between 1930s and 1970s.

Demonstrates ability to develop a clear conclusion. [7/8]

5 Use all the Sources.

Do these sources give a full and reliable account of both the advantages and the disadvantages of the development of modern motor transport? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

TOPIC J. COMMUNICATIONS SINCE 1850

1 Study Source A.

Name two people who have played an important role in the development of the 'popular' press. [2]

Target—Recall

L.1 One mark for each correct name. [2]

[Note: Candidates may think Harmsworth and Lord Northcliffe are different people—allow only one mark if both are included]. Other examples to be allowed—Beaverbrook (Max Aitken); Arthur Pearson; Rupert Murdoch; Lord Thomson; Maxwell.

2 Study Source B.

Give two reasons why you think the Sunday Pictorial was a popular newspaper in the 1920s. [2]

Target—Inference/recall

L.1 One reason simply stated e.g. plenty of pictures; ran exciting competitions; easy to read; dramatic; gave news in easy form. [1]

L.2 Two reasons simply stated. [2]

3 Read Sources A and C.

Do these sources show that the popularity of newspapers was achieved by presenting news in dramatic fashion? Give reasons for your answer. [6]

Target—Comprehension/evaluation of sources leading to assessment of them as evidence

L.1 Simple comprehension/inference of sources to show 'dramatic effect of these newspapers—no assessment as evidence. [1/2]

L.2 Intelligent appraisal of sources for news value and effect and relates that to general presentation of news in newspapers and what constitutes 'popular' press and thus makes some attempt to assess value of sources as evidence of link between popularity and presentation.

OR assesses sources as evidence by evaluating their reliability, in context, only (max 4 marks). [3–5]

L.3 Recognises that to assess value as evidence both the 'content' and origin/audience/circumstance of the sources must be considered or shows limitations of sources by reference to 'content' and evaluation.

Clearly places the sources in context of the 'popular press'. [5/6]

4 Study Sources D and E.

Can these sources be used as reliable evidence of the ways in which newspapers reported war-time events. Give reasons for your answer. [8]

Target—Evaluation of sources as reliable evidence

BBL Evaluation of sources out of context with stock answers

OR confused simple comprehension of both sources

OR no reference to specified sources. [0]

L.1 *Uncritical comprehension*

Simple comprehension of one or both sources at face value with no explicit or valid conclusions or reliability. [1]

L.2 *Critical comprehension/simple evaluation*

Answer based upon good comprehension of one or both sources for information at face value and relates that to a simple conclusion on newspaper reporting in general or a war in particular (1 source only max 2 marks).

OR simple evaluation of one or both sources for reliability in context (1 source only, max 3 marks).

OR combination of good comprehension and simple evaluation to show reliability in context. [2–5]

L.3 *Critical evaluation*

Both sources tested for reliability by looking at one or more of origin, audience, circumstance, source cross-referencing or by relation to known facts. There must be clear substantiation of evaluation (speculation, generalities and the posing of unanswered questions should be marked at L.2). There must be a clear conclusion/assessment of reliability as evidence for the highest mark. [5–7]

L.4 *Full assessment of sources*

Shows a good understanding of the demands of the question. In evaluating and assessing the value/reliability of the sources as evidence will also present some argument about how newspapers present news.

Demonstrates ability to develop a clear conclusion. [7/8]

5 Use all the Sources.

'The popular press did not change much in the first sixty years of this century.' Do these sources provide enough reliable evidence to support this view? Explain your answer carefully. [12]

Target—ability to comprehend, evaluate and assess sources to reach a conclusion in the context of the study of the Topic

BBL Any answers which do not use or refer to any of the sources. [0]

L.1 *Limited comprehension/unrelated comprehension/evaluation out of context*

Summary or paraphrase of sources without relation to question or evaluation of sources as types without relation to question. [1]

Simple or limited comprehension of up to three sources only or vague, general references to the sources or weak evaluation of any number of sources out of context—in each case without clear relation to the question. [2/3]

L.2 *Related, limited or flawed comprehension*

Simple or flawed comprehension of three or more sources or general reference to sources but showing some relation to question and some attempt to organise an answer. [4/5]

L.3 *Good related comprehension/simple evaluation/simple sufficiency leading to conclusion*

Shows good related comprehension of at least three sources and presents an organised answer to the question. All sources taken at face value. [3 sources only max 6 marks]

OR uses simple evaluation, in context, of at least three sources to assess reliability.

OR uses a combination of comprehension and evaluation of at least three sources to assess reliability.

In each case there must be a clear, if simple, conclusion and/or appropriate comments *in context* about sufficiency of sources to score highest mark. [6–8]

L.4 *Evaluation/synthesis/logical conclusion*

All sources must be dealt with and show a combination of good comprehension and good evaluation.

Answers should show clear progression to a conclusion by using comprehension, evaluation and sufficiency (if appropriate). [8–10]

Attempts to deal with the sources in groups or to present an overview or answers which demonstrate good use of background knowledge whilst satisfying the criteria above should be rewarded at [9–11]

Answers which present a good, balanced historical conclusion using good source reference, sound evaluation and substantiated reasons for sufficiency/lack of sufficiency set in a good background context should be marked at [11–12]

L.5 *Full assessment of sources in relation to question and target*

Shows a good understanding of the demands of the question and demonstrates a skilful use of evaluation and assessment techniques. All sources will be assessed in presenting a balanced, coherent, logical answer and by using background knowledge the candidate demonstrates ability to place the argument/conclusion in the overall context of the topic. [12]

GCSE SUMMER 1994

The Awarding of Marks for Spelling, Punctuation and Grammar

Syllabus	HISTORY (BRITISH SOCIAL & ECONOMIC)	1606/2
----------	--	--------

Marks are to be awarded for the use of accurate spelling, punctuation and grammar according to the following criteria:

		Marks
Below Threshold Performance		0
Threshold Performance	Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.	1
Intermediate Performance	Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.	2
High Performance	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.	3

The marks will be awarded on an impression basis and will reflect the candidate's performance in the paper as a whole.