

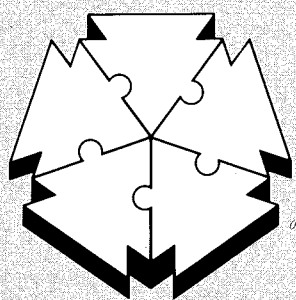


# GCSE

## History

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**Session:** 1994  
**Type:** Syllabus  
**Code:** 1606



**Midland  
Examining  
Group**

# **GENERAL CERTIFICATE OF SECONDARY EDUCATION**

# **HISTORY**

**(British Social &  
Economic History)**

**Syllabus Code 1606**

**Examination  
Syllabus**

**1004**

## GENERAL INFORMATION

**Availability:** This syllabus will be examined by the Midland Examining Group (MEG) in the Summer of the year shown on the cover.

Details of the provision of Autumn examinations are given in Part 2 of the MEG Handbook for Centres.

**Certification:** This subject will be shown on the GCSE certificate as

## HISTORY

Certificates will be issued by the Home Board on behalf of MEG.

**Exclusions:** In any one examination series, candidates entering for this subject may not in addition enter for any other MEG examination with the same certification title.

**Entries:** All candidates, including private candidates, must be entered by a Centre registered with MEG.

In order to enter candidates, a Centre must register with one of the MEG Boards (designated its Home Board). The Centre must make its entries for all MEG examinations through that Home Board.

All candidates must meet the full requirements of this syllabus and must therefore have their Course Work/Assessed Practical Work authenticated and assessed by an approved Centre.

**Results:** Results will be certificated as levels 4 - 10 of the National Curriculum ten level scale.

The relationship between the National Curriculum levels and GCSE grades certificated up to 1993 is shown below:

Grade	Level
A	10
	9
B	8
C	7
D	6
E	5
F	4
G	3

**Enquiries:** All enquiries about MEG or its examinations should be made to the Centre's Home Board.

Addresses and telephone numbers of the Boards in MEG are given on the back cover of this syllabus.

**Marginal downrules indicate alterations to the previous year's syllabus, where appropriate.**

**HISTORY**  
**(British Social and Economic History, 1700 – The Present Day)**  
**(Syllabus Code: 1606)**

**AIMS**

- 1 To stimulate interest in and enthusiasm for the study of the past.
- 2 To promote the acquisition of knowledge and understanding of human activity in the past, linking it, as appropriate, with the present.
- 3 To ensure that candidates' knowledge is rooted in an understanding of the nature and use of historical evidence.
- 4 To help pupils, particularly in courses on British History, towards an understanding of the development over time of social and cultural values.
- 5 To promote an understanding of the nature of cause and consequence, continuity and change, similarity and difference.
- 6 To develop essential study skills such as the ability to locate and extract information from primary and secondary sources; to analyse and organise this information and to construct a logical argument (usually through the medium of writing).
- 7 To provide a sound basis for further study and the pursuit of personal interest.

It should be noted that not all these aims can be translated readily into assessment objectives.

**ASSESSMENT OBJECTIVES**

Candidates should be able:

- 1 to recall, select and deploy relevant knowledge and communicate in a clear and coherent form;
- 2 to demonstrate understanding of historical terminology and concepts (cause and consequence, change and continuity, similarity and difference);
- 3 to reveal empathy with individuals and societies in their historical setting;
- 4 to interpret and evaluate a wide range of historical sources and their use as evidence, viz.
  - (a) to comprehend;
  - (b) to locate and extract relevant information;
  - (c) to distinguish between fact, opinion and judgment;
  - (d) to indicate deficiencies, such as gaps and inconsistencies;
  - (e) to detect bias;
  - (f) to compare and contrast a range of sources and to reach conclusions based upon their use as evidence.

Sources used should include both primary and secondary material, statistical and visual material, artefacts and orally transmitted information.

