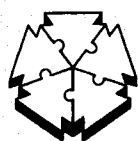




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History

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

Report on the Examination
in

Archives &
Heritage

HISTORY

(British Social &
Economic History)

Syllabus Code 1606

SUMMER 1994

HISTORY (BRITISH SOCIAL & ECONOMIC)

(Syllabus Code: 1606)

General Introduction

The percentage of candidates awarded each grade was as follows:

	A*	A	B	C	D	E	F	G	U
Percentage in Grade	1.1	7.8	17.2	22.0	17.4	14.8	11.2	6.4	2.2
Cumulative % in Grade	1.1	8.9	26.1	48.1	65.4	80.2	91.4	97.8	100

These statistics are correct at the time of publication.

The total entry for the examination was 20040 candidates.

The Chief Examiners are conscious that maintaining a set style in questions may tend to lead to stock responses. Centres are therefore advised that, although question targets will remain tied to the assessment objectives and question weightings will remain unchanged, some slow change of question style should be expected.

Throughout this Report candidates' responses have been amended, where necessary, to render them more readily understandable. They are not intended to be 'model' answers.

Paper 1606/1 – (Core Content)

General Comments

It is pleasing to note that the improvement in techniques and related good practice, commented upon in the Report two years ago, was again in evidence this year. Many Examiners commented on the ability of many candidates to go beyond just factual recall in an attempt to meet the demands of, in particular, the (c) questions where an understanding of knowledge in relation to the conceptual demands of the question is required. The well-prepared candidates were able to produce concise conclusions drawing together the points made in the response by putting arguments into a wider context of development by considering long, medium and short-term influences, by exploring issues of an inter-linked nature or issues of relative importance. All too often, however, conclusions were a repetition of what had already been written which sometimes resulted in a conclusion being longer than the main body of an answer. On occasions new points were brought out in conclusion which would have achieved more if they had been part of a better-planned and structured response.

The responses to (a) were unnecessarily lengthy with, on occasions, particularly in relation to Questions 1 and 2, over a page being written. As these questions carry only 15% of the total mark for the paper undue attention to long explanation could waste time that could be more valuably used elsewhere. Generally these questions are targeted on straight factual recall and marked accordingly. Thus clear, brief, concise points will gain credit.

The best responses were well planned and showed a full understanding of the inter-linked nature of all three core topics. Where personalities, inventions or developments of the period were asked about then the importance was always stated in context rather than as just straight factual recall. The quality of response was enhanced by the ability to understand, and use correctly, relevant terminology such as domestic, enclosure, turnpike trust, investor and profit.

A number of Centres encourage their candidates to respond to the questions in reverse order i.e. (c), (b) and (a). Whilst this may well benefit the more able candidate in attempting the higher-marked question first it can be detrimental to the average or less-able candidate who tends to gain greater credit

for parts (a) and (b). Additionally, the structure of the question does try to offer the candidate a form of progression through the development of a theme or topic.

Despite comments made each year many candidates are still not encouraged to present work in a manner appropriate for the Examiner to use immediately. Questions are not numbered, single sheets are out of order, the first answer sheet is not completed in accordance with instructions and if string is used it is knotted so tightly it is impossible to open the script. Attention to this sort detail is important.

The candidate responses quoted in this Report do not necessarily represent the only way of answering a question. They reflect the way in which candidates generally achieved credit and are there to highlight both good and also less appropriate practice. The mark scheme is given in outline only. The full detailed mark scheme is available from the Group.

Q.1 As in previous years the agricultural revolution proved to be popular with a very high percentage of the candidates. The question offered an opportunity to demonstrate an understanding of the faults of the open-field system in terms of limiting food production in (a) whilst in (c) exploring the relative importance of four given reasons why land was enclosed. Part (b) allowed a consideration of the fairness of the procedures of introducing parliamentary enclosure to all members of a village.

Part (a) produced many good responses. The following is typical of many that were written. [4]

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

Target: Recall

One mark for each acceptable reason

OR

a maximum of two for good explanation of one reason

'The open-field system limited food production because farmers didn't use the new machinery which would have improved food production because the strips were so small. (1) The three course rotation meant that one year in every three a field was left fallow cutting crop yields by 1/3. (1) Farmers wasted time and money and therefore food production walking to their scattered strips in the three fields. (1) Common land and paths meant that a lot of land was left uncultivated.' (1) (4 marks)

Whilst many responses to (b) demonstrated both a sound understanding of the method of enclosure and the fairness of the system in terms of its effects on landowners, farmers and squatters, confusion did exist on who had the right to vote with many stating it was a percentage of landowners rather than owners of a percentage of the land. Those who considered the question to be about the general agricultural effects of enclosure gained little credit. [6]

(b) Was the method of introducing parliamentary enclosure fair to all the members of a village? Explain your answer.

Target: Cause/effect

L1 simplistic response

1

L2 sees consequences from one point of view

OR

sees consequences but does not differentiate between groups

2-3

L3 sees consequences from different points of view

4-6

L3 Answer:

'The method of parliamentary enclosure was not fair to all members of the village. An enclosure act could be passed if eighty per cent of the people holding land agreed. Unfortunately the richest landowners often had eighty per cent of the land anyway, and so the poorer farmers had no choice. Enclosure greatly increased rural poverty because it favoured richer or more adventurous farmers. The people most affected by enclosure were the squatters who had no right to any land, not even the common where they lived. Whereas previously they had earned a living by doing odd jobs and keeping a few animals, after enclosure they were left without a home or any means of supporting themselves. Customary tenants were also treated badly under enclosure because they had no legal documentation to show that they owned land. The officials were not interested in those who

had always farmed land, they were only interested in documentation. Poorer farmers often could not afford to enclose the land they had been given or it may not have been profitable to farm because it was small. These people had to sell up and work as labourers on farms or in the new towns.

The parliamentary method of enclosure was not, therefore, fair to all members of a village because many people lost a great deal. Enclosure greatly increased poverty in the countryside.' (6 marks)

For those candidates who were able to demonstrate a sound understanding of the reasons for enclosure given in (c) the question provided few problems and there were many good responses. These good responses were characterised not only by the ability to show an understanding of an individual reason in the context of the need to change the system of farming but also the realisation that links existed between the reasons. Too often, however, candidates were reluctant to display their understanding and were happy to produce general descriptions assuming the Examiner would read into the answer any link to change. In many instances the growth of industrial towns was considered to be an unimportant reason for change as it had no effect on agriculture or that the growth was a result of enclosure with people drifting away from the villages. These candidates did not see the significance of a large population that was no longer self-sufficient. Profit was often simplistically equated with 'high prices'.

(c) 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

Explain your answer carefully by reference to all the statements.

[15]

Target: Factors affecting change

- | | | |
|----|---|-------|
| L1 | general answers | 1-3 |
| L2 | describes the factors or argues positively for one factor | 4-6 |
| L3 | partial consideration of factors | 7-9 |
| L4 | full consideration of factors | 10-13 |
| L5 | complex analysis of significance | 14-15 |

L2 Answer:

'I think the most important reason for introduction of enclosures was the growth of population. Once enclosures came about the food production went up. This was because land was in one place, it was fenced off to any harm and control of breeding and disease was there too. The population increase demanded more food from these villages. By the help of enclosures it was able to send food to people the same day fresh. The towns became populated because of factories and big industries. They relied on people in the country for their food. French Wars persuaded increase for enclosures too. Napoleon blocked the ports which stopped foreign corn coming into the country. It gave British farmers the chance to sell their corn at a price they wanted to because people who bought it had no choice.' (6 marks)

L3 Answer:

'I don't think that any of these were the most important. They were all important reasons to why enclosures had to be introduced.

The growth of the population meant that there was an increase in demand for more food. Open-field farming could not provide this and there was a possibility of starvation. Open-field farming could not provide more food and it was wasteful. Without a demand enclosure may not have taken place but with the population rise it was a must.

The French wars between 1793-1815 meant that less food was imported. This is connected with the population. As population rose and there was an increase in demand less food could be imported from other countries. This was a problem and the open-field farming could not sustain the demand with all its drawbacks of wasted land. A new system had to be found. So the French wars pushed towards enclosure.

The growth of industrial towns meant that transport was now in use. With increase in transport this equalled wider markets. The growth of industrial towns meant the need for more food and a bigger

demand was put onto open-field farming. Thus wider markets I don't think was the most important reason for the introduction of enclosure.

The increase in profits was needed and there were now wider markets for this to take place. To increase profits you need new machinery and scientific breeding. Ideas like this could not be achieved with open-field farming as it provided little profits if any. I don't think this was important as the population rise and French wars but it was still a big contribution.

So all these were important contributions to the introduction of enclosure. It is difficult to say which one was the most important reason as they all played a big role.' (7 marks)

L4 Answer:

'The following reasons all had some degree of importance in the introduction of enclosures before 1815.

The growth of population meant that more food was needed to feed everybody. As the yeomen using the open-field system were only providing enough food to feed themselves and their families so there was no mass production of food. None of the new machinery, Tull's seed drill or selective breeding introduced by Bakewell could be used because the strips were too small and everybody in the village had to agree to what they were doing. These new methods of farming included Townshend's four-course rotation and meant there was an increased output of food because Townshend's method meant no land was wasted and animals could feed on the turnips so they did not have to be killed. Enclosure meant all these methods could be used and so increased production to help feed the growing population.

The French wars did have quite a lot to do with enclosure of fields because during that period there were little imports of corn coming in from France, which meant that more corn had to be produced in this country and the only way to do this was to enclose the fields. Enclosure also meant not only the original fields being enclosed, but also the marginal land and marsh lands being enclosed. This meant more corn crops could be grown to replace those from France.

The growth of industrial towns meant that there were fewer people producing food for themselves but in the town this could not be done. There was nowhere to grow the crops and so the increased population of workers in the towns relied on food being brought into the towns from the countryside. There was little other way they could obtain their food as they were no longer self sufficient. Another method had to be found by those farmers left and that was to enclose the fields to meet demand.

The larger landowners did want enclosure because it increased their profits but an increase was not made for the yeomen and small landowners because they could not afford to keep it. Many MPs were landowners as well, so they enclosed their land to obtain money and to sell all the crops themselves and then gain profits.

I think that out of the above reasons the growth in industrial towns and the growth of population are the most important reasons for enclosure because both meant that food was in great demand and both meant there needed to be a large increase in food production. Increased profits were due to the extra demand for food. If there wasn't that demand no money could be made. The wars had less effect.' (13 marks)

- Q.2 As on many occasions in the past the question based mainly on nineteenth-century agriculture proved to be the least attractive to the candidates. Generally responses to (a) produced an understanding of how ideas were spread although some concentrated on the 'who' i.e. personalities, rather than the 'how' of the question. Newspapers were an oft-quoted anachronism. Many in (b) were able to confirm that the 'rich got richer, and the poor got poorer' but were unable to substantiate why. Farm labourers were often confused with farmers. The higher-scoring responses were able to explain the links of less competition leading to increased profits and re-investment in new ideas which benefited landowners whilst affecting labourers through a loss of jobs, an increase in the cost of food and the need for poor relief such as Speenhamland. Quality responses recognised the problem that high investment during the war brought about debt after and also considered the immediate effects of the Corn Laws. The terminology of 'economic' and 'social' used in part (c) did cause some problems with many just arguing effects in general terms rather than differentiating between the two. Encouragingly, though, there were some good answers of which the one that follows is representative.

