



**General Certificate in Education**

**AS History 5041**

**Alternative S Unit 2**

**Mark Scheme**

*2007 examination – June series*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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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## **CRITERIA FOR MARKING GCE HISTORY:**

### **AS EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's AS History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by AS level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B) and in deciding on a mark within a particular level of response (Section C).

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**B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS****Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

**Exemplification/Guidance**

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

**Level 2:*****Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

***Or***

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

**Exemplification/Guidance**

*Either* responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

*Or* responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

**Level 3:**

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

**Level 4:**

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

**Level 5:**

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

**Exemplification/guidance**

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

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**C: DECIDING ON MARKS WITHIN A LEVEL**

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: "What precise mark should I give to a response *within* a level?". Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**  
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid "double jeopardy". Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

**June 2007**

**Alternative S: British Economic and Social History, c1750–1914**

**AS Unit 2: The Industrial Revolution: Change and Opportunity in the Economy and Society, c1750–c1830**

**Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly what is meant by ‘parish apprentices’ (line 6) in the context of cotton manufacture in the years 1750 to 1830. (3 marks)

*Target: AO1.1, AO2*

- L1: Basic explanation of the term using the source, e.g. children which were used by factory owners in place of adult workers. 1
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. children of parents who were in receipt of the poor law. Parents would be denied access to poor relief unless they allowed their children to work in factories for a stated period, usually until they were sixteen. Parishes would receive payment for the children and the employers would provide bed, board and clothing. Children would work in the mills, without this labour the mills would have insufficient labourers. 2-3

- (b) Use **Source C** and your own knowledge.

How useful is **Source C** as evidence about domestic manufacture in the late eighteenth and early nineteenth centuries? (7 marks)

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

*Target: AO1.2, AO2*

- L1: Basic statement identifying utility/reliability of the source based on the content, e.g. the author was looking back nostalgically on his childhood and describing positively what he remembered of the roles undertaken by members of his family. What he is describing is domestic manufacture integrated with agricultural production. 1-2
- L2: Developed statement about utility/reliability in relation to the issue and based on content and own knowledge, e.g. the source is useful as it is based on the recollections of a contemporary and clearly defines ‘women’s tasks’ and responsibilities. It is, however, very selective in what it describes and does not examine the negative aspects of domestic production such as the overcrowding, the difficulties in producing for putting

out merchants and bag men. It does not describe the unhealthy atmosphere of homes in which production took place. **3-5**

L3: Developed evaluation of the source, with reference to the source and own knowledge, drawing conclusions about the extent/degree of utility/reliability of the source, e.g. develops points made at L2. Additionally, it comes from a ballad which was written to entertain and to generate emotion, principally against the system of manufacture and conditions of the mills. It is unspecific as to where the farm was and what type of agricultural production supported domestic manufacture. By the time the ballad was written small farmers were also under pressure due to enclosure. Generally it lacks detail as to the systems, variations and exploitation inherent in later domestic manufacture. It gives no conception of change and development over a period of time. It is useful in underpinning the perceptions of the inhumanity of factory production. **6-7**

(c) Use **Sources A, B, C** and **D** and your own knowledge.

‘The main concern about employment of women and children in early manufacture was not that they were required to work, but with the conditions in which they were forced to labour.’

Explain why you agree or disagree with this statement. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based on *either* own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

***Or***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on description, but will have valid links.

***Or***

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

## Indicative content

Source A is by implication critical of the system of manufacture when it comments on the distance that the workers were brought to labour in the mills and the hours which they were forced to work: ten hours and working at night were excessive for women and children. In Source C the implication is that the only human method of production was the family system with designated roles integrated with agricultural production. Source D describes the transition from domestic to factory employment and makes it clear that women had played a significant role in production prior to their employment in mills. It also establishes that children were regarded as units of production rather than children in their own right. It suggests that there were attempts made to replicate the family units of production. It suggests that machines were designed with women and children in mind which may suggest that they were not as user unfriendly as has been suggested. In Source B the artists gives a negative view of life in the mills with children crawling under machinery, the employees dressed in rags and the uncaring attitude of the well-dressed mill owners in the background. There was a major outcry as to the conditions in which women and children were forced to labour, particularly the hours for which they worked and the types of discipline used by overseers. It is true to say that both women worked in other spheres, both agriculturally and domestically but these tasks were generally undertaken as part of the family system of production. The more able candidates might add that the real criticism came later in the period with a formal movement to prevent the abuse of children. There was very little transference of family discipline into the factories. Much of the employment, which took place in the northern mills was outside the experience of most of the educated classes.