*Note:* all the types of source in assessment objective 4 should be used in the school course. The ability to discuss the value of the full range of types of source will be looked for in the course assessment, mainly in paper 2 and in course work. Even where artefact material is in pictorial form, candidates will be expected to appreciate the value of artefacts to historians. Orally transmitted information can include story and legend, hearsay evidence and interviews, written down some time after the events described.

The relationship between the Assessment Objectives and the components of the Scheme of Assessment is shown in the following grid.

	<b>Paper 1 (40%)</b>	<b>Paper 2 (30%)</b>	<b>Course Work (30%)</b>
<b>Objective 1</b>	*	*	* *
<b>Objective 2</b>	*	*	*
<b>Objective 3</b>			*
<b>Objective 4</b>		* *	*

The number of stars shown gives an approximate indication of the relative weighting *within each component* of the objectives to be assessed.

### SCHEME OF ASSESSMENT

<b>Component Number</b>	<b>Title</b>	<b>Duration</b>	<b>Percentage Weighting</b>
1	Paper 1	1 $\frac{3}{4}$ hours	40%
2	Paper 2	1 $\frac{1}{2}$ hours	30%
3	Course Work		30%

#### *Differentiation*

Differentiation between levels of performance of candidates will be achieved by:

- 1 the use, where appropriate, of 'levels of response' mark schemes to assess candidates' different levels of response to common questions;
- 2 the setting of varied course work tasks which reflect the different abilities of candidates, and/or common tasks assessed by means of 'levels of response' mark schemes.

#### *Paper 1*

This Paper will test the Core Content. It will consist of six structured questions, of which candidates must answer any three. Two questions will be set on each of the three Core Topics. A brief introduction to each question will be provided for the candidates.

#### *Paper 2*

One question will be set on each of the Optional Topics. Candidates must answer two questions. All questions will make use of source material. All questions will be structured and will include sub-questions which require the evaluation and analysis of the source material provided.

#### *Course Work*

Candidates will be required to submit either one piece of work on a subject related to British Social and Economic History, or two shorter pieces of work. Each piece of course work may be composed of several pieces related to a common theme. All course work must be marked by the teacher, following which postal moderation will take place according to standard MEG procedures. (See Appendix for Course Work Guidance.)

### *Minimum Course Work Requirements*

If a candidate submits no work for Course Work then the candidate should be indicated as being absent from the Course Work component and thus receive NO RESULT.

If a candidate completes any work at all for Course Work then the work should be assessed according to the criteria and marking instructions in the syllabus and the appropriate mark awarded, which may, of course, be 0 (zero).

### **SUBJECT CONTENT**

The content of the syllabus is seen as appropriate:

- 1 in its **length** – by permitting a study of change and development of population, agriculture, industry and transport from 1700–1850;
- 2 in the **range** of areas – social, political, economic, technological – which the syllabus clearly covers, and across which change and development take place;
- 3 in its **depth** – by permitting the study of specific topics, over a sufficiently narrow area to allow a relatively detailed approach;
- 4 in the study of **key issues** – for example the interdependence of agriculture, industrial developments and improvements in transport; the impact of industrialisation with its significance for present-day society.

No questions will be set in the written papers of the examination on events taking place within five years prior to the date of the examination.

The following description of content is not rigidly prescriptive of a school course.

### **Core Content**

#### **Developments from 1700 to 1850**

For each of the three Core Topics some important themes have been suggested as a means of facilitating the achievement of the relevant objectives. These themes are intended to explain and **not** to expand the core content. The themes indicate ways in which the content may be explored in a school course.

It is envisaged that candidates will study all of the Core Content, although teachers may take the decision to cover certain topics in somewhat greater or lesser depth. Such decisions will depend on the nature of the teaching group, the availability of resources, the amount of teaching time allocated, and the demands of the examination.

#### **1 Agriculture**

##### *Content*

The open-field system, its location, advantages and disadvantages. Agricultural improvers. The enclosure movement and its economic and social effects. Agriculture during and immediately after the French Wars of 1793–1815. The Corn Laws and their repeal. The development of machinery, scientific methods of breeding stock and growing crops. The relationship between agricultural change and population growth.