(c) 'The economic effects of the Corn Laws were more important than the social effects.' Do you agree? Explain your answer carefully. [15]

Target: Cause/effect

L1	general answers	1-3
L2	descriptive answers	4-6
L3	partial consideration of effects	7-9
L4	full consideration of areas	10-13
L5	complex analysis of significance	14-15

L5 Answer:

'The social effects of the Corn Laws were more important than the economic effects because the Corn Laws meant that the poor suffered great hardship and that the social effects of the Irish famine were extremely wide reaching. Also the social effects of high corn prices contributed to the economic effects.

The main social effects of the Corn Laws were that poor people found it very difficult to feed themselves because of the high price of bread. Many could not feed themselves and were forced into the workhouse. Also an economic effect is linked with this because as the poor had no money to spare they could not buy British manufactured goods. This is why industrialists claimed the Corn Laws were depriving them of a home market as well as one abroad. Also this social effect is linked with the fact that industrialists had to pay their workers higher wages just to keep them alive. This made their goods uncompetitive abroad.

One of the major social effects of the Corn Laws was the situation of the Irish potato famine in 1846. Britain needed foreign corn to send to Ireland but because of the Corn Laws they could not send any. The Laws restricted the government from helping the millions of Irish people who were starving. One of the social effects of the Corn Laws was, therefore, the fact that millions of Irish people died before the Corn Laws were repealed and aid sent.

The economic effects of the Corn Laws were also far reaching because they stopped Free Trade and deprived British industry of a home market as well as a foreign market. Foreigners, because they could not sell their agricultural goods to Britain, had no capital with which to buy British-made goods. Industrialists feared that they would start to produce their own depriving Britain of a market for ever. Economic effects which are linked to social effects of the Corn Laws are that the price of bread meant high wages for employees which in turn meant uncompetitive goods abroad.

To conclude therefore, the social effects of the Corn Laws were more important than the economic effects. The social effects meant hardship for the poor and starvation for many Irish. Also the social effects are linked to the economic because the high grain prices meant uncompetitively priced goods abroad. The social reasons for repealing the Corn Laws after the Irish famine were just as, if not more, compelling than the economic reasons. Similarly their effects were just as important socially as they were economically, if not more so.' (14 marks)

- Q.3 It appeared that many candidates understood in their own mind the difference between a bell pit and an adit mine and yet found great difficulty in giving a clear, concise exposition. A number of candidates drew diagrams which when annotated clearly gained credit. All too often (a) (ii) produced responses relating to deep mines rather than early mines. This form of response gained no credit. Candidates scored well in (b) where they gave clear faults of the domestic system rather than trying to compare the domestic system to the factory system. It is important that a response to a (b) question is more than just a list if the higher level is to be achieved.

(b) Explain the disadvantages of the domestic system of cloth manufacture. [6]

Target: Causation

L1	simplistic response	1
L2	explains one disadvantage OR recognises that there are a number of disadvantages	2-3
L3	explains a number of disadvantages in context	4-6

L2 Answer:

'One disadvantage of the domestic system of cloth manufacture concerned the workers where the whole system was controlled by an outside man called a clothier so you were governed by him.

Also he could pay extremely small wages and if you complained he would remove his machines from your house and not supply you with the raw material.

The domestic system was also very slow so only a small amount of cloth could be made to be sold in a period of time.' (3 marks)

L3 Answer:

The domestic system was run in the homes and so all the raw materials, machinery and finished products were stored in the home. This made houses crowded, dusty, dirty and noisy and often unhygienic. The clothier or middleman owned equipment and paid the families by the piece so the more they made the more they got paid. He was sometimes fraudulent and cheated them. If the workers asked for a pay rise or caused any trouble, the middleman would simply take away the equipment and in so doing their livelihood. Some parents and children were forced to work late into the night to make a living and damaged their eyes by working in the dark. This system was very slow and cloth could only be made as wide as the weaver's arms until the invention of the flying shuttle. It was not supplying the rising demand from the growing population.' (6 marks)

The intention of (c) was to allow candidates to explore the significance of the various Acts passed in relation to mills and mines in terms of what the Acts did in relation to working practices and conditions and then to assess their value or limitations. It was not intended that candidates should attempt simply to recall, often incorrectly, specific terms of the Acts. Many responses were characterised by detail of working practices with a statement that little had changed. A number realised that the inventions applied particularly to coal mining did in fact improve conditions and gained credit for this. Thus an answer along the lines of *'many miners worked in dangerous explosive gas that could be ignited by a flame from a candle. This was improved by the use of the Davy lamp which had its flame enclosed. However, sometimes they were used to go into more dangerous, deeper mines'* would gain credit within L3. Many realised that many factory owners did understand the importance of better working arrangements but often the response was limited to naming these people.

- Q.4 The aim of this question was to look at a number of personalities who worked on developing the iron industry and to assess how the developments associated with each aided the industry to prosper. In (b) it was anticipated that candidates would state the problem that existed and show how the work of Watt enabled the problem to be overcome. A simple naming of his developments e.g. separate condenser or rotary motion only gained credit within L1. Often a response was limited to coal mining only.

Target: Cause/effect

L1	simplistic response	1
L2	sees effects in relation to one industry	2-3
L3	sees effects in relation to both industries	4-6

L3 Answer:

'The work of James Watt was important to the mining and textiles industries because his development of the steam engine helped to solve many of the fundamental problems in these industries. In the coal mining industry the steam engine was used to solve the problem of flooding by draining the mines. This was significant because the mining of coal was hampered by water gathering in the foot of the mine. The power of steam was also applied to another problem, that of transportation, both above and below the surface. In the textile industry many new inventions were developed. The most important way in which Watt was to benefit the textile industry was through his invention of the 'sun and planet gear'. This enabled the power of steam to be harnessed to new machinery such as the power loom. This resulted in the movement of mills to coalfields for power. This resulted in faster machinery.' (5 marks)

In (c) the significance of the work of Darby I was usually recognised in terms of the link between the use of coke and diminishing stocks of wood for charcoal. Less well known was the significance of the work of Darby II whilst Darby III was almost always limited to a narrative relating to the building of the bridge. Some confusion existed over the different types of iron and on occasions this did cause some problems in relation to Cort. Those candidates who included the significance of the use of coal in the reverberatory furnace, the increased speed of production coupled with the increase in demand for wrought iron in terms of weapons for war had little difficulty in scoring highly

on this question. It was not anticipated that other improvers should be discussed and inclusion by candidates did not gain extra credit. The response which follows shows how many candidates gained marks for this question.

(c) 'The work of the Darby family was more important than that of Henry Cort to the developing iron industry.' Do you agree? Explain your answer carefully. [15]

Target: Cause/effect

L1	general answers	1-3
L2	descriptive answers	4-6
L3	partial consideration	7-9
L4	full consideration	10-13
L5	complex analysis	14-15

L5 Answer:

'I do not agree that the work of the Darby family was more important than that of Henry Cort to the developing iron industry. The revolution in iron was brought about by a group of iron masters not afraid to risk their capital.

In the early 18th century the iron industry was facing a grave problem. Production of pig iron was diminishing yearly at a time when demand was increasing. This was due to a grave shortage of charcoal, the only fuel that could be used in the blast furnaces at that time, timber, from which charcoal was made, was becoming scarce because it was also used in other areas such as shipbuilding for the navy. There were two solutions. One was to build ironworks near large supplies of timber but this was only a short-term solution. The other, was to find another fuel. Many attempts were made without success until 1708 when Abraham Darby moved to Coalbrookdale in Shropshire. He like many others experimented with raw coal but this had a high sulphur content and so the iron which was made was too brittle and virtually useless. However, eventually he found the local 'clod' coal had a low sulphur content and that if this was 'coak'd' could be used in the furnaces. However the pig iron it produced was still brittle and so could be used to make only a limited amount of goods e.g. pots. His method was improved upon by his son Darby II who used coking ovens to turn the coal into coke. This was much better as it was more efficient and the pig iron could be forged. This solved the problem in the smelting branch of the industry but as demand for wrought iron increased due to the development of the steam engine the demand was not met as it took so long to hammer out the impurities in the pig iron to turn it into wrought iron and charcoal still had to be added thus increasing the expense.

In 1783-4 Henry Cort took out patents on two processes which together could turn large quantities of pig iron into quality wrought iron quickly and cheaply. The first of these was a reverberatory furnace. It was in two parts separated by a bridge. On one side was a fire fuelled by coal and on the other pig iron bars were placed. As the flames swept over the bridge towards the flue the heat reverberated from the top of the chamber and melted the iron. Remaining impurities were driven off by workers who stirred the iron through an opening at the front of the furnace. While the iron was still hot it was taken out to the rolling mill, the second of Cort's processes. Here it was passed through rollers and shaped. The process eradicated the need for charcoal.

Therefore both Henry Cort and the Darby's mass production methods were crucial to the revolution. Without Darby I and II the production of pig iron would have diminished, however without the contribution of Henry Cort the revolution in iron would have been severely limited because, during the Seven Years' War when wrought iron was needed more desperately than ever before, only a small amount could have been made. Without any of these contributions the revolution in iron could never have been as great as it was.' (14 marks)

- Q.5 Candidates who were well versed in the difficulties faced by road travellers in the eighteenth century had little problem in suggesting two reasons why the condition of the roads at the time was poor. Many, however, had more difficulty with the defects of the parish system as there was a lack of knowledge of this system. On occasions when it was known the response concentrated on a description of the system rather than its defects. This gained no credit. Part (b) produced many detailed responses to the positive effects of the introduction of turnpike trusts but then failed to address the issue of 'how far'. This approach was limited to L2.

(b) How far did the introduction of turnpike trusts improve road transport? Explain your answer.

[6]

Target: Continuity/change

- | | | |
|----|---|-----|
| L1 | simplistic response | 1 |
| L2 | sees consequences of improvements | 2-3 |
| L3 | sees consequences from differing points of view | 4-6 |

L2 Answer:

'Turnpikes greatly improved the state of the roads in many places despite their unpopularity. They provided money that was used to repair roads so that they could be used more safely and effectively. It meant that road transport was quicker and more reliable. There was less dust in summer, less mud in winter and fewer accidents. More people began to use the roads and more and better roads were built to carry passengers goods and mail. Stagecoaches were at the golden age in the 18th century due to turnpike trusts.' (3 marks)

L3 Answer:

'The turnpike trusts did improve transport in several ways. Britain was provided with some well-surfaced, well-drained roads using money collected from tolls. Many isolated towns were linked up. With better roads there was more traffic. In addition the transportation of goods of all kinds improved. The development of turnpike trusts was also to result in the development of the postal service from 1784. Although turnpike trusts provided a better quality road service they did have several disadvantages. The main disadvantage was that there was no national system. Turnpike trusts varied in both size and maintenance. Some trusts were dishonest and were more interested in making money than providing a service. There were too many trusts in competition with each other, they refused to work together. Because of the large number of trusts travel became very expensive. The turnpike trusts were an important development in road transport, improving many aspects but the lack of a national system meant that they did not improve road transport to the extent needed.' (6 marks)

Over the years questions on railways have tended to relate to straight social and economic effects. This time candidates were expected to consider agriculture separately from industry and to compare the relative importance of these benefits to social benefits. It was anticipated that candidates would recognise the limited nature of social benefits with the date of 1850 being explicit but on a majority of occasions this date was ignored. Social was often limited to an opportunity to visit the seaside. To gain the higher levels it was a requirement that the benefit was fully explained in terms of how the railways had brought about change. The answers which follow are representative of typical responses.

(c) 'The development of railways before 1850 was of more benefit to social life than to agriculture and industry.' Do you agree? Explain your answer carefully.

