

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/12

PAPER 1 (DEVELOPMENT STUDY WITH BRITAIN, 1815-51)

MARK SCHEME

Specimen Paper 2003

See Paper 11 mark scheme for Section A (a) and (b).

**Section B. Depth Study
Britain, 1815-1851**

1(a) Study Source A. Why was this cartoon about the events at St Peter's Fields published? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 3 marks)

Level 1: Answers based on surface features of the Source [1]

These answers use surface information of the Source to infer a reason.

e.g. to show people what happened at the demonstration.

Level 2: Uses contextual knowledge to identify valid reasons why this particular portrayal of Peterloo was published [2-3]

These answers will use contextual knowledge to identify valid reasons.

e.g. to show that the soldiers were brutal, to show that the demonstration was peaceful.

Level 3: Uses contextual knowledge to explain why this particular portrayal of Peterloo was published [4-6]

These answers will use contextual knowledge of the period to explain why this particular portrayal of the events was published. Answers must use details in the cartoon and the context of the period.

e.g. 'This cartoon was published to show everyone how terrible the authorities were in the way they treated the demonstrators at Peterloo. They were demonstrating for the vote but the authorities were scared of any protests and were determined to put them down. There was a lot of hardship and unrest after the war and they were scared of a revolution. They sent the soldiers in to break up the demonstration. The cartoon shows them using their swords to attack women and children. They are even telling each other that the one that kills the most will be made a knight. The cartoon was drawn like this to show the demonstration was peaceful and that the authorities were wrong in using violence against it.'

1(b) Study Sources A and B. ‘This drawing shows that the Chartists used completely different methods from those used by the protestors in 1819.’ Do you agree with this statement? Use the Sources and your knowledge to explain your answer.

Target: AO1 (5 marks) and AO2 (comprehension of Sources, 1 mark)

Level 1: Answers restricted to the information in the Sources [1]

These answers simply compare the methods in the two pictures and declare that they are different.

e.g. ‘These drawings show that the Chartists used demonstrations like the people in 1819.’

Level 2: Uses contextual knowledge to identify valid differences OR similarities [2-3]

These answers will use contextual knowledge to identify a similarity or difference in methods. Answers must identify a point that cannot be obtained from the Sources.

e.g. ‘The Chartists had a charter, they used petitions.’

Level 3: Uses contextual knowledge to identify valid differences AND similarities [4]

These answers will use contextual knowledge to identify similarities and differences in methods. Answers must identify points that cannot be obtained from the Sources.

Level 4: Uses specific contextual knowledge to explain similarities OR differences [4-5]

These answers will explain how the methods were similar or different. Contextual knowledge will be demonstrated – this may be used to develop points in the Sources.

e.g. ‘The demonstrators at Peterloo and the Chartists used different methods. The demonstrators at Peterloo held one big meeting in Manchester. This was to hear speeches and demand the vote. Once the meeting was over there was no organisation to carry the campaign on. The Chartists were more organised. They had a charter with a list of demands. They were organised all over the country and organised petitions which were sent to Parliament.’

Level 5: Uses specific contextual knowledge to explain similarities AND differences [5-6]

These answers will explain how the methods were both similar and different. Contextual knowledge will be demonstrated – this may be used to develop points in the Sources.

1(c) Study Sources C and D. Why did the Chartists fail? Use the Sources and your knowledge to explain your answer.

Target: AO1 (6 marks) and AO2 (comprehension of Sources, 2 marks)

Level 1: Answers restricted to the information in the Sources [1-2]

These answers simply repeat the information in the Sources.

e.g. 'The petition had forgeries in it, the Chartists were divided.'

Level 2: Develops the reasons given in the Sources [3-5]

These answers explain the reasons in the Sources. Contextual knowledge will be demonstrated in these answers.

e.g. 'One reason why the Chartists failed was that they were divided. As Lovett says in Source D, some Chartists wanted to use violence and others did not. Feargus O'Connor was one of the leaders who wanted to use violence. He believed this was the only way they would get things changed. Other leaders like William Lovett believed in peaceful methods. O'Connor's violent ideas frightened a lot of people and stopped them joining the Chartists.'

OR

Identifies other valid reasons [3-4]

These answers explain other reasons, such as the impact of economic improvement, on the Chartists.

Level 3: Uses contextual knowledge to explain reasons not in the Sources [6-7]

These answers explain other reasons, such as the impact of economic improvement, on the Chartists.

Level 4: Explains reasons in Sources and other reasons [8]

These answers will combine levels 2 and 3.

2 The development of the railways was supported by some people but opposed by others.

2(a) What were the main problems faced by the builders of the Liverpool and Manchester Railway?

Target: AO1

One mark for each valid point identified

Valid points include: Chat Moss, the Sankey Brook, the solid rock at the entrance to Liverpool, the Olive Mount cutting, opposition from powerful landowners.

e.g. 'The problems they faced were getting across the bog called Chat Moss and crossing the river called Sankey Brook.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'They had a problem getting the railway getting across the bog called Chat Moss. They had to build a foundation of moss and brushwood and earth for the railway to run on. This stopped it sinking into the bog.' = 1 point explained = 2 marks.

2(b) Why did some people oppose the development of the railways?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'People opposed the railways because they did not like them and saw them as a big danger.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. These will be identified - there will be no causal explanation.