##### *Themes*

Reasons for the need for more efficient farming methods.

Change from subsistence to intensive farming for the open market.

Development of technology in farming methods, e.g. artificial fertilisers; steam driven machinery.

Interdependence of agriculture, industrial developments and improvements in transport.

Effects of better food on health and social customs, e.g. diet.

Effects of enclosure and new methods on the different classes of society, e.g. on the position of farm labourers; the response to the Corn Laws.

The role of individuals.

## **2 Industry**

### *Content*

The general state of industry in the early 18th century. The Industrial Revolution; changes in the organisation of industry and methods of production; developments in the use of power. Effects on working conditions. Legislation concerned with improving working conditions – Factory Acts 1819, 1833, 1844, 1847, and the Mines Act, 1842. The growth of towns to 1850.

### *Themes*

Reasons for the need to change industrial methods.

Change from the domestic to the factory system.

Development within the main industries (textiles, iron and steel, coal).

Interdependence of coal/iron/textiles in raw materials and power.

Continuity in the persistence of the hand system alongside factories in the textile industry.

Effects of the factory system on the way of life and work of working people.

Effects of development in industry on the economic life of Britain; e.g. trade and exports; change from small to large scale mass production.

Effects of change in industry on the geographical location of industries and centres of population.

The role of individuals.

## **3 Transport**

### *Content*

The nature of road travel in 1700; Turnpikes; the great road engineers; the coaching age. Navigable rivers and river traffic; the growth of the canal network; canal mania; effects of canals; decline of canals. Early wagonways and methods of locomotion; the early locomotive builders; railways before 1850; railway mania; Parliamentary legislation. The development of steamships. Social and economic consequences of the development of the various means of transport in this period.

### *Themes*

Reasons for the need for better transport.

Change from horse and foot to mechanically-powered transport.

Development of road, canal and railway networks in Britain.

Interdependence of transport, industry and new methods of power.

Effects of improved and faster transport on industry, agriculture and politics.

Effects of improved and faster transport on employment and domestic and social life.

The role of individuals.

## **Optional Topics**

### **Topic A – Education**

Education facilities available in the 18th century for all classes of people; the development of Sunday Schools, voluntary and endowed schools; the growth of public schools. Government participation from the 1833 grant onwards; the main Education Acts from 1870 onwards, and the development of elementary education for the working class. The development of secondary education after the 1902 Act. The 1944 Act and the growth of primary and secondary education. The growth and expansion of further, higher and adult education.

### **Topic B – Medicine, Surgery, Public Health and Town Development**

Major developments in medicine and surgery from 1750. The growth of towns from 1850; the attack on bad living conditions by local and central government through public health legislation from the mid-19th century onwards; town planning applied to existing towns and to new towns.

### **Topic C – The Poor Law and the Social Services**

The Elizabethan Poor Laws as operating in the 18th century, changes in the law in the 18th century. The 1834 Act and its subsequent operation. The 1908 Report and Minority Report on the Poor Law, Government assistance for deprived children after 1906, the Children's Charter, provisions for sickness, unemployment, old age and widowhood, the Beveridge Report and postwar reconstruction of the welfare services.

### **Topic D – Trade Unions and Working Class Movements**

Early Unionism from the Anti-Combination Acts to the Tolpuddle Martyrs. The Co-operative Movement and Friendly Societies. The Chartists. New Model Unionism, the growth of unskilled Unions, legislation affecting Unions from 1871 onwards. Trade Unions and the Labour Party. Inter-war years of struggle and relative decline, post-1945 growth of Union influence.

### **Topic E – The Changing Roles and Status of Women since 1700**

Contrasting experiences of women of different social classes. Changing roles and status of women throughout the period. Twentieth-century achievements: the struggle for the right to vote, the impact of the two World Wars, Equal Opportunities legislation.