[15]

Target: Cause/effect

- | | | |
|----|-----------------------------------|-------|
| L1 | general answers | 1-3 |
| L2 | describes benefits of railways | 4-6 |
| L3 | partial consideration of benefits | 7-9 |
| L4 | full consideration of benefits | 10-13 |
| L5 | complex analysis of benefits | 14-15 |

L3 Answer:

'The development of railways before 1850 was very beneficial to both social life and to agriculture and industry. This was because roads and canals and rivers were in such a poor state and were not sufficient.

Roads and canals at this time were very slow due to the tolls and early canals had circuitous routes as they were reluctant to undertake any expensive engineering feats as they had no experience or skills. Roads at this stage were poor and could only carry a handful of passengers and were virtually no good to industry or farming at all as they could only carry a few goods and not any bulk. Canals were more useful as they could carry bigger bulk but were not adaptable for passenger transport but could also carry fragile goods such as pottery which roads could not.

There was also an unfair distribution of roads and waterways e.g. Birmingham had no connecting river and so railways were needed to open up and develop the country more to connect all the major cities so that industrial and agricultural goods could be sent virtually anywhere in the country. They were needed for speed and this led to the decline of canals which could not compete and this speed enabled perishable goods to be sent quickly to people. This led to huge economic expansion as more imports and exports were traded and generally there was a massive trade expansion.

They had big effects on agriculture and industry; as they expanded they needed to send goods which could only be met by railways so the system opened up new industrial centres. Railways also led to high employment rates as later they used steam which needed coal as power and so this led to improvements in mining and also expansion of the iron industry to make rails and locomotives.

Railways allowed people to travel all over for employment. Many were able to carry considerable bulk as well as passengers.

Therefore railways developed industry and agriculture and as this happened social life was also made better, but I think it was more important to industry and agriculture, as this had to expand before the social life improved.' (6 marks)

L4 Answer:

'The statement that the development of railways was of more benefit to social life than to agriculture and industry can be taken two ways.

From a social aspect the development of trains meant that townspeople could travel further and spend days at the seaside or in the country. The railways meant that seaside resorts grew and became a small industry of the own. Socially, there was more communications, the railways brought the whole of the country together. The coming of the railways meant that there was a need for the whole country to be in time with each other for before there had been time differences, but with a national train timetable brought about in the 1840s there was also the need for standard time.

The development of the railways meant that agricultural products could be transported with more speed and at less cost, because there was not as much wasted. Farmers could have their dairy produce and fresh vegetables transported quickly to the towns and sold quickly and more freshly. This could also be a social benefit because it meant that town workers were getting fresh food at a cheaper rate and were therefore more healthy.

The railways meant that industry could expand to all over the country, it was no longer confined. The iron industry was able to develop due to the railways because of the parts for the engines to be manufactured and the iron rails which the trains ran on. Coal was also needed to fire the engines to produce steam for power. The coal and iron could also be transported with greater ease and at reduced costs.

There was also an increase in employment. Drivers, engineers and navvies were needed and this was a social benefit. Development in industry also means more prosperity so therefore more social benefit. Living standards were improved. They could travel, health was better and so were communications so the development of railways was of more benefit to social life.' (12 marks)

- Q.6** This question provided an opportunity to look at the use of water as a means of carrying goods firstly by considering coastal shipping, then the difficulties of navigable rivers and finally the value of canals. As anticipated coal was the most popular response to (a) (i) although china clay was given on a number of occasions. However, many candidates latched on to the word 'shipping' and took it to relate to oceanic travel offering mainly cotton as an answer. This did not gain credit. There were few responses to (a) (ii) that gained full credit. The majority was unclear as to what constituted a navigable river and was thus unable to consider the difficulties faced. Many gave defects that would normally be associated with canals. Indeed many took the question to be about canals and thus gained no credit. Many answers to (b) concentrated in great detail on the issues relating to topography and in particular the crossing of hills by the use of locks and tunnels. Some confusion existed over the differences between an aqueduct and a viaduct. It was disappointing that many did not go on to discuss the wider issues faced such as technology or finance or even the opposition that proposals to build brought. Well-prepared candidates had little difficulty in bringing out these points and in many instances giving specific examples to back up their argument. Good answers to (c) were characterised by sound knowledge, understanding and relevance. Each effect was examined in context and an explanation given often with specific examples. Unfortunately many candidates were not able to demonstrate even a minimum level of

factual detail being more content to offer vague generalities. Many were keen to write about Wedgwood and the movement of his pottery without making any link to the effects given in the question and this sort of answers together with some responses from candidates who read the question as being about causes of canal building, only gained limited credit. Many candidates who attempted this question had also responded to Q.5 where they had argued for the speed of railways for fresh produce and yet in the question did the opposite and argued for the speed of canals. The idea of employment was often limited to navvies rather than being looked at in its wider form.

(c) 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

L1	general answer	1-3
L2	describes the effects	4-6
L3	partial consideration of effects	7-9
L4	full consideration of effects	10-13
L5	complex analysis of significance	14-15

L2 Answer:

'All of the statements were important when building canals. But I don't agree with the statement that investors made large sums of money. Canals were not built for this reason. They needed investors to give money so they could build the canal and the investor earned money from the tolls charged. But later on when canal mania developed canal companies built canals where they weren't needed and they often didn't make a profit. They did this because they saw other canals such as the Trent and Mersey canal make money. So it wasn't the most important reason for building canals at first anyway, but later it was quite important.

The movement of agricultural produce was made much easier and when canals were first built I believe this was one reason why. Canals were cheaper than roads and caused little or no damage to the goods carried. It also enabled farmers to transport perishable goods much quicker, for example milk, and because this product was not stale it was not wasted. Because of this method farmers could sell their goods all over the country. Canals opened up new markets and increased their productivity and their profits.

The cost of coal dropped but this again was not the main reason for building canals. The cost of coal dropped by half. Also canals opened up the South Wales coalfield, they could now sell its goods in London, Hull, Bristol and Liverpool which were all connected by the Grand Trunk canal. Employment did increase but it wasn't the reason why canals were built. The building of canals increased employment especially among the navvies. Also a company could sell its goods all over the country, the demand increased and this resulted in more employment.

Canals developed Birmingham as the centre of trade as it was linked to other areas by canals. As new industries developed in Birmingham there was an increase in demand for labour.

From all the statements listed in the question I would now say that the most important reason was the movement of agricultural produce, although I said differently in my opening statement. But the other statements are also very important as well, as I have shown in my answer.' (5 marks)

L3 Answer:

All four of these statements were important effects of the building of canals.

Investors did make large sums of money from the canals. This was because it was a quicker and easier way of transporting goods with a smaller chance of goods getting damaged. This cut the price of goods which meant that the investors made a large amount of money e.g. Bridgewater canal cut the price of coal by 50% which made the Duke of Bridgewater a millionaire.

The movement of agricultural produce was easier and quicker. This meant that food could be transported to people quicker and it would be fresher. This improved people's diet. This effect cut the price of food and other agricultural produce whilst at the same time it increased the farmer's profit.

The cost of coal was reduced considerably due to the efficiency of canals and it came a lot quicker and easier. This increased the profit for the coal owners and investors like Bridgewater. This increased demand.

Employment increased as canal builders were required and there were jobs in the canal industry. This I don't think was as important as the others.

I think it is difficult to say which was the most important effect as they were all important.' (7 marks)

L4 Answer:

'The points raised here are indeed all important factors affecting the construction of a canal. It is true to say that investors made large sums of money either through shares or through joint stock companies and so many were happy but 'canal mania' took place in the 1790s where canals were thought to bring about an automatic profit if they were built and this led to a lack of overall planning and as a result many investors were disappointed when the canal was a financial failure. This reason alone makes this particular point not quite as important as the others.

The expansion in agriculture and the need to transport food easier only slightly influenced the building of canals as although they could carry more bulk than roads, it was still a relatively small amount and it was not really suitable for the movement of fresh food as it was slow and it would go off. Canal growth was stimulated more by their ability to transport fragile goods such as pottery which was broken during transport.

Canals meant that employment drastically increased particularly during the years of 'canal mania' as canals needed to employ large amounts of navvies to build them and so the rate of unemployment was reduced. It also increased employment in the iron industry and indirectly in the coal industry as this was needed to produce iron and drive the machinery and its cost was reduced by canals.

The cost of coal was reduced and to me this was the most important factor as it meant everybody could cut their costs. This included industry because when coal is cut in price their costs are cut as this is the main source of power for steam. A good example of this is the Bridgewater canal built by James Brindley. The canal went direct from the pit to Manchester and was much better and cheaper by half than the road. The Duke began to revel in his profits as everybody bought the cheap coal. As coal became cheaper demand grew as people used this as heat in their homes and so domestic fuel costs were also cut along with the costs in industry to produce machinery and manufactured goods.

This is the most important point as a reduction in the cost of coal created demand which led to employment and canals created money for investors.' (13 marks)

Paper 1606/2

General Comments

To start on a positive note it is now a pleasure to report that it is apparent that 'good' candidates are now doing better than ever before and there were many marks in the top 40s and into the 50s this year.

However once again there were very many candidates whose work was of a very low standard. To score less than 10 marks on this paper is a very poor performance indeed but was achieved by many. Some clearly have difficulties in understanding and using sources but most of the low achievers seem to have no accurate background knowledge of the topic and to have no idea what to do with sources. Many scripts are presented in a most untidy and disorganised way which makes the Examiner's task that much harder.

One constantly recurring problem for many is the use of background knowledge. Many candidates clearly learn their topic material well and are desperate to show this. The questions **do** give scope for this, we **do** want students to know about the topic, but the knowledge must be carefully used and interwoven into the answers and not just tagged on.

Qs.1 and 2 will usually be answerable from either knowledge or comprehension of the source or both. The other questions are based more upon the use of sources and the candidate has to show the ability to relate his/her own knowledge to those particular sources. One common failing is that candidates will say that the information in a source is true or not true 'because my own knowledge confirms (or denies) it'. Here is where a candidate should give an example of knowledge to confirm or deny. Also when dealing with the sufficiency of a source or group of sources it will often be appropriate to state briefly what the sources do not deal with and thus show their limitations.

Critical source evaluation still remains the major stumbling block for many candidates who only consider one aspect, if that, of reliability. It is very superficial evaluation which says that a source is unreliable 'because it is a picture painted by someone' or 'because it comes from a book (synonym for 'novel' for many)'. The point is to explain why that particular picture or extract is unreliable and this may have more to do with its intention or the context in which it was written/produced than the actual author.

The questions take the candidates through the sources and skills to reach the all-embracing Q.5. We therefore discourage the growing tendency for candidates to do the questions in reverse order. Only if time has been very badly judged could it be considered helpful for a candidate to do Q.5 first.

Topic A Education

Always popular, this topic seemed to attract even more answers than usual this year.

Q.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 mainly taught in Sunday Schools? [1]

There were a variety of answers which could be given for (a) and most candidates scored on this. The answer most often given was that children were working the rest of the week but many brought in the growing desire for some sort of education and also the growth of Sunday Schools thus making such Schools more accessible.

Answers to (b) were surprisingly poor because many did not read the source carefully. A very common answer was 'the three Rs' which was denied by the source, and another, even worse was just to single out 'accounts' or 'arithmetic'. There really was little excuse for candidates to give those answers.

Q.2 Read Source B.

Give two problems faced by teachers in some large National Schools in the mid-nineteenth century. [2]

The source contained several possible answers, or, of course, the candidate could answer from their own knowledge. The most common answers commented upon shortage of books/equipment, the over-large classes or attendance. The answer below was typical of many.