## Question 2

- (a) Comment on 'common pastures' in the context of agriculture in the second half of the eighteenth century. (3 marks)

*Target: AO1.1*

L1: Basic or partial explanation of the issue based on either the source or own knowledge, e.g. will focus on the use of the common land for grazing animals, may refer generally to disadvantages such as interbreeding. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. common pasture had advantages as it enables small farmers to keep stock and also some squatters were able to support themselves by this means. It was, however, limiting as many villages had a restricting stint which discouraged specialisation. It was also a problem, as referred to in the source as pasturing in the common fields, as opposed to the commons restricted the planting of winter corn and so restricted production. **2-3**

- (b) Explain why the French Wars resulted in changes in agricultural production in the years 1793 to 1815. (7 marks)

*Target: AO1.1, AO2*

L1: Demonstrates implicit understanding of the issue, e.g. identifies the increased demand created by the blockade and the need to enclose. **1-2**

- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. identifies that the major need during the French Wars was to increase production rather than productivity. The main mechanism by which land could be brought into production was through parliamentary enclosure. The increase in price of food was some recompense to farmers who undertook costly improvements. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. recognises that the French Wars were not a constant pressure on production and that the most critical time was during the Napoleonic Blockade and that frequently the problems were exacerbated by hoarding of grain by merchants and farmers to obtain the best price. Nevertheless, changes in production did take place with the enclosure of farms and the bringing into production marginal land. Along with enclosure went a greater specialisation usually on wheat, rather than beans and pulses. Farmers were also able to invest in drainage and fertilisers. The better candidates may mention the General Enclosure Act of 1801 which obviated the need for expensive individual acts of enclosure. **6-7**
- (c) Explain the importance of the loss of common rights, in relation to other factors, in explaining that opposition to enclosure in the years 1750 to 1830. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### Indicative content

The question is open-ended to some degree to enable candidates to write about the issues which contributed to Luddism in 1817 and to the Swing Riots or to the general opposition which faced each individual act of enclosure passed before 1801, much of which came from those who had small holdings or who were dispossessed by the process. Also could be included were those who technically broke the law after the passing of enclosure Acts by trespassing to

glean and poaching of small game. The loss of common rights was critical as it increased the burden on the poor law by dispossessing squatters and disabling labourers from gleaning, collecting firewood and catching small game, all of which had enabled labourers to remain independent. Opposition to enclosure went wider than the issue of common rights, the fact that squatters were removed from land which they had used to support themselves caused opposition. E P Thompson and the Webbs regarding enclosure as class robbery, which had some resonance with contemporaries. It was the consequences of improved productivity, which went with enclosure and a different attitude to the workforce, which led to David Davies's critique of the impact on village life and the impoverishment of the poor. Many landowners at the time opposed individual acts as they felt that they were not being allocated a fair share of the land available. Others complained about the cost of the enclosure process and the need to borrow money to finance the Act itself and the purchase of quick set hedges.

### Question 3

- (a) Comment on 'marriageable age' in the context of population change in the years 1750 to 1830. (3 marks)

*Target: AO1.1*

- L1: Basic or partial explanation of the issue based either on the source or own knowledge, e.g. will identify a fall in the age at first marriage enabled women to have a longer period of childbearing. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. will recognise that the age at first marriage did not fall universally it was more evident in the proto industrial districts such as Shepshed rather than agricultural areas such as Bottesford. The better candidates will link this to declining apprenticeships and the opportunities for employment which may also have encouraged people to have more children. Better candidates may be able to quote statistics, e.g. a decline from 27.0 to 24.3 and to state that a fall in the age of marriage of males was irrelevant. **2-3**

- (b) Explain why there was a fall in the death rate in the years 1750 to 1830. (7 marks)

*Target: AO1.1, AO2*

- L1: Demonstrates implicit understanding of the issue, e.g. will probably focus on one factor principally the disappearance of diseases such as smallpox and bubonic plague. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may consider intervention such as vaccination and the development of public health schemes such as hospitals and dispensaries may also consider the work of Dr Smellie in improving midwifery. May consider public health in the context of water and sewage and the availability of cotton clothing which could be washed more frequently and soap to wash the clothes with. **3-5**
- L3: Demonstrates explicit understanding of a range of factors, and prioritises, makes links and draws conclusions in order to provide an explanation, e.g. as Level 2 but recognises the limitations with the Aston thesis and the limited availability of water etc and that most hospitals were breeding grounds of illnesses or places to go to die. Candidates will recognise that there was differential mortality between rural and urban areas and that

infant mortality was increased in the latter. Will identify that the real key to a falling death rate was improved nutrition aided by enclosure and the development of a market economy. The development of roads enabled people to access food. England did not experience famine conditions after 1750. **6-7**

- (c) Explain the importance of improved nutrition, in relation to other factors, to an increase in the birth rate in the years 1750 to 1830. **(15 marks)**

*Target: AO1.1, AO1.2, AO2*

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***  
Demonstrates, by relevant selection of material, some understanding of a range of relevant issues.
- Or***  
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

### **Indicative content**

Candidates should examine improved nutrition in enabling women to be able to carry babies to term. It was also the case that their ability to conceive was enhanced by improved nutrition. The issue of improved nutrition will be linked to enclosure and some candidates at the top end may argue that more nutritious food was not readily available in urban areas where much of the increase in fertility took place. Most candidates will identify a range of factors as being responsible for the increased birth rate, such as a longer childbearing period caused by a fall in the age of first marriage but will also look at changes to practices of lactation, a fall in the age at menarche (which may be linked to nutrition) and an increase in the age of menopause. Some may consider economic changes and the creation of employment, which resulted in a higher percentage of the population marrying. Some will also argue that employment opportunities for children were an incentive, as were generous payments from poor law authorities. There is some scepticism about these but they could be accepted if supported. No credit should be given for iron-bedsteads.