### **Topic F – The Evolution of the Multi-Cultural Society in Britain since 1800**

Immigration into England: from Ireland, Scotland and Wales in the nineteenth century, from Eastern and central Europe (1890–1939). Immigration into Britain after 1945 from the Empire, Commonwealth and Europe. The effects of immigration on English society. The impact of race relations legislation.

### **Topic G – Agricultural Development since 1850**

Mid-century prosperity; high farming. Problems and changes in agriculture from 1873 to 1914. The war years, and agriculture between the wars. Second World War expansion, subsequent mechanisation and efficiency, factory farming, changes in conditions for labourers. The effects of membership of the European Community.

### **Topic H – Industrial Developments since 1850**

Staple industries – coal, iron, steel, textiles, engineering, shipbuilding. Rise of new industries – electrical, chemical, oil, rubber, machine tools. Entrepreneurship. Localisation and concentration of industry. Foreign competition. Growth of combinations. Mass production. Decline of staple industries, changes in the structure and location of industry, depressed areas, rationalisation and nationalisation. Transport industries, light engineering, power sources – oil, electricity, nuclear. Automation. The effects of membership of the European Community.



## **Topic I – Transport since 1850**

Development of different means of transport in Britain. The effects on society and industry. Rail: improvements in comfort and safety, legislation, decline of railways, grouping, nationalisation, the Beeching plan and modernisation. Road: development of the motor industry, forms of road transport, legislation, Transport Act 1947 and subsequent developments, motorways. Air: beginnings of aviation, developments of aircraft industry, forms of air transport. Canals: use and decline after 1850, 20th century developments. Merchant shipping: change from sail to steam, other technical developments, trade routes, legislation, Shipping Conferences, effects of wars.

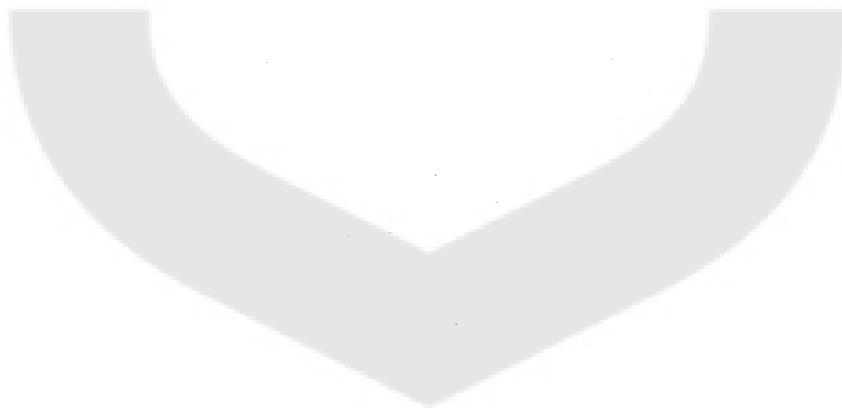
## **Topic J – Communications since 1850**

The development of various means of communications in Britain and in particular their effect upon the lives of people.

Postal services, telegraphy and telephone: postal services in the early 19th century from 1850 to the present day. Early methods of visual signalling, the development of the telegraph, Morse, Wheatstone and Cooke, early uses and the development of cables, later improvements. The telephone, early experiments, Bell, use of the telephone, 20th century developments, GPO monopoly. Wireless telegraphy, early experiments, Marconi, overseas links and benefits to shipping. The importance of all these developments in private and business life. Broadcasting: wireless, early experiments, early broadcasting, the constitution and history of the BBC, post-war development. Television: early picture transmission, Baird, the BBC, pre-war development of television, growth of a mass audience, ITA, recent technical progress. The cultural, educational and social importance of broadcasting.

The Press: daily papers in 1850 and their limitations, press agencies, the rise of the popular press, the press barons, magazines and periodicals, circulation, competition and amalgamation in the inter-war years, post-1945 developments and problems.