Mark Scheme

Target: Comprehension/recall

- L1 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 pointers. 1
- L2 Two valid problems simply stated/identified. 2

L2 Answer:

'Two problems faced by teachers in some large National Schools were that there were too many children for only one schoolmaster to look after. Also, there was a lack of equipment. There were no maps of any kind and subjects such as History and Geography were overlooked. The only teaching was from the Bible.' (2 marks)

Q.3 Read Source E.

To what extent does this source show that the government was determined to improve elementary education in England? Give reasons for your answer. [6]

Candidates should recognise that any question which asks 'To what extent' or 'How far' means that the candidate has got to assess the source in relation to a variety of factors e.g. what amount of correct information does it contain? is it a reliable source? what are its limitations? what doesn't it show about the hypotheses? were there any special reasons for this source and does that affect the picture it gives? We do not expect candidates to deal with all these but we do expect them to do more than just quote from the source and say 'so it does (or does not) show that the government was determined etc.'

In this case many did pick up the idea that the government may have been more concerned with value for money than education for its own sake and were able to bring in relevant information about the payment by results idea to enlarge on this. Some, however, went too far on this side and wrote a mini-essay on the Revised Code and its shortcomings to the neglect of the source and the point of the question.

The two examples of answers show a high-class one which was of a type rarely seen and then a more typical answer.

Mark Scheme

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

- L1 Simple comprehension of source to show what the government intended to do – no assessment of 'extent'. 1–2
- L2 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.
(4 marks maximum) 3–5
- L3 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

L3 Answer:

'Source E shows at the very least that the Government was concerned enough about education to introduce policies pertaining to schools – a big improvement from the laissez-faire policy just a short time before. Lowe's words are also concerned with making sure that children did get a good education to fit them for their 'business in life'. The source shows that the Government was taking an interest in education and that they were actually putting money and time into the education of the poor.

However, the source also gives evidence to the opening view. The 'payment by results' policy was originally introduced as an attempt to cut back on Government spending after the hugely expensive Crimean wars – it could be argued that the Government was determined to save money rather than improve education. The speech by Lowe shows the economical benefits to the Government firstly – he states that the system will be cheap or efficient – either way the Government will save money. This very determined statement to the effect that he is not trying to over-educate children infers that there was probably backbench opposition to the education of the poor in the first place.

The source is not sufficient to enable a historian to reach a judgement on the question. It is reliable enough – Lowe was speaking 'on the record' to the House of Commons, but his remarks are not in context, nor are they accompanied by any details of what the Government did intend to accomplish in respect to elementary education.

In any case, the Revised Code is a bad example to use to support the statement as it involved cutting back on money spent on education. Information about other Acts e.g. the 1870 Act and the 1897 introduction of the education grant would be needed before an informed judgement on the veracity of the statement could be made.' (6 marks)

L2 Answer:

'This source shows the Government was determined to improve elementary education in England to a large extent. The source shows that despite the costs the Government wanted efficient education. The source is definitely reliable as an MP actually said it in a speech. The source also shows that the Government did not intend to improve education for the poor to such an extent that they were raised above their station and position in life. The idea was to provide education only up to a standard that may fit them for that business. I think that the source told me enough about the act of 1862 but some information should perhaps have been given on the 1870 Act where money was only given for elementary education. I do think however that the source shows the government did want to improve education. This is also shown in the 1870 Act as above.' (3 marks)

Q.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]

Most candidates were prepared to question the validity/reliability of the sources but often in only the most superficial or simple way. As pointed out in the general comments, simply to say that a painting is unreliable does not go very far. Better candidates pointed out that what the artist showed **was** typical of Dame Schools in that it showed little teaching, little in the way of books, an old lady in charge and that it was more of a child-minding service than an attempt to provide education. So here was a case where a candidate's knowledge could be used to support a source. Some followed a comparative blind alley of 'we don't know who painted it so it is unreliable'. Had we given the artist's name would the same candidates be able to comment on his realism or otherwise in his paintings? As a general rule we give the names of the originators where this is likely to be useful, for instance because the person is well known (or should be) generally or within that topic or where the position or status of the person is useful for evaluating the sources. In nearly all cases it is of little credit for candidates to speculate on the writer; they will either know about him/her or there will be some information given to help.

It was relevant here to point out that the purpose of the painting is unknown and that it could well have been a painting to fit attitudes of the time rather than a strictly accurate portrayal. There was much to be made of this source and some candidates dealt with it very well.

Source D could also clearly be related to what the candidate knew about Ragged Schools and their purpose and also to the origin of this source. Obviously whether or not this was a typical Ragged School could be to a large extent verified from knowledge rather than speculation as to whether 'the boy was a liar' or 'threatened by Mayhew to say these things' which was the sort of line that weaker candidates pursued.

The two examples below are both good answers showing not only an ability to test the sources but to apply that, and their own knowledge, to deciding whether they in fact provided evidence of the education provided for the poor at that time. They tackle the question in different ways.

Mark Scheme

L2 *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 single evaluation.

2-5

L3 *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 L2 only).

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

5-7

L4 *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 arguments about education of the poor in nineteenth-century England. Demonstrates ability to develop a clear conclusion.

7-8

L3 Answer:

'Source C is probably primary evidence as it was painted at a time when Dame Schools were still in existence. It also looks as if it was based on real life rather than imagination as there is a lot of fine detail in the picture. However, it may not be really reliable as a painting depends on the artist's interpretation of the subject matter, and does not always tell the whole truth. We have no information about the painter or about the audience the painting was aimed at. I would say that the picture is not entirely reliable as it seems to show quite a disciplined school (apart from the boys fighting) with children reading and learning and a strict Dame with a pointer. However, this was not the case in general as Dame Schools tended to offer little more than glorified child-minding.'

D is also primary, and tells of a first-hand experience of the Ragged School movement. The evidence seems fairly reliable as the author has obviously researched his subject and the boy has little reason to lie. If the boy were exaggerating, it is more likely that he would report unfavourably on the schools in order to get sympathy – he could have little motive for saying how good they were.

There is little or no actual education described in the boy's story. One of the main aims of the Ragged School movement was to keep children off the streets, but I think that generally, more was taught than is inferred in the extract – the pupils were given the opportunity to learn the 3 Rs at least.

The author would probably have verified the story, so it is probably reliable as far as it goes i.e. it is reliable as the story of one boy and his experience of school, although it would be unsafe to draw general conclusions from it.

Although the sources may or may not be reliable in themselves, they are definitely not sufficient to give evidence on the whole 19th century education plan. Even if they do reliably show Ragged Schools and Dame Schools, Monitorial Schools for instance are not even mentioned and, up to 1870 they were the most important type of school, run by the two religious societies.

There is also no evidence concerning Board Schools (introduced by the 1870 Act) or of Charity Schools. It would be very difficult to draw general conclusions on 19th century education of the poor from either or both of these two sources as, however reliable they are it is not possible to draw reliable conclusions from so little evidence.' (7 marks)

L4 Answer:

'Having studied Sources C and D I feel that they do offer reliable evidence of the education for the poor in the 19th century to a certain extent but they do have faults. Source C is a picture and this immediately draws questions about its reliability since pictorial sources so often reflect the views and opinions of the authors. A boy is shown standing reading and all the other children are also pictured holding books, presumably studying. This picture is immediately seen as probably unreliable because my knowledge of Dame Schools shows that this a very romanticised view. In reality Dame Schools taught education that was of no use and it was common for the 'Dames' to run a shop or do washing at the same time. The picture shown in Source C showed a very optimistic view of what Dame Schools were really like, a view which in my opinion is surely inaccurate. Although Source C is primary, because it is a painting there are obvious doubts about reliability.

Source D is perhaps the more reliable of the two sources considered, because it is both primary and a written source. However, on reading the source it is clear that the same bias exists. The mentions of 'tea parties' and a kind schoolmaster appear too perfect for this source to be reliable. The teaching in Ragged Schools was of limited use and they mainly provided sanctuary for the poorest children, the idea of the school being so pleasant again seems romanticised. The notion that most children were thieves, although perhaps true, shows middle-class values, that the working class were poor because of their own actions.

I would consider both sources to be unreliable. Certain facts are true, but the overall impression is often romanticised. Also, they do not mention Charity or Sunday Schools which were, of course, the other schools for the poor children.' (7 marks)

Q.5 Use all the sources.

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

Most candidates scored reasonably on this, often into L3, by showing that the sources did show that there was a need for change. What they **didn't do** was to say whether that evidence was reliable or sufficient enough for that conclusion which could be reached on face-value evidence. Clearly all the sources could be challenged for one reason or another but this did not necessarily mean that they were unreliable in what they said/showed either singly or collectively. No apology is needed for repeating something said in earlier Reports, that in Q.5 candidates must show cumulative skills of comprehension, evaluation of sources, and the ability to make a conclusion of assessment based upon those **and** the background contextual knowledge of the topic. Good L4 answers are not often seen and L5 answers are very rare indeed.

The answer below is one which attempts to answer the question by looking at what the sources say, their validity and sufficiency and although there are faults and it is rather wordy it is still a very worthy answer.

Mark Scheme

- L3** *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 marks. 6–8
- L4** *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
- L5** *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

L4 Answer:

'I do not believe that these sources as a collection provide enough reliable evidence to show that a need for change existed before 1870. The sources do consider several faults with the elementary education system but these faults are not considered widely enough to appreciate the combination of factors and they do not consider aspects in sufficient depth. Many of the sources are concerned only with the schools for the very poor, and although much of the evidence is reliable enough, factors are only looked at briefly. In Source B, the factors of lack of supplies and teachers are considered. The source does not, however, discuss the parliamentary grant of 1833 and how far it helped to solve the lack of supplies, if at all. The source does not consider the monitorial system and highlight the main faults within the system.

Sources C and D are obviously exaggerated and contain considerable bias. They make the school provisions seem almost too perfect. To enable to conclude how far improved education was required it would be necessary to have more sources providing the opposing view, and showing the negative aspects of Ragged and Dame Schools.

Source E could be said to show the failings of parliament but once again more evidence is required. The middle-class views can be seen in the source which perhaps doubts its reliability. However, if one was to assume that its reliability is relatively sound one would require more information about previous actions by Parliament, such as the grants, to assess how far change was needed. Source A could be said to show that there was a need for change as it shows Raikes to have a narrow view of what should be taught but the source does not go deep enough into this point.

The sources as a collection do not provide enough evidence. Points are considered briefly and in not enough depth. Also, the sources as a group only consider certain factors. Before the 1870 Education Act there were many faults with the system of elementary education. The sources do not go into sufficient depth about the work of the voluntary organisations and the fact that they could only cater for a small proportion of children in England and Wales. The findings of the Newcastle Commission should also be considered as a factor which contributed to the need for change. To gain an accurate picture more evidence is needed to cover more factors and reasons in more depth. The sources provided have many faults. Some are obviously unreliable and they do not consider enough factors. To gain a reliable view considerably more information would be required.' (10 marks)

Topic B Medicine, Surgery, Public Health and Town Development

Probably the most popular of all the topics.

Q.1 Read Source A.

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

Many candidates were thoroughly muddled between antiseptic and anaesthetic and so lots of answers were based upon chloroform. This confusion usually meant that both parts of the question were wrongly answered but a surprising number managed to get one part right and one wrong.

Significant variations were allowed for (b) although most of the correct answers did mention a 'spray'.

Q.2 Read Source B.

Briefly describe how vaccination was carried out. [2]

We expected candidates to know roughly either the way in which the vaccine was administered or the purpose of the vaccination. There were, however, large numbers who appeared to have met this for the first time and relied solely upon what was said in the source, some even quoting it in its entirety. It was possible to get one mark by using the information, properly, in the source, but not both.

