
GCSE

History A

91402B Britain, 1815–1851

Mark scheme

9140

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

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

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1 (a)	What do Sources A and B suggest about the treatment of the poor?	[4 marks]
Target:	Comprehension and inference from historical sources (AO3: 4 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Answers that select details from the sources Eg in Source A the women are standing around chatting in a big light, airy room.	1
Level 2:	Answers that draw a simple inference from the source Eg in both Sources A and B it does not seem hard on people, in fact it makes them lazy according to Source B.	2-3
Level 3:	Answers that develop a complex inference from the sources Eg the picture shows the paupers are well dressed and not forced to do anything. In Source B there is a similar view of the poor law as it is encouraging idleness. The system is being exploited by some people. It is inefficient.	4
1 (b)	What different view of the treatment of the poor is suggested by Sources C and D ? Explain your answer using Sources A, B, C and D .	[6 marks]
Target:	Comprehension and inference from historical sources (AO2: 2 marks and AO3: 4 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Answers that select details from Sources C and/or D Eg Source C shows a man with a whip hitting paupers.	1-2
Level 2:	Answers based on a comparison of details in Source(s) C/D and Source(s) A/B Eg the impression in Source A is that people are not doing much just sitting or standing around chatting whereas in Source C they are being forced to work.	3-4
	OR Answers based on simple inference(s) from Source(s) C/D and Source(s) A/B Eg in Source A there are standing around but in Source D the attitude of the workers has changed and they are more industrious and law abiding.	
Level 3:	Answers based on complex inferences in Sources C/D and Source(s) A/B Eg in Source B the authorities are dismayed that the Poor law encourages habits and attitudes of indolence and indifference to work. However in Source D they authorities are congratulating	5-6

themselves that the Poor Law has altered these attitudes and now men are more valuable members of society. They have become hard working and law abiding.

- 1 (c) Why do you think **Sources A** and **B** give a different view to **Sources C** and **D**? Explain your answer using **Sources A, B, C** and **D** and **your knowledge**.

[8 marks]

Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances (AO1: 2 marks, AO2: 2 marks and AO3: 4 marks)

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

Level 1: Answers that select details from sources **OR** answers that say how the sources are different **1-2**

Eg in Source A they are sitting on benches but in Source C they are hanging from the ceiling.

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

Level 2: Answers that show simple reasoning based on the differences in place, or author, or time, or audience. **3-4**

Eg they are different because Source A is from 1809 and Source C is from 1834 so things have changed.

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

Level 3: Answers that show developed reasoning based on the differences in ONE of the following - place, author, time, or audience. **5-6**

Answers will probably be based on how the authors acquired information or their intentions in writing

Eg Source C was an illustration drawn after the passing of the 1834 Poor Law Reform Act. It shows how harsh conditions have become for paupers who have no alternative but to go into the workhouse.

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

Level 4: Answers that develop out of level 3 and provide some explanation of the links between reasons for the sources differences. **7-8**

Eg many people thought that the poor were to blame for their condition. So the Commissioners in Source D wanted to see a

change in attitude amongst the poor. In Source B the attitude is one which would horrify reformers because it suggests the system rewards the lazy and encourages them to have large families therefore they cost the parish more. The Poor Law Reform Act was designed to save money so if you were poor you had to admit it and come into the work house where your conditions would be harsh as in Source C.

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

- 1 (d) How useful is **Source E** for understanding the working conditions of children between 1815 and 1851?
 Explain your answer using **Source E** and **your knowledge**.

[8 marks]

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

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

Level 1: **Answers that assert a source(s) are useful or not because they tell us something about the working conditions of children** **1-2**
 Answers may select details from the sources to support the answer. Eg Source E is useful because it shows a child crawling from under the machine.

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

Level 2: **Answers that explain that one source is useful or not because of its provenance in relation to the working conditions of children** **3-4**

Eg Source E is useful because it was drawn by a skilful artist who was detailed and accurate. Trollope had read the evidence of the government enquiries into factory conditions and people would have to tell the truth and the commissioners would see lots of different factories not just one.