Heritage



## COURSE WORK GUIDANCE

### Pre-Moderation Monitoring of Course Work

Many centres, particularly those preparing candidates for the first time for this examination, will need guidance and advice to help them devise appropriate schemes of course work. Course work consultants have been appointed by MEG to provide such advice.

On starting the course for the first time all centres should submit to the Group a brief statement summarising their proposed Course Work scheme. This statement should be submitted to the centre's Home Board during the first term of the course, and centres will be informed as quickly as possible of the course work consultant's comments. Statements may be submitted on the form *Centre's Course Work Summary* (copy on page 8), or in any other form which makes the centre's intentions clear. It is not compulsory for precise details or titles of work to be submitted, since it is appreciated that teachers will wish to modify or develop course work tasks throughout the course. Rather, the Group will wish to be informed of the **nature** of tasks to be set and the **manner** in which course work objectives will be satisfied.

The purpose of this exercise is essentially advisory. Once a centre is satisfied that it has devised an appropriate scheme of course work, it will not be necessary to submit a Course Work Summary in subsequent years.

Centres are recommended to seek further advice from published Course Work Guides available from Home Boards.

### Assessment of Course Work

Course work will be assessed using the following criteria:

- 1 Selection, deployment and communication of content. (Assessment Objective 1)(40)
- 2 Understanding of basic terminology and concepts involved. (Assessment Objective 2) (20)
- 3 Ability to place the chosen problem in context and to reveal an empathetic understanding of individuals and situations. (Assessment Objective 3) (20)
- 4 Interpretation, use and evaluation of sources; relevance of conclusions drawn from the evidence provided by the sources. (Assessment Objective 4) (20)

TOTAL 100 marks (i.e. 30%)

Following, where necessary, internal alignment of assessments made by different teachers, postal moderation will take place according to standard MEG procedures.

The sample of candidates' work submitted for moderation will be large enough to ensure that the moderator considers work across the full mark range. The Group reserves the right to call in additional samples of work, or the entirety of the work, should the moderation of the original sample indicate that this is necessary.

### The Nature and Setting of Course Work

Candidates may produce course work on any topic drawn from, or closely related to, the stated syllabus content. Each candidate must produce either one or two pieces of course work, but each piece may consist of several shorter pieces of work related to a common theme. Thus, as long as the overall word limits of between 2000 and 4500 words are satisfied, teachers are allowed considerable discretion about the format of their candidates' work. Likewise, course work may, with the prior approval of the group, be submitted in media other than writing e.g. videotape, audiotape, a portfolio of photographs etc. In setting course work tasks, teachers must keep in mind the necessity of satisfying the assessment objectives in the stipulated weighting (40/20/20/20). This is likely to mean that certain tasks are specifically targeted at certain objectives; a traditional 'project' would need to be carefully structured if all objectives were to be assessed satisfactorily. Class notes are not acceptable as course work. Course work provides many opportunities for the development of skills of interpretation and evaluation of a wide range of historical material (Assessment Objectives 4).

Syllabus title .....	<p style="text-align: center;"><b>Midland Examining Group</b></p> <p style="text-align: center;"><b>Centre's Course Work Summary</b></p>
	Centre Name ..... Centre Number ..... Home Board .....

The Group appreciates that Course Work schemes may undergo amendment during the course. Details given on this form are not regarded as binding on the Centre.

Proposed Course Work tasks (precise details not compulsory)	Relationship of Course Work tasks to Assessment Objectives	Types of resources to be used

The other side of this sheet may be used to set out specific questions which you wish the Course Work Consultant to answer.

## The Production of Course Work

It is acceptable for teachers to offer candidates guidance about how best to approach course work tasks but this guidance must stop short of undue influence. For research tasks, the teacher may indicate suitable resources, advise on the work's progress, and ensure that general study skills are being adopted. But a significant part of the assessment is concerned with the candidate's selection and deployment of material. Specific steerage and interpretation by the teacher, the giving of information directly related to the work and the remarking of redrafted pieces of work cannot therefore be allowed.