The answer below was of just the ideal type to score both marks, although many did which were not as coherently expressed as this.

L2 Answer:

'Vaccination meant supplying a substance into the person's body, either with a needle or with a lancet, so that the person would produce the particular antibodies to combat the disease and so be immune to it. The substance would be a similar form of the disease, such as "Cowpox" to vaccinate against "Smallpox".' (2 marks)

Q.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]

It had been expected that candidates would know something of Snow and therefore would be able to place this source into true context. It was clear from most answers, however, that candidates worked entirely from the source and could contribute no contextual knowledge of cholera and the work towards its prevention at all. Plenty of candidates used the source wisely and were thus able to score 3 or 4 marks.

The example below is short but does show a keen awareness of what the question is asking and although there is no real application of contextual knowledge the candidate does at least acknowledge that Snow's findings were correct, medically, even if not accepted by everyone at the time.

Mark Scheme

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

- L1 Simple comprehension of source to show what Snow's work was without assessing 'how well'. 1-2
- L2 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
- L3 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.

L2 Answer:

'Source C is from a recent book called 'King Cholera'. It tells how Dr John Snow put forward his ideas about cholera in a pamphlet, he also put across his theory that cholera was spread in drinking water, which we know now is correct. However, although it tells us this, it doesn't tell us whether any of this prevented cholera, or if he did any work to find a prevention. It tells us that some people believed his ideas, but others didn't, however it doesn't tell us if those that believed him did anything about it. So, although it tells you about his work, it doesn't tell us how important it was.' (4 marks)

Q.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]

Very many candidates did not read the question carefully and so did not realise that they should have been writing about the advantages and disadvantages **of the sources** and not the measures of prevention themselves. Thus many of the answers were just a list drawn from comprehension of the sources and there was not enough attempt to look at the effectiveness of the sources themselves. Better candidates were at least able to show the limitations of the sources e.g. D may not have been typical of all towns; industrial towns likely to be more difficult targets than rural. Also some were able to say that the AIDS poster campaign **was** national whereas others fell back upon speculation 'we don't know if this was the only poster etc.'

The example given shows an awareness of the demands of the question and although it struggles a bit to make its points it was a good L3 answer.

Mark Scheme

L2 *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

L3 *Critical evaluation*

Both sources tested for reliability/usefulness by looking at one or more of origin, audience, circumstances, 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 L2 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

L3 Answer:

'Source D is from a book about the slum areas in the early part of the century. Even though there is no date, it is about a particular Northern town, and so is likely to give reliable information. This book does give lots of details about things the councils tried to do to improve public health, such as lend out whitewash brushes, and distribute free bags of lime and bottles of 'diarrhoea mixture'. However, this is only about one town so we do not know how representative it is and whether other councils did more or less to help fight disease. The writer obviously knows this is a bad area with the 'fever van' carrying off a child that would probably die, so he is unlikely to tell about these things of the council to prevent disease if it weren't true. Even though it gives a good example, we still don't know if there was help like this on a national scale, or if more councils did more, or less than this.

Source C is an example of an AIDS poster, issued by the government to help fight a rapidly spreading disease. This is very useful to show the actual campaigns that the government used and it is likely to have been a national campaign, not just targeted at one area. It shows the impact it would have on people who are seeing it, and how it would make them stop and think. However, this is just one example of one campaign against one disease and we do not know if the

government produced more or less effective campaigns concerning other diseases; we do not know how representative it is. Also, we do not know if the government issued more detailed information about the disease, telling people how they can prevent death from ignorance. Again this is just one example of one poster, although this particular one does have a great impact.' (6 marks)

Q.5 Use all the sources.

Are these sources more useful for showing

(a) medical progress or

(b) obstacles to medical progress? Explain your answer carefully.

[12]

Most candidates felt that this was a question that they could get their teeth into and tackled it with some enthusiasm. The majority stuck well to the question and produced some argument to show that the sources were better for showing progress or for showing obstacles, or, as many decided, that they showed both equally well. The drawback in all this was that candidates tended to take all the sources at face value and of equal value. Comparatively few attempted to show that the sources' usefulness for either was reduced by the limitations of the sources. Whenever usefulness is being considered/assessed the limitations of the sources should be shown, whether by evaluation of the sources or by comment on their inadequacy or insufficiency, whichever is the more appropriate. The answer shown here is longer than it needed to be but better than most, the candidate having thoroughly gone through several processes to reach her conclusion.

Mark Scheme

- L3 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 use 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
- L4 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
- L5 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

L4 Answer:

'We should look at each source in turn and decide whether it shows medical progress or obstacles to, then return to see which ones are reliable to use. We must then decide which side of the balance the sources fall to generally.

Source A shows more the obstacles to medical progress than progress itself. It shows just how critical the medical profession were of new developments. It does show medical progress, but not necessarily to the extent it shows the obstacles.

Source B, which tells us that a man boasts about his lack of progress. This shows more the obstacles, especially the one that people were not keen to adjust to new ideas, for instance, the progress of antiseptics. People wanted to continue their old methods. This strengthens the

argument for the obstacles in Source A.

Source C shows both the sides of the argument. It shows that medical progress was being made, however, it also shows the obstacle of not everyone accepting a new idea immediately – only a partial response.

Source D is a different sort of source, as it does not really argue either way. Source D shows that people were having healthier lives, yet it does not say this as being a result of medical improvements and progress. Neither does it state the argument the other way, except that it was a difficult job to clear up the conditions in these areas.

Source E is similar in its approach. It shows that medical people had an obstacle to cross in getting knowledge over to people. Even now, many do not realise the dangers of AIDS. Source E does not show much medical progress, except it does show that knowledge improved.

We should now look again at all the sources and decide from their text whether or not they are reliable enough to use. Source A is a kind of biography. It seems to have been written posthumously and this may devalue it slightly. The writer may have exaggerated to make Lister seem a better person than he really was. However, we know from other sources that it was true that he had to face such obstacles as those given, so we could use this source.

Source B is unclear as to its origin, we do not know if it is primary, secondary or even contemporary. Obviously it could have been exaggerated, as the man was boasting, but we know that some people were reluctant to change medical methods.

Source C is by a recent historian. It is likely to have been well researched and compiled, but the source is secondary, obviously. We know again that people were reluctant to change, and even ridiculed many of the new medical developments of the time, and how they stuck to their own ideas. We should be able cautiously to use C.

Source D is a book, and we do not know the author though. It could have been exaggerated, as it seems a little emotive, and artistic licence may have been employed for it. It is also only a one individual account, not collective generalisation.

Source E is reliable in itself as it is primary, a photograph. However it, too, is individual. We should be careful, although it can be used.

We have seen that we can trust most of these sources fairly well. I would say that there is more usable evidence to indicate obstacles to medical progress rather than the positive side. Most of these sources show a negative treatment. Although we know there was great medical improvement, these sources by themselves show more the obstacles to it.' (11 marks)

Topic C The Poor Law and the Social Services

This was centred on one of the more popular areas of the syllabus and proved attractive to candidates who generally acquitted themselves well on it. Inevitably there were some who only wanted to write about the post-1834 Poor Law but these were very much in the minority.

Q.1 Read Source C.

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

Generally answered well although we did not accept 'being poor' as correct without some exemplification.

Q.2 Read Source D.

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

This was straightforward comprehension from the source – and had to be answered from the source as it asked for Cobbett's reasons.

Mark Scheme

Target: Comprehension/inference

L1 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

L2 Two valid reasons simply stated 2
[Note: Because reasons are not clearly separate, one reason well developed may score 2 marks here.]

Q.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]

The majority of answers were based solely on the source and showed no sign of linking this with the Speenhamland system, where it operated, what it was supposed to achieve or why it was introduced. There was plenty of scope here for candidates to show that they understood what the problems of the poor were at that time and how far this source (or the Speenhamland system) recognised and dealt with them.

On the positive side the comprehension of the source was often more than just extracting from it and there was comment upon bread prices and the reliance of the population on bread. There was deduced comment on the low wages being paid and sometimes distinctions between town and rural areas' problems.

A significant number did make some evaluation of the actual source here, perhaps rather more than for similar questions in other topics.

Mark Scheme

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

- L1 Simple comprehension of source to show what some problems of the poor were – no assessment of usefulness of the source. 1–2
- L2 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
- L3 Recognises that to assess 'usefulness' both related contents and origin/circumstances 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

Q.4 Read Source B and Source E.

These two sources present very different views of the workhouses before 1834. Does this mean that the historian would find them both unreliable? Give reasons for your answer. [8]

This was quite successfully attempted with many candidates. The differences in time, area and specific to general were often picked up and the intentions of the writers were often commented upon by better candidates.

The answer given below is not one of the best seen but is a good workmanlike effort from a candidate who struggled on some other questions. Here he is seen to be applying some of the techniques learned in an appropriate way.

Mark Scheme

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

- L1 *Uncritical comprehension*
Simple comprehension of one or both sources at face value with no explicit or valid conclusions on reliability. 1
- L2 *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

L3 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 L2 only). There must be a clear conclusion/assessment of reliability in the context of this question for the highest mark.

5-7

L3 Answer:

'Sources B and E describe very different views of workhouses before 1834. They give conflicting views but this doesn't make them unreliable.'

Source B was written in 1797 and describes a neat and orderly workhouse in Norfolk. Source E was written in 1834 and describes workhouses in general as disorderly and horrible places. Both views are reliable as they are from different time periods and different places, so you wouldn't expect them to give the same view.

Source E could be slightly unreliable as the writer may be biased. He is part of the Poor Law Commission who wants changes to the workhouses. He isn't going to write about the good aspects of the workhouses as he wants to paint as bleak a picture as possible of them.

Although the two sources give conflicting accounts, it is my opinion that they both reliable as they are both have reputable authors and they were written within 35 years of each other which explains their contrasting views. A historian, in my view, could use them and be assured of their reliability.'
(5 marks)

Q.5 Use all the sources.

To what extent do these sources enable you to decide whether those who were very poor were well cared for before 1834? Explain your answer carefully. [12]

As mentioned in Topic A Q.3, 'to what extent' means that the candidate should make an assessment and the factors to be taken into account involve the skills already used in earlier questions. Good comprehension, reliability of sources, their sufficiency and relevance and the ability to synthesise this material to make a conclusion/assessment are looked for.

Most candidates took the sources at face value only and so based their answer just on what the sources appeared to say about the pre-1834 position. A good number, however, perhaps running on from what they had done in Q.4, did make some references to reliability. Candidates might have used their background knowledge more in order to show the context of the sources and this would have helped them in making judgements on sufficiency.

The answer below was similar to many. It works through the sources and tries to relate each to the point of the question. It lacks a sense of overview and doesn't really deal with reliability in depth but nevertheless has a general awareness of what is required.

Mark Scheme

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

L1 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

L2 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

L3 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.

L3 Answer:

'All of the sources use an image of the way in which the poor were cared for before 1834.

Source A gives us the impression that the poor were well cared for, because the government was trying to help them. On the other hand, it is showing what a desperate and destitute state they must be in if they are requiring additional support.

Source B shows us a workhouse which cares for its inmates. This is only one workhouse and it could be the only one in the whole country. Although it shows the poor being looked after, it may not be true elsewhere. This source can be used easily to bias an opinion as it shows the poor being treated decently, while in actual fact they were treated very badly in general.

Source C, again, tells us of how well the poor are being treated. It says how clean the workhouses he visited were and about how smart the children looked. This source is good as it is giving an overall picture of a number of workhouses so it is very good for enabling us to determine how the poor were being treated.

Source D tells us about how bad the poor are being treated and about how little effort is being made to help them. It says how they have resort to crime which shows they aren't being treated very nicely.