They might include: loss of trade – canals, turnpikes, stage-coaches, harm farm animals, crossing their land, fear of the new – the speed, fear it might blow up.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'Some people opposed the development of the railways because they would lose business. The railways were much quicker than the canals and could also go to places where the canals did not go. This meant that the canals started to lose business to the railways and the people who owned and ran canals lost money. The canals were still used for heavy goods but gradually many canal companies were put out of business. This is why they opposed the development of the railways.'

Level 4: Explains more than one reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) 'The following were all equally important reasons why railways developed so rapidly between 1820 and 1851: (i) The needs of industry; (ii) the work of George Stephenson; (iii) people buying shares in the railway companies.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that George Stephenson was the most important because without him trains and railways would not have developed. He was very important in the building of railways.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'The work of George Stephenson was the most important reason because he built the Liverpool to Manchester Railway.'

Level 3: Explains the importance of one reason [3-4]

These answers will explain why one factor is important.

e.g. 'People buying shares was the most important factor. Money was needed to build the railways and the money was raised by people buying shares. They hoped that the railway company would make a profit and they would gain from this. Without the money they invested in the companies the railways would not have developed so quickly because there would not have been enough money for the building of the track and the engines. So for this reason, the buying of shares was very important.'

Level 4: Explains the importance of more than one reason [5-6]

These answers will explain why more than one reason is important.
2 reasons explained = 5 marks, 3 reasons explained = 6 marks.

Level 5 **Explains why one reason more important than other factors** **[6-7]**

These answers will explain reasons why one reason is more important than at least one of the other reasons.

Level 6 **Explains how reasons are inter-connected.** **[7-8]**

These answers explain how at least two of the reasons are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'I think that these reasons are all important because they all worked together to bring about the development of the railways. Industries in places like Manchester needed raw materials to make goods and they needed transport to be able to send their goods to people who wanted to buy them. The industries in Manchester wanted a quicker and cheaper method of sending their goods to Liverpool so they could be sold all over the world. There was a canal but this was very slow. So the needs of industry was the reason why the Liverpool to Manchester Railway was built. However, it still had to be built, and this would not have been possible without George Stephenson. There were many problems in the building of the railway, like crossing Chat Moss. Stephenson found an answer to these problems. So the railway was developed because there was a need for it and because there was someone clever enough to build it.'

Two reasons at this level = 7 marks, three reasons = 8 marks.

3 In the first half of the nineteenth century improvements were made to working conditions in textile factories and in coal mines.

3(a) What were the main features of working conditions in textile factories in the first half of the nineteenth century?

Target: AO1

One mark for each valid point identified

Valid points include: young children, long hours, heavy work, other factors like the dust, danger from cleaning the machines, harsh punishment, poor pay.

e.g. 'The main features were the very long hours they had to work and the terrible way they were punished if they did anything wrong.' = 2 points identified = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The main features were the very long hours – even young children worked from 5 in the morning till 8 at night. There were overseers who flogged the children if they were not working quickly enough.' = 2 points developed = 4 marks.

3(b) Why were children allowed to work in the dreadful conditions of the textile factories and coal mines?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'Children were allowed to work in dreadful conditions because no-one minded about it.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation.

Reasons might include: poverty of parents, self-interest of employers, laissez faire attitude of government, ignorance of what conditions were like.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'Children were allowed to work in dreadful conditions because there were no laws stopping it. This was because the government did not think it had a responsibility to look after these children. They believed that people should have freedom to choose to work in these places and that the factory owners were responsible for the conditions and the wages. It was believed that the government should not interfere.'

Level 4: Explains more than one reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) 'The following were all equally important reasons why working conditions in textile factories and coal mines were reformed in the first half of the nineteenth century: (i) The work of Lord Shaftesbury and other reformers; (ii) Robert Owen's factories; (iii) views about women's role in society.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that Lord Shaftesbury was important because he got lots of things changed.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'People's views about the roles of women were important because many people believed they should be at home looking after the family.'

Level 3: Explains the importance of one reason [3-4]

These answers will explain why one factor is important.

e.g. 'Robert Owen's factories were important because he believed he had a responsibility towards his workers. He thought that if he looked after them they would be stronger and keener to work harder. He built decent housing for them and made sure that the children had some education everyday. This made them happier and better workers. Owen's factories became famous and people began to see that it might be a good idea to look after workers more.'

Level 4: Explains the importance of more than one reason [5-6]

These answers will explain why more than one reason is important.

2 reasons explained = 5 marks, 3 reasons explained = 6 marks.

Level 5: Explains why one reason more important than other factors [6-7]

These answers will explain reasons why one reason is more important than at least one of the other reasons.

Level 6 Explains how reasons are inter-connected

[7-8]

These answers explain how at least two of the reasons are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'Lord Shaftsebury was very important in getting working conditions improved. He introduced reforms into Parliament and made everyone aware how bad the conditions were. He fought very hard to get these reforms through and without him they might not have happened. However, Shaftesbury also wanted the reforms because he thought that it was wrong for women to be working. He thought they should be at home looking after their husbands and children. This was why reforms were passed stopping women working in mines. So the two reasons came together to bring about the reforms.'

Two reasons at this level = 7 marks, three reasons = 8 marks.