But course work can take many forms. A shorter assignment might well ask specific questions on given sources. It should not be thought that all course work must be carried out in 'project' form. Indeed, many schools may wish to ignore the project format altogether.

For all course work, certain basic procedures must be observed by candidates. Any copied material must be adequately acknowledged. Quotations should be clearly marked, and a reference provided wherever possible. (Quotations do **not** count towards the word total.) If appropriate, a contents table, bibliography and list of sources should be included. All course work submitted for moderation must be kept in a flat card file (not a ring binder), on which must be marked the candidate's name and number, the centre name and number, and the course work titles.

## The Marking of Course Work

If one piece of course work is submitted, it should be marked out of a possible maximum of 100 marks. If two pieces are submitted, each should be marked out of fifty.

Marking should be positive, and must reward candidates' achievements rather than penalise their failings. In order to achieve differentiation, teachers should set (i) differentiated tasks for candidates of varying abilities, or (ii) common tasks allowing differentiation by outcome, or (iii) tasks based on a combination of these approaches. The 'common task' approach requires the preparation of 'levels of response' mark schemes, examples of which are given below.

The award of marks must be directly and exclusively linked to the course work assessment objectives. No other objectives may be assessed. The awarding of marks for length of work, or for the appearance of the work, must be avoided, though orderly presentation and clarity of expression should be expected. Where two or more teachers in a centre are involved in the marking of course work, internal standardisation of marks must take place prior to the submission of mark sheets to the Group.

## Marking Criteria

Marks should be awarded according to the following criteria for each assessment objective. The mark ranges given are out of a total of ten marks but can be adapted for other totals as required. The envisaged descriptions are very general and will need to be adapted by teachers when applied to particular pieces of work.

### *Objective 1: Selection, Deployment and Communication of Relevant Knowledge*

Band 1, mark range 1–3: shows ability to select and use some relevant information to construct answers/narratives/descriptions which are straightforward and accurate but are likely to be relatively brief or limited in scope.

Band 2, mark range 4–7: shows ability to select and use a wider range of relevant information in the construction of answers/narratives/descriptions which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Band 3, mark range 8–10: shows ability to construct clear and detailed answers/narratives/descriptions based on the thorough and accurate use of a wide range of factual material. Shows appreciation of wider context of information used.

***Objective 2: Understanding of Historical Terminology and Concepts***

Band 1, mark range 1–3: shows the ability to provide basic but accurate definitions of historical terminology. Evidence of understanding of historical concepts is likely to be limited to single examples, in situations where such examples are specifically requested.

Band 2, mark range 4–7: can provide accurate definitions of historical terminology and, on occasion, uses such terminology without prompting. Consistently shows some understanding of historical concepts by providing illustrative examples for specific questions asked.

Band 3, mark range 8–10: uses historical terminology as appropriate. Shows ability to use historical concepts accurately as analytical tools in a variety of situations.

***Objective 3: Empathy***

Band 1, mark range 1–3: shows the ability to use historical data in reconstruction of events without anachronism, but understanding of historical people is restricted to the attribution of twentieth century attitudes/values/feelings to them.

Band 2, mark range 4–7: shows the ability to reconstruct accurately a past situation and to understand that people in the past thought differently from ourselves.

Band 3, mark range 8–10: as Band 2, but additionally pupils are able to see variations in the period point of view; that is, that different people in the past held different viewpoints from each other.

***Objective 4: Interpretation and Evaluation of Evidence***

Band 1, mark range 1–3: shows basic competence in some of the skills of analysing source material, but is likely to take sources at face value and in most cases, reasoning will only be supported by single examples drawn from the sources.

Band 2, mark range 4–7: shows competence in a range of skills of analysing and evaluating source material. Reasoning will be supported by examples and obvious deficiencies and bias in evidence will be detected, but explanation will usually be limited to a single interpretation.

Band 3, mark range 8–10: shows a high level of competence in the full range of skills of analysing and evaluating a wide variety of source material. Is able to offer several alternative interpretations of the evidence, where appropriate.