Source E tells us how bad the workhouses are in general and about how the poor just laze around doing nothing. It tells us how well the poor were and about how they earned more than the independent labourer.

After looking at all the sources I have come to the conclusion that the poor were well cared for before 1834, even though I know this is not true. All the sources give examples of how the poor are being cared for.' (7 marks)

Topic D Trade Unions and Working Class Movements

The popularity of this topic seems to be steadily decreasing.

Q.1 Read Source A.

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

[2]

Some details of the legal reforms, the increased membership, growth of the TUC were all obvious targets but candidates often showed no knowledge of these and simply tried to answer by quoting from the source 'socially' and 'politically' which, without some explanation, was worthless.

Q.2 Read Source E.

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

[2]

Whilst the answers to Q.1 had been disappointing, the answers to this question were generally good with very many scoring both marks. It could be answered by intelligent comprehension from the source or by the use of recalled knowledge. The two answers below show different approaches but with equal success.

Mark Scheme

Target: Comprehension/recall

L1 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

L2 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

L2 Answer:

'Two reasons why trade unions faced difficulties in the law courts at that time was because of the dislike of Trade Unionism and the strikes that nearly all judges and juries shared with the rest of the upper and middle classes.' (2 marks)

L2 Answer:

'At the turn of the century, Trade Unions faced problems because of the uncertainty of union law

concerning them. Judgements like the Taff Vale and Osborne cases were detrimental to unions and made them fear to go to court because the courts were used as a weapon against them.' (2 marks)

Q.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]

A clear instruction to candidates was here to test for reliability in the context of what they knew about the London Dock Strike. Most candidates were able to make at least some comment about the source itself although this was sometimes confined to vague remarks about how 'newspapers exaggerate'. Many knew that Reynolds News was sympathetic or were able to work this out from the language used in the Report. The weakness of answers tended to be that they forgot that this was about the importance of the strike and sometimes simply related their answer to the events or objectives of the strike.

The example given is a good answer because it is able to look at reliability and sufficiency in the context of the Trade Union movement.

Mark Scheme

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

- L1 Simple comprehension of source to show what it said about the London Dock Strike – no assessment of its reliability. 1–2
- L2 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
- L3 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

L3 Answer:

'Source C is primary evidence which is reliable at the very least for the official opinion of the newspaper and its editor in the strike. Its actual content is also basically correct as the Dockers' strike was eventually successful. However, it must be remembered that the newspaper in question is basically socialist and supports the Trade Union movement, so it is very biased. It is also mainly (biased) opinion which means that it gives a very one-sided view of the incident. An opposing view as well as factual information would be needed to offset it before any real conclusion could be drawn from it.

Its somewhat ambitious predictions are also a little inaccurate – it was in fact, many years before workers were able to shape the 'future of the world' and the use of their 'strength against the employers' was severely limited by Government measures after for example the 1926 General strike and Taff Vale and Osborne.

The source, therefore is not sufficient to give a reliable picture of the strike and its bias in aiming at a mainly Trade Unionist audience gives a one-sided view of the strike. The very prediction it contains is misleading as to what actually happens later, although it may well represent views of Trade Unionists at the time.' (5 marks)

Q.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]

Answers were a shade disappointing because picture sources are often dealt with well and there was certainly quite a lot of potential in these source. Origin, audience and intention, artistic licence and factual accuracy were all factors which could be brought into the answer with no great skill. In fairness many answers contained references to at least one of those factors but were too easily satisfied with dealing with one or two and the answers were undeveloped.

The answer given is well-balanced and effective.

L3 Answer:

'Source B certainly seems, to show the working class being not only downtrodden but also beaten and injured by various policemen. The source is probably reliable in that it comes from the London News so it is unlikely that anything totally untruthful would be printed, however it may present a very misleading picture of the overall situation of the working class as it takes an isolated incident and exaggerates it. Sensationalism is a large part of journalism, and the picture is certainly biased because of the artist's personal interpretation.

Source D is probably less accurate than Source B as it is very biased – the editor, Keir Hardie was a prominent socialist figure, later an MP and the newspaper is certainly aimed at Trade Unionists and the working class – people who would be likely to agree with its almost revolutionary sentiments.

It is reliable for the view of many Unionists and working-class people who saw themselves as being downtrodden but, if they were that downtrodden it could be argued that such papers would never be allowed to be published. Although reliable for opinions of unions, it is not necessarily reliable for the facts of the incidents.

The sources are too biased to give a balanced picture. More detail and contrasting views as well as an objective view and the facts are needed. The sources certainly prove that factions of the working class thought of themselves as downtrodden, but they do not necessarily prove that they were although they probably were unfairly treated by the Government with peaceful demonstrations abused by the police. (6 marks)

Q.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]

Some candidates floundered on this question and came up with haphazard, disorganised answers and had problems in relating the sources to the context of working-class movements in that period although this is central to the study of the topic.

The answer given below is better than most as she shows clearly that she understands the question and makes a bold attempt to answer it and show a variety of skills.

Mark Scheme

- L3 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 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
- L4 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
- L5 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

L4 Answer:

'A supports the view that the Trade Unions were gaining great power in this period. It is probably reliable for a Unionist view of the time, as the TUC was an important representative of the Unions and its secretary was unlikely to write anything untruthful that might compromise them. I would also agree that the Unions did have enough power to change things although that power is being exaggerated.

B does not touch upon the issue of power although it could be said to show that there was a conflict between the Unions and the Government. It shows more the power of the Unions being crushed rather than 'daily increasing'. It is at least reliable in that the Bloody Sunday event did take place and force was used against the Unionists. This could be interpreted to mean that the Government were scared of their growing power.

C is another glowing prediction of huge power and world domination by the workers. It is very exaggerated and too unreliable to be taken for literal fact rather than opinion, but the fact that such opinions were being heard augured well for the Unions' eventual power and their track record.

D, like B shows the upper class crushing Union power. It is exaggerated and biased in author and audience, but it does at least show that Unionists have enough power to publish such potentially subversive material and the fact that many are protesting against upper-class domination shows a growing confidence in their own power.

Source E is slightly biased as the Webbs take the socialist point of view but is reliable all the same as they as historians have a good reputation for meticulous argument and research and are generally well thought of.

The source infers that Union power was curtailed badly by the courts and therefore prevented from growing and that the Unions were disliked. This is reliable evidence.

Sources B and E only infer that Union power was not really growing. A, C and D are firmly biased in view of Unions and therefore provide an extremely one-sided argument. The sources are in no way sufficient to draw reliable conclusions from in this area as they give no details of any related views of the Peterloo massacre and details of Trade Union membership figures, for example.

Source E, the most reliable source gives hardly any information on the question and it would be impossible to draw general conclusions from such a collection of isolated examples, out of context statements and biased publications. However, I would agree with the statement even though the sources are not really sufficient to support it. Details of the steady rise in Union membership and such successes as the Match Girls' strike and more information on the successful Dockers' strike would be useful to draw reasonable conclusion.

The sources seem to support the statement, but they are not sufficient for conclusions to be drawn and a variety of conflicting and sometimes irrelevant opinions are given.

1870 to 1902 was a period of great strife for Unionists, and, to make any decision on their increased (or not) power much more examples are needed, clearer detail is called for and a more objective approach is required. More relevant evidence from the Webbs would be probably useful. In reality, although the Unions suffered many setbacks their power did grow steadily. More evidence is needed, however.' (9 marks)

Topic E The Changing Roles and Status of Women since 1700

This is now well established as one of the most popular topics and again produced some good answers with well-learned background knowledge being displayed.

Q.1 Read Source B.

Give two examples of 'household duties'.

[2]

This question was well answered.

Q.2 Study Source E.

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

[2]

Candidates were able to pick out servants, grand piano and expensive dress as well as spaciousness of room, cost of gramophone and genteel lifestyle. The majority scored two marks on this question.

Q.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]

Naturally most candidates took the line that this source did not **prove** anything although it might provide a good indicator of life for working women. Many fastened on to the idea that not all women worked in factories although not many gave other illustrations of their work either to show it was equally hard in other occupations or that it wasn't. Comments upon the origin and limitations of the source here were common.

The example given is like many which reached a good standard.

Mark Scheme

- L2 Good comprehension of source to show life of women 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 evaluation source for reliability, in context, only (max 4). 3-5
- L3 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

L3 Answer:

'Source B is the comments of a factory inspector of the mid-nineteenth century on the life of a female factory worker. Because of his position as an inspector he is able to give an overview on all the factory workers he has seen or spoken to. However, he would have no knowledge of the rest of the working classes. His job, because it was only limited to factories did not enable him to see other places women worked at that time such as in domestic service. This piece of evidence on its own would only prove that the life of factory workers was very hard and to prove that other jobs were hard often pieces of evidence would be needed even though we know now that the lives of all working-class women were difficult.' (5 marks)

Q.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]

Although the wording of the question was basically the same as for Topic B, candidates here were more inclined to discuss the sources than in Topic B. Source A was dealt with especially well with candidates not only looking at the author and potential audience but also being able to compare this account with what the candidate knew about the conditions of domestic servants. The second source proved more difficult and rather a lot disposed of it too easily by simply saying that it told them nothing about the life of servants but only the mistress of the house, which was a pity and prevented some candidates scoring very highly on this question.

The two examples below show how the better one goes just a bit further in evaluation and is perceptive on the point of view offered by the sources.

Mark Scheme

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 specified sources. 0

L1 *Uncritical comprehension*

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

L2 *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

L3 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 L2 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

L4 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

L3 Answer:

'The advantages of Source A for the historian studying life of domestic servants are that Dickens was a man of the time. Also, he quite accurately portrayed much of Victorian life.

The disadvantages of A are that he may have sacrificed fact again for artistic licence – this is a fiction book – to improve his caricatures. His stories may not necessarily apply to true life then.

Source C's disadvantages are that it only outlines the performance of a servant. These rules may not necessarily have applied to all households of the time or even superficially have been followed.

The advantages are that it was a generalised example – it would have applied possibly to nearly all servants. Mrs Beeton may have accurately generalised the aspects of servants lives. These sources give us a reasonable picture of servants' lives at the time.' (5 marks)

L4 Answer:

'Source A is an extract from the Charles Dickens book, 'The Old Curiosity Shop', written in 1840. It gives us a view of one servant and it describes to us what he knows of her. The servant and her master in this book are fictitious and so their lives could not be taken as real. Also we only see one side of the story we are given the master's view on the life of his servants, he doesn't know what happens when he doesn't see her. This only shows what he sees of her and so I don't think this piece would be very useful to a historian because it does not show what really happens in the life of his servant such as the long hours, he only reports to us what he sees.

Source C is taken from the 1906 edition of Mrs. Beeton's Book of Household Management. Again this piece of evidence sees the point of view of the householder or the master not the servants. However it does prove that the servants are constantly checked up on by their masters. This piece of evidence like Source A treats servants as a necessity. To me these people seem to be unable to live without them in their lives, although again this piece does not give us a true representation of the work a domestic servant must endure.

I think that these pieces will be useful to a historian only if he wants to see the upper-class's view on the role of servants in their lives and also if he takes into account that the characters in Dickens' novel are fictitious. However for anything other than this they would be useless because they would be biased reports of masters who do not want people to see the work their servants must do.' (7 marks)

Q.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]

As many candidates had used the sources sensibly and properly in the earlier questions in this topic it was no surprise that the answers to this part were, on the whole, of a reasonable standard. Although the majority were, like so many others, based upon comprehension only, there were also many which did deal with reliability of sources and their sufficiency. The answer below is relevant to the question, tries to look at reliability and sufficiency and brings in enough background knowledge to give the answer some sort of context.