OR

Answers that explain that Source E is useful or not through an understanding of its content in relation to the working conditions of children

Eg Source E is useful because it shows what the factories looked like with the big machines which small nimble fingers could join the broken threads. It shows a man with a whip who would punish the children.

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

Level 3: Answers that appreciate and explain the value of the source because of its provenance and an understanding of its content in relation to the working conditions of children **5-6**

Source E is useful because it was based on personal experience as Trollope had visited factories and also studied the evidence given to factory inspectors so she had a wide range of evidence it is valuable because the picture shows just the sort of work that children would do. They needed their small size and nimble fingers to work in the textile factories.

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

Level 4: Answers that explain the usefulness of the source by commenting in detail on both its provenance and of its content in relation to understanding the working conditions of children in this period. **7-8**

Eg it may be that because of the desire to sell the novel a more emotional picture was drawn of the life of the 'factory boy' to get the reader's interest and sympathy. However Trollope took the trouble to visit the industrial north herself and took the artist with her. The scene may be accurate but the people exaggerated.

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

- 1 (e) How did people try to improve living and working conditions before 1851? [10 marks]

Target: Explanation of an historical problem, issue or threat (AO1 and AO2 5+5 marks)

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

Level 1: Answers that provide general statements, describe single factors or factual details of living and working conditions before 1851 1-2

Eg the children had to work in factories and down the mines for 12 or more hours a day. Mill owners built cheap houses for workers without inside toilets.

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

Level 2: Answers that comment briefly on several factors, to do with the difficulties of improving living and working conditions before 1851 3-5

Eg the lives of working people improved because of many things. From 1833 there was some simple education. The 1833 Factory Act was an improvement on the 1802, 1819 and 1831 acts which used the JPs, many of whom were factory owners. The Mines Act stopped women and young girls and boys working in Mines but it was difficult to enforce because Inspectors could not go underground until 1850.

OR

Answers that identify and explain one factor, in depth to do with the difficulties of improving living and working conditions before 1851

Eg things improved because of the 1833 Factory Act. It was an improvement on the 1802, 1819 and 1831 Acts which used the JPs many of whom were factory owners. After 1833 there were inspectors and sub-inspectors. Sometimes they allowed a shift system to be worked. However parents and employers lied about the age of the children. It was not until 1837 that it was compulsory to register births. The 10½ hour working day did not come in until 1853.

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

Level 3: Answers that recognise and explain several factors to do with the difficulties of improving living and working conditions before 1851 in specific detail 6-8

Eg working conditions improved because of legislation. However lives did not improve quickly because **Parliament** was slow to accept

responsibility and pass laws. Governments believed in laissez-faire. Factory Acts in 1802 and 1819 tried to help some children but were largely ineffective. However at least they were an admission that the government should be involved in regulating working conditions and the later acts achieved more. The 1842 Mines Act is a good example of laws that helped children. The 1844 Factory Act and the 1847 Ten Hours Act cut the hours that children could work. It was not until 1853 that a ten and a half-hour day was to be worked in factories. The earlier Acts all had significant loopholes in them. The schooling provided was poor quality in bad conditions. It was fine to legislate, but before Parliament did, it needed **information**. It required investigations and Commons committees to investigate the facts. There were only a few **individuals** who showed an interest such as Lord Shaftesbury and Michael Sadler. Improvements to housing were held up by lack of laws and inadequate **technology**. Proper sewage disposal needed the development of good pipes.

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

Level 4: Answers that develop out of level 3 and evaluate the relative importance of individual factors or come to a summary assessment about the factors involved or provide details of the links between factors

9-10

Eg all factors needed to come together to make significant improvement to the working and living conditions of the working class, but the most important was the willingness of national and local government to accept responsibility and make things happen. They needed to take on vested interests and lead on the setting of standards for working hours, minimum building standards and safety at work. This would require the raising of taxation and might be unpopular.

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

2 (a) Why was Isambard Kingdom Brunel important?