Mark Scheme

- L3 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
- L4 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
- L5 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

L4 Answer:

'I would say even from glancing at the sources it would be unlikely that a full and reliable comparison could be drawn of working vs upper-class women.

We should see what sources tell us what, about the two classes, then decide for definite if we can fully and reliably compare women's lives in these 2 classes.

Source A tells us of the women servant's life. He shows the hardships and the conditions emotively that a servant would face. He does not tell us about upper-class women, so we look to the other sources.

Source B shows how tiring a woman's day could be, in the working class – the long hours, poor recreation and little family life. Again there is nothing about upper-class women. C does show the responsibilities of a wife and mother, but little else, not giving us a clear picture of the life of an upper-class woman.

Source D shows probably the working class, taking into account behaviour. It does show us what brutality women could be subjected to without legal protection or help. Source E does show us that upper-class women had much luxury, and were mostly to amuse the man in parties etc.

I would have to see also which of these sources are reliable before deciding definitely the answer to the question.

Source A is by Dickens. As already stated, we know that artistic licence and exaggerated caricaturing may have been employed. Also it is emotive, possibly sympathetically biased.

Source B should be reliable as it is by an official but again it only applies in an individual case. This source is quite good, as being fairly statistical I would trust it for use in a comparison. Source C is reliable, but these principles outlined may not have been adhered to. It does tell us what principles were expected of mid-upper class women.

Source D is a person's recall. Although it could be primary, it is highly likely to be emotively biased. It tells us though what we know – that women had little legal protection.

Source E is an advert. The ideas in adverts are likely to be rather idealised although they typify life, they may not be accurate or reliable.

We have confirmed that a reliable comparison could not be drawn from these sources. Also, a full comparison would be impossible. These sources do not tell us anything of the legal protection, or lack of it, or women's welfare, when they had been deserted. We do not see any evidence that these sources illustrate how upper-class women had such insipid lives. Obviously, with such factors missing, plus the lack of reliability in some sources, we cannot draw a reliable or/and full

comparison of women's lives in the classes. We would need a more general, wider, more reliable and complete selection of sources than those given to do this.' (10 marks)

Topic F The Evolution of the Multi-cultural Society in Britain since 1800

Very few answers indeed have been seen to this Topic this year and so it impossible to make any generalised comment upon answers or to give any typical examples.

Topic G Agricultural Development since 1850

There is a nucleus of centres which clearly teaches this topic well and whose candidates produce good answers but there also appear to be many weak candidates entered for this topic. If this is done in the belief that it is 'easier' than the others it is a mistaken belief. Much of the knowledge shown by students tends to be concentrated on a few areas e.g. the effects of the two World Wars, reasons for the depression of the late nineteenth century and increased mechanisation. Thus when the sources do not directly concern those areas or cover broad general areas candidates tend to do less well.

Q.1 Read Source B.

Why was there such despair among farmers in the early 1930s? [2]

This could be answered from the source or from recalled knowledge. Most used the source but not always to good effect.

Q.2 Read Source C.

Give two reasons why many farmers did not use modern machinery in the 1930s. [2]

This question was well answered although there were some who clearly did not understand the source and talked about the USA or machinery of the nineteenth century.

Q.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]

Many used simple comprehension only and said 'yes, because the government gave farmers subsidies'. It was important to recognise the significance of the date, 1945, and the effect the war had had on immediate farming policy as regards the government. The views of farmworkers may not have been the same as farmers or even MPs but very few pursued that line of argument.

The example is a reasonable effort but far from distinguished.

Mark Scheme

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

- L1 Simple comprehension of source to show what was done to help farming after 1945 – no assessment of usefulness/value of source. 1–2
- L2 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
- L3 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

L2 Answer:

'This source shows very clearly that farming was very important immediately after 1945. The

farmers were given subsidies on almost everything. The reason for this importance was that the war had finished and people needed more corn etc to get over the rationing scheme that had been taking place. The source is reliable as the person was a farm worker so would have seen the enormous benefits the subsidies allowed. The farmers came out of the depression due to this and a 'Golden Age' of farming occurred.' (4 marks)

Q.4 Study Source A and read Source D.

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

Candidates were able to deal reasonably well with Source A, noting that as an advertisement it had severe limitations but also gave a reflection upon prosperity and modernisation. Source D caused more problems and few recognised that as it was published in the midst of war it might have a particular purpose. Surprisingly, only a minority were prepared to make anything of the time difference between the sources and the effect of that.

The example below is typical of those who dealt quite well with Source A but not with Source D and thus remained in L2.

Mark Scheme

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

L1 *Uncritical comprehension*

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

1

L2 *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

L2 Answer:

'The sources do not have to be unreliable. Source A is going to show farming as a successful industry in a bid to sell its farm machinery. Source A is an advert for a power tractor. This is trying to make people buy its product so is obviously going to promote the purchase of a powerful machine.

Source D however is saying that not enough farmers use the new scientific methods. It says that people with ability or ambition will not get involved in farming. It also says that the experiences of other industries and countries are ignored in favour of our own methods.

Both of the sources are fairly reliable but not totally reliable. Source A is not totally reliable as it is trying to promote power farming so it will be exaggerated. Source D is probably more reliable. This is because it isn't trying to promote anything it is just giving the facts.

Another source that may have been helpful is some information from a book or something that possibly promoted farming as good at the time.' (4 marks)

Q.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 of this? Explain your answer carefully. [12]

Too many answers missed the point that the sources were to be examined for giving an explanation for changes in farming prosperity and not a description of those changes. So many answers were either somewhat irrelevant or muddled and organised answers directed to answering the question were at a premium. The question gave very clear indications that the sources must be tested for reliability and examined for sufficiency but still many ignored those instructions.

The answer below is better than many because it does at least look at the reliability of sources although little consideration is given to deciding about their use as explanations.

L3 Answer:

'The sources are quite varied in content and provide a lot of information.

Source A is a poster trying to sell a Fordson power tractor. It says that 'Power farming means successful farming'. This poster however is probably biased because it is attempting to sell a product. This means it can't really be thought of as really reliable.

Source B talks about the despair of the farmers in the early 1930's. It is about buildings coming down and people having to go on the dole or move. This source is fairly reliable as it forms part of an MP's speech although this may be slightly exaggerating about how bad the despair really was. Source C is from a book and it is about the reluctance to use modern machinery in the fields of Britain. People thought they should only be used in the USA. This source is also reliable as it is written by somebody who was a farmer at the time they were speaking about. This is unlikely to be exaggerated or biased as this was probably how people did feel.

Source D is also taken from a book, it criticises farming. It is in 1942 during the war. It says, that Britons were reluctant to use new ideas or follow experiences from other countries. This extract is also likely to be fairly reliable although we don't know whether the writer was a farmer or not. It was written at the time so is likely to be fairly truthful.

Source E is what somebody said about farming in 1945 just after the war. This is a primary source as the person was there. The source is about all the subsidies given to farmers which caused a boom in agriculture. The source is likely to be reliable as it is actually from somebody alive and a farm worker at the time.

I think there is enough evidence to give a full and reliable explanation. The sources cover the period 1920-1950 telling of the depression and boom so it is full. Most of the sources are extremely reliable so the evidence given can support what is said. I think some other sources that could have been useful are somebody from a farm talking at the time rather than in the 1980's. Some other comments like these in Source D may also have helped show that this argument was a one-off. Also more evidence to back up the claims of Source A would have been useful.' (7 marks)

Topic H Industrial Developments since 1850

There have only ever been a few centres which taught this topic and even these seem to have deserted it this year. As so few scripts have been seen it is not possible to comment upon the standard of answers given nor to supply typical examples.

Topic I Transport since 1850

This topic has steadily lost popularity in the recent years and those who answer it increasingly seem to be lower-ability candidates.

Q.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]

There were a variety of reasons offered, usually concerned with cheapness of vehicles or petrol. Comparatively few actually recognised the effect of war, depression, post-war prosperity or new methods of production making vehicles comparatively cheaper. The move away from railways was very rarely mentioned.

Q.2 Read Source A.

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

Most candidates were able to score well on this by judicious use of the source.

Q.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]

Most answers were based upon simple comprehension and said that the importance was recognised by the services provided by lorries and then quoted the uses named in the source. What they did not do was to point out the effects of lorries which were not made clear in the extract e.g. on the environment, on traffic congestion. Few answers pointed out that the extract was from a publication which purported to be about the environment and lorries.

Q.4 Study Sources C and D.

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

The majority of answers simply agreed and pointed to what one could superficially see in the photographs. The few better ones usually managed to make the points about time of day for the pictures, that photographs may be used for the purpose of showing an argument or point of view and that they may not have been typical. Some were able to recognise that by the fact that a bridge is a bottleneck it may well show more congestion than in surrounding streets. A few realised that the Westway was still under construction and therefore was no comparison really whilst even fewer recognised that the mixed transport of motor and horse-drawn vehicles was bound to bring congestion in a way that would not occur today.

Mark Scheme

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

L1 *Uncritical comprehension*

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

1

L2 *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

L3 *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 L2). There must be a clear conclusion/assessment of the reliability/ability in the context of this question for the highest mark.

5-7

L3 Answer:

'Source C shows that horses were a major problem to traffic. It meant that they slowed traffic down as they blocked the roads. Source C is totally different to Source D. This is because Source C is taken on a major and busy bridge in the centre of London. In Source D it is farther out of the centre of London.

The roundabout in Source D is not totally finished. The roundabout and flyover are not open because cranes are blocking the way. Also the traffic which is on the roads is mainly light. This meant the roads are not fully open.

The two pictures are completely different. The first shows a major road in central London with horses blocking the road. The second picture shows a new, unfinished flyover which is not in central London. The picture would have to have been in the same area to show a good likeness to compare.' (5 marks)

Q.5 Use all the sources.

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

As with other topics the answers tended to be based upon comprehension of the sources to show the advantages and disadvantages of modern motor transport. This was relatively easy to do and many candidates were able to pick up marks here. The fact that the word 'reliable' was in the question prompted many to attempt some assessment of reliability but with generally little success. So often the attempt was based upon speculation ('perhaps the statistics had been tampered with') or very simple evaluation ('the photographs were of London and so not typical of other parts of Britain').

The example given below is typical of how most of the better candidates answered the question.

L3 Answer:

'These sources don't give a full and reliable account of advantages and disadvantages. This is because many of the sources are one-sided.

Source A is the opinion of one person who thinks he knows about the future of motor transport before its peak. There is much evidence which he could use to produce this idea as it is only his view in this source.

Source B is only showing the statistics of the amount of vehicles in Britain. It doesn't show how the increase has affected people and also you need the growth of roads statistics to show whether the roads have grown to support the number of vehicles. So Source B is too sketchy. It needs to have more information to support it.

Source C shows how transport had problems with horse power. It does show how the motor transport would be without the horses to get in the way. Also the picture mainly shows buses in central London and not so much about vans, cars and lorries.

Source D is a bad picture because it shows a not fully-opened road. It shows how houses will be knocked down and also that they have been knocked down. It shows how modern flats and sports places are linked to new main roads. The source would need to show a more busy finished road. Source E is one-sided with the figures and also the lorry uses which the government can think of. It shows some of the uses but not all of them. The figures are only rounded up and could be wrong. It would need more evidence to compare it with.

The sources in general need to show more evidence to compare them and support them. Some sources need to show better pictures which show a better picture of what it should be like (e.g. Source D). So more sources are needed.' (7 marks)

Topic J Communication since 1850

There were very few attempts this year and most of them were by candidates who 'fancied' the topic but had not been properly prepared for it.

Candidates from those few centres which do prepare for this topic did reasonably but it is impossible to make generalised comments about the few answers seen or to give examples of answers.

The mark scheme for Q.3 is included for comparison with other topics.

Mark Scheme

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

- L1 Simple comprehension/inference of sources to show 'dramatic effect of these newspapers – no assessment as evidence. 1–2
- L2 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
- L3 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

Paper 1606/3 (Coursework)

The moderation of the coursework in this syllabus went reasonably smoothly this year although some Moderators did have a lot of extra work to do because of oversights by Centres. The two new elements this year: marks for Spelling, Punctuation and Grammar; and the requirement for centres to annotate candidates' work, did cause difficulties.

Most Centres awarded marks for SPAG sensibly but a minority of Centres forgot to award these marks, and a few simply gave all candidates the same mark. In most of these cases the work had to be returned to the centre. Some Centres are still marking work to two decimal points. This can cause some considerable confusion and is totally unnecessary. Most Centres are able to mark all work perfectly adequately using whole marks. There were also numerous occasions this year of errors being made by Centres in adding up candidates' marks. It is important that Centres do submit to their moderator the sheet which gives the breakdown of marks for each objective and assessment. This allows Moderators to spot errors in addition, and where SPAG marks have not been awarded. Failure by a couple of Centres to complete such a form nearly resulted in their candidates being given no marks for SPAG. It is recognised that teachers are under pressure and have a lot to do, but some careful attention being paid to these areas would be appreciated. These comments should not hide the fact that the majority of Centres respond to all requests efficiently and have clear and well-organised coursework schemes.

Most of the work examined by Moderators was not annotated. A tick in the margin, or a comment at the end of a piece of work such as 'A good careful account. Well done.' does not count as annotation. Annotation should not take long if a proper levels of response marking scheme is being used. All that is necessary is a brief note in the margin indicating where certain levels have been reached.

Just over half of all the Centres had their marks adjusted. Most of these adjustments were reductions. In many cases these reductions were caused by Centres awarding too many candidates marks in the high 90s and even over 100. With the threshold mark for a Grade A now at 80, (out of 105), marks above 90 should indicate work of outstanding quality. This is rarely the case. Much of this work is of Grade A quality, but only just. This means that reductions of 10 marks or more are often in order. Most of the work marked at 60 or below is marked to the appropriate standard. Nearly all the problems are to be found with the best candidates being very generously marked.

There are now only a handful of Centres setting inappropriate assignments. These Centres appear to completely ignore all advice and their candidates accordingly suffer. Rather more Centres are using assignments which are clearly targeted on the relevant objective but are not demanding enough. This often leads to candidates scoring high marks when they have shown little evidence of high-level skills or understanding. This happens when work for Objective 1 involves doing little more than copying or re-arranging material from a text book. For Objective 2 candidates are often asked to simply identify causal factors in source material. For Objective 3 there is still much work which involves surface descriptions of the 'day in the life' type. This kind of assignment rarely involves any understanding of ideas, motives, beliefs and values. Finally, it is still too common to find nothing but comprehension exercises being set for Objective 4.

Problems are also caused when a large number of questions is set, each question being awarded no more than 2 or 3 marks. The candidates often accumulate very high marks without producing high-level work. This is often not the candidates' fault. The exercises they have been set simply make high-level work impossible. Fewer, but more demanding, exercises are required. It is possible to design exercises which stretch the more able candidates but still allow the weaker candidates to respond well at their own level.

Many assignments have not been changed since the beginning of GCSE. With some stability emerging at Key Stage 3 now may be time to amend and improve many of the exercises used. This need not involve wholesale change. Many of the exercises used could be improved dramatically with just a little work. The previous paragraph indicates the general direction in which most assignments need to be taken.

Some marking schemes still leave a lot to be desired. There are three common weaknesses. Some mark schemes use level descriptions which are too vague with references such as 'more detailed', or 'better understanding'. These descriptions mean very little and as a result the work is often impression marked with very little reference being made to the marking scheme. Other schemes are too prescriptive. The level description here is often a model answer and unless candidates provide the 'right'

answer they are not awarded the level. There is a danger in these cases of candidates being coached to give the 'right' answer. Finally, many levels have mark ranges which are far too broad. Often there is no guidance as to how to award the marks within the level. This can lead to inconsistent use of these marks.

Levels of response marking schemes should consist of levels which represent distinct levels of conceptual understanding or skill.

Despite the comments above, which inevitably concentrate on shortcomings, it should be noted that many imaginative and interesting exercises were seen. There was also some splendid work completed with enthusiasm and not a little ability by many candidates.

Individual Objectives

Objective 1

This objective still causes problems. It leads to much work that is mundane, undemanding and rather boring. Not enough attention is paid to the particular skills contained within this objective: the ability to select relevant knowledge; the ability to deploy that knowledge; and the ability to communicate clearly and coherently. Setting a general essay asking candidates to e.g. trace the development of Trade Unions from one date to another, could involve candidates using many of these skills, but on the other hand it could involve copying from a text book. Alternatively, it is possible to set exercises designed to test these skills one by one. For example, some Centres set work which requires candidates to deploy their knowledge in a variety of forms. Many examples of how this can be done have been given in earlier reports. Another approach is to award marks for these skills in assignments which are primarily targeted at one of the other objectives. Most exercises involve the candidates in using all of the skills listed above.

One Centre tested this objective through a local study. Candidates were given the following statement 'There once existed a cotton mill in Boredane Wood during the Industrial Revolution'. They have to compile a report to show whether the statement is correct. Candidates visit the site, and they are given a wide range of documentary material including old maps, extracts from the 1871 census, photographs, and written sources. The work obviously involves Objective 4 skills, but the Centre tests this elsewhere and so this work is assessed on the basis of Objective 1 skills alone. The work is interesting and challenging and covers all aspects of Objective 1. The second exercise for this objective involves candidates in collecting, organising, deploying, and communicating material in a variety of ways. On the basis of the 1861 census for the local town the candidates have to compile charts, present statistics, and write a narrative account of certain aspects of the town.

Another Centre provided candidates with a varied selection of source material about living conditions in Manchester in the middle of the nineteenth century. The candidates had to construct an article for a Victorian magazine exposing the appalling conditions. The amount of space allowed for the article was limited and only a few of the pictures could be used – this meant important decisions about selection had to be made.

Objective 2

Much of the work set for this objective which tests candidates' understanding of terms such as 'textile industry', 'trades union' and 'elementary education' requires little more than dictionary definitions. Rarely is high-level work seen, and it certainly cannot be compared with the best work set testing candidates' understanding of (e.g.) the process of causation. Work on identifying straightforward change is also often very simple. Some centres give their candidates a collection of source material and set an exercise requiring them to find out from the sources the different reasons why a certain event occurred. This often ends up as a comprehension exercise and rarely do candidates explore how causes inter-acted and whether one was more significant than another.

More imaginative work includes that of one Centre which gives candidates census material, directories, maps and photographs of a local town and asks them to discuss change and continuity in the town between 1861 and today. They also have to explain the reasons for the changes and the continuities they identify.

Another Centre used the following sound and challenging exercise.

- 1 Explain why each of the following was needed:
Balfour's Education Act, 1902
Fisher's Education Act, 1918
The Hadow Report, 1926
Butler's Education Act, 1944
- 2 Which one of these brought about the greatest change in Secondary Education? Explain your answer fully.
- 3 'During the second half of the twentieth century, changes in secondary education have been quicker and more rapid progress has been made than in the first half of the century.' Do you agree with this statement? Explain your answer carefully.

Objective 3

The weakness of much of the work set for this objective lies not so much in the fact that it is in the first person (such exercises can work well if prepared properly) but because they require mere description from the candidates. Describing a day in the life of a worker in a textile mill will not meet the requirements of Objective 3. For Objective 3 candidates are required to show some understanding of the motives, attitudes, views, beliefs and values of people in the past. One effective approach is to give candidates a series of written and pictorial sources produced at the time of a certain development or issue, e.g. the banning of women workers from the mines, or the campaign for votes for women. The candidates are also given a list of possible authors and artists. They have to explain who would have produced each source and why they think it would be that person. Such an exercise encourages candidates to consider the attitudes and views of people in the past.

One Centre set the following exercise:

- 1 Using all the sources you have been given draw up the front page of two different newspapers – one supporting the Suffragettes, and one against the Suffragettes. In both cases you must report the same event, (the death of Emily Davison).
- 2 Write an editorial column for each of the newspapers.
- 3 Explain why different people disagreed at the time over whether women should be given the vote.

One effective approach to this objective is to present candidates with a dilemma. To give them examples of acting in the past in ways which may not make sense to us today but which made complete sense at the time.

The following exercise worked well. The questions are based on a pack of sources about conditions in the textile mills.

- 1 What features of life and work in the textile mills would people today find unacceptable?
- 2 Why were these features accepted and allowed in the early nineteenth century?
- 3 The poet William Blake described the early textile mills as 'those dark Satanic mills'. If conditions were so bad why did people work in the factories?
- 4 How do you think Elizabeth Whiting would have felt about sending her daughter, aged 10, to work in a textile mill?

Objective 4

The important mistake to avoid here is to set questions which amount to little more than comprehension. The best exercises are based on a set of sources which investigate a particularly controversial issue. The candidates have to reach their own conclusions based on interpreting and evaluating the source material. They can be given questions which take them through the sources and the issues step by step, but at the end they must use all the sources together to reach a final conclusion.

The following assignment is an example of such an approach.

The Centre based the assignment for this objective on the Hulton Colliery Disaster. The candidates were given a range of source material which included differing views and interpretations. They also listened to a radio broadcast about the disaster. They were then asked the following questions:

- 1 Write a brief factual account of what occurred.
- 2
 - (a) Select three people who express an opinion about what caused the disaster.
 - (b) Explain why the disaster occurred according to each of these three people.
 - (c) Can we rely on their evidence? (Explain fully)
- 3
 - (a) Identify one person's account which contains an inconsistency.
 - (b) What is the inconsistency?
 - (c) Explain how this inconsistency could have occurred.
- 4
 - (a) In what ways is the report by Mr Redmayne different from that of the colliers' accounts?
 - (b) Suggest possible reasons why the account in Mr Redmayne's report differs from the accounts given by the colliers.
- 5
 - (a) What, according to the Official Inquiry, caused the disaster?
 - (b) What, in your opinion, was the cause? Give reasons for your answer.

These questions test a range of skills. They also take the candidates through the sources to prepare them for the crucial question at the end where they have to use all the sources, and evaluate them, to reach their own conclusion.



Grade Threshold Marks

Credit of up to 5% of the unscaled marks was available for spelling, punctuation and grammar in all components. In the Component Threshold Mark Table which follows, the respective components maximum mark totals include marks for spelling, punctuation and grammar.

Candidates' performances were assessed on each component. The minimum level of performance (the threshold mark) was determined for each grade. These thresholds are given below as unscaled marks (i.e. the scale of marks used by the Examiners).

The relevant component thresholds were then related to each other in accordance with the component weightings to fix the overall threshold marks for each option. Each overall mark is shown below as a percentage (this may be a rounded figure).



Component Threshold Marks									
Component	Max. Mark	A	B	C	D	E	F	G	U
1 Paper 1	79	57	46	36	29	23	17	11	0
2 Paper 2	63	39	34	29	25	19	13	8	0
Coursework	105	80	69	59	48	37	26	15	0

Overall Threshold Marks										
	Max. Mark	A*	A	B	C	D	E	F	G	U
	100	78	68	59	49	40	31	23	14	0

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