[4 marks]

Target: Understanding of the key features of the period (AO1 & AO2 2+2 marks)

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

Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question **1-2**
Answers will show simple recognition of Isambard Kingdom Brunel

Eg Brunel was an engineer on the Great Western Railway. He built bridges and dug tunnels and developed the broad gauge.

Level 2: Explanation shows understanding in a broader context of the period **3-4**
Answers will show knowledge of some distinctive features of Isambard Kingdom Brunel

Eg Brunel was a genius of an engineer. He designed and built many bridges and viaducts and tunnels. The quality of his work in siting railways and designing bridges etc. meant that they were still used today at much higher volumes and speeds. Some of his creations such as Clifton Suspension bridge, the SS Great Western liner and the Royal Albert Bridge over the River Tamar inspired generations.

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

Using **Source F** and **your knowledge**, explain the effects the railways had on other forms of transport and communication in the early nineteenth century.

[8 marks]

Target:	Understanding of the key features of the period (AO1: 3, AO2: 3 marks and AO3: 2 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Discusses the source only OR Describes the railways or other forms of transport and communication Eg the coaches collapsed and fell apart.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Considers a singular cause (probably based upon the source offered) and/or mentions other aspects related to the transport impact of the railways Eg canal companies and those in the stagecoach business did not initially lose business but any new business was taken by the railways.	3-5
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3:	Explains more than one cause related to the transport impact of the railways. At this level responses will explain more than one or two aspects apart from those suggested in the source provided. Eg railways offered reasonable, cheap and efficient transport for both goods and people and as such it was a threat to both canal companies and those involved in coaching. Coaches that went on a long haul – city to city – went into rapid decline but those carriers who plied their trade from the new railway stations to the local destinations got a boost. Extra raw material volume the canals could not take up in bulk went to the railways.	6-8
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	

2 (c) 'The main problem was raising the money to build the railway.'

How far do you agree with this interpretation of the problems encountered by the early railway builders? Explain your answer.

[12 marks]
[SPaG 4 marks]

Target:	Understanding, analysis and evaluation of an interpretation (AO1 = 2 marks, AO2 = 2 marks and AO3 = 8 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	Simple descriptive comment or comments about the interpretation.	1-2
	Eg they had to cut through solid rock in Olive Mount on the way to Lime Street Station. They had some explosives but most work was done by the muscle power of the navvies. Over 480,000 cubic yards of rock had to be removed from the 2 mile cutting. The cutting was 6 metres wide and 21 metres deep.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	Identifies or describes briefly different ways in which the issue has been interpreted	3-6
	Eg the surveyors for the early railways were prevented from carrying out their work – sometimes with the threat of violence. The problem of going through Chat Moss was that the rails sank in the bog and eventually they allowed them to float on wooden blocks. There were viaducts that had to be built to span rivers and valleys like the Sankey viaduct. The early railways required vast amounts of money that had to be raised and lots of it were spent on getting Parliamentary permission for the railway	
	OR	
	Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about	
	May explain the interpretation on the basis of an analysis in depth of eg one of the following:	
	Eg physical problems of creating railways	
	problems of surveying	
	Difficulties in raising finance	
	Problems of controlling the workers – the navvies	
	Work to secure parliamentary permission.	
	Problems of buying land and building in towns.	
	May explain how interpretation came about on basis of:	
	Eg contemporary opinion may have been impressed by novelty / technology	
	contemporary critics may have played down benefits increased difficulties	

	<p>At different times when comments may vary. contemporary supporters may have exaggerated difficulties different cultural perspectives, depictions in art, literature</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	
Level 3:	<p>Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about</p> <p>Will explain more than one interpretation of the problems as specified at L2 as above</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	7-10
Level 4:	<p>Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.</p> <p>Eg certainly building the railways was a major undertaking. Different problems existed at different times. Winning over public opinion when they had little knowledge and many misconceptions in the 1830s was different from the difficulties of the 1840s when everyone could see the benefits. The interpretation varies depending on which times was considered. Railways also enabled manufacturers to transport goods more cheaply which meant that people could buy these products more cheaply and living standards rose.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	11-12
SPaG	<p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	1 2-3

High performance**4**

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

3 (a) Why were the Tolpuddle Martyrs important?

[4 marks]

Target: Understanding of the key features of the period (AO1 & AO2 2+2 marks)

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

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

Answers will show simple recognition of the Tolpuddle Martyrs.

Eg the Tolpuddle Martyrs were led by George Loveless and were members of an early union set up to get better wages. They were convicted of using a secret oath to bind their members which was illegal though a union wasn't.

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

Answers will show knowledge of some distinctive aspects of the role of the Tolpuddle Martyrs.

Eg the Tolpuddle Martyrs incident and the harsh sentence of 7 years shows how frightened the government was of mob rule and unionisation. The government scared other workers away from joining a union. The Martyrs were pardoned in February 1836 but others followed them such as the Cotton Spinners in Glasgow in 1837 and all this frustration fed into the Chartist movement.

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

Using **Source G** and **your knowledge**, explain how the Chartists tried to achieve their aims.

[8 marks]

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

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

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

Describes Chartist aims and/or actions

Eg the Chartists had a charter. They had six points. They wanted a vote for everyone over 21.

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

Level 2: Considers a singular aspect and/or mentions other aspects related to Chartist methods and actions **3-5**

Eg the Chartists sent in **petitions** to try to persuade Parliament to introduce more reforms. There were three petitions. The first was three miles long and contained 1,280,000 signatures. The Commons refused to consider it. The second petition in 1842 was also rejected by Parliament.

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

Level 3: Explains more than one aspect related to Chartist methods and actions **6-8**

At this level responses will explain more than one or two aspects apart from those suggested in the source.

Eg the Chartists wrote a **newspaper** called the 'Northern Star'. It was owned and run by Feargus O'Connor. He also proposed **violent** ways of making Parliament grant reforms to the franchise. This idea took shape in the Newport Rising led by John Frost in 1839. The most frequent way the Chartists tried to bring about change was through **petitions**. They all failed and the final one discredited them because it contained made-up names. The Chartists also tried to achieve greater social equality through **land reform**.

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

3 (c) 'The main reason why people supported the Chartists was their dissatisfaction with the 1832 Great Reform Act.'

How far do you agree with this interpretation of why people supported the Chartists? Explain your answer.

[12 marks]
[SPaG 4 marks]

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

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

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

Eg I agree with the interpretation because after the Great Reform Act there were still 50 seats controlled by individuals, and 70% of the MPs represented the landed interest.

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

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

Eg I disagree with the interpretation because the Chartist support varied depending on economic conditions. O'Connor was definitely aiming for a violent overthrow of the Government. Chartists also picked up a lot of the resentment of the punishing New Poor Law of 1834.

OR

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

May explain the interpretation on the basis of an analysis in depth of eg one of the following:

Eg disappointment with 1832 Reform Act
reaction by authorities to Trades Unionism
Chartist aims and the radical tradition
Opposition to the 1834 Poor Law Act
economic conditions, living conditions
Land Plan, religious Christian motives, Temperance Chartists

May explain how interpretation came about on basis of:

Eg different Chartist letters and articles in Press
contemporary reporting and depictions – eg Punch
Northern Star, Chartist rhetoric
Regional differences etc.

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

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

Will explain **more than one** interpretation of support as specified above at L2.

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

Level 4:	<p>Analyses how and why different interpretations have come about.</p> <p>An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.</p> <p>Eg the interpretation is correct in many ways. The Reform Act was a limited measure in 1832. It largely satisfied middle class dissatisfaction with the electoral system and their part in it. It left the lower classes seeking further enfranchising. But not all Chartists joined purely for political motives. There were many who wanted to improve the living and working conditions of the working classes. In this they saw the vote as a stepping stone to changing the laws of Britain...</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	11-12
SPaG	<p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	1
	<p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	2-3
	<p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	4