



General Certificate in Education

AS History 5041

Alternative S Unit 2

Mark Scheme

2008 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

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).

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.

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 2008

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 ‘epidemic diseases’ (line 1) in the context of mortality rates in the years 1750 to 1830. (3 marks)

Target: AO1.1, AO2

- L1: Basic explanation of the term using the source, e.g. diseases which were contagious and were likely to lead to death. May give examples beyond smallpox; typhus, measles, gastro-enteritic, plague etc. **1**
- L2: Demonstrates developed understanding of the term and its significance in relation to the context, e.g. as Level 1 but considers the relationship to a study of mortality rates, outbreaks tended to lead to abnormal peaks in deaths and were more likely to occur in urban areas where sanitation was poor and where people were living in close proximity. **2-3**

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

How useful is **Source B** as evidence about the popularity of vaccination against smallpox in the early nineteenth century? (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 source is written after the inoculation developed by Jenner and demonstrates that it was being used by many people to prevent disfiguration and death. **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 written by a member of the nobility who has access to medical advice. It is only one person’s view and that of an educated woman. She refers to a reward from Parliament but there is no evidence for this given in the source. It is useful as she talks about her prejudices – many people were concerned about the link to cows. No mention is made of the specific worries about the vaccination which did, in some cases, lead to deafness/blindness and even death. **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. as with Level 2 but also considers that her view was not based on scientific belief but that the vaccination was a blessing of almighty God. There is no detailed evidence of its introduction or spread of the mechanisms by which it was introduced. **6-7**

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

'The decline in the death rate between 1750 and 1830 was due solely to measures which improved public health.'

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

This question is about the death rate and credit for references to the birth rate should only be given where it is linked explicitly to the death rate. Reward must only be given for points which are rooted in the specific evidence.

The historiography of the decline in the death rate has shifted considerably from the points made by Griffiths (Source C) about hospitals, dispensaries and childbirth. Few of these are now accepted as Morgan (Source A) points out in a lack of awareness of the theory of disease.

McKeown and Brown totally dismissed the contribution of public health. Evidence suggests that into the nineteenth century unsanitary living conditions and lack of clean water in urban areas led to a high mortality rate and lower expectation of life at birth. Nevertheless, there was a significant fall in the death rate from 1780 (Source D), which may have been the result of a decline in deaths from smallpox achieved through inoculation. Ashton (Source B) argued for use of soap, cotton underwear and even iron bedsteads but these are difficult to support in terms of usage and class. It is likely that only the wealthier members of society would have had access to these commodities and that their impact on mortality rates is, at best, highly questionable. Other explanation may be found in better diet and also in the development of the Speenhamland system, which enabled families to at least secure their daily bread.

Question 2

- (a) Comment on 'the private act' in the context of enclosure 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. reference to the need for Parliament to agree legislation to enclose the open fields of the village for all land including common land to be enclosed and secured for the use of landowners. **1**

L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. will make a distinction between the private act and the later general acts of enclosure, which made the process considerably more straightforward. Will refer to the expense of the private act and its required sponsorship by the owners of the majority of the property and tithe owner. May refer also to the time factor in achieving enclosure of a specific parish. **2-3**

- (b) Explain why enclosure during the period 1750 to 1820 had a dramatic effect on village communities. (7 marks)

Target: AO1.1, AO2

L1: Demonstrates implicit understanding of the issue, e.g. the whole of the village was affected and the farmers were able to exclude ordinary people from the common land, squatters were removed. **1-2**

L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. may refer to the view of 'class robbery' and the development of the profit motive in agriculture, which was the result of land-owners restricting opportunities for the labourers, who were then forced to rely more on poor relief as the owners of the land were able to use their profits to invest in new farm houses. **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 may also refer to the decline in living in and the out-migration/development of proto-industrialisation in villages where opportunities in agriculture were limited by the shift from arable to pasture which was a result of enclosure. Should emphasise that the major change in the village was the erosion of customs in common and the replacement by the profit motive. **6-7**

- (c) Explain the importance of enclosure, in relation to other factors, in explaining the increase in agricultural productivity 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 about productivity which can be interpreted for the purpose of this question as total output, yield, or output in relation to the number of people employed on the land. It is hoped that the more able candidate would seek to differentiate between these. The key points are:

- Board of Agriculture statistics demonstrate significant increase in output from enclosed parishes compared to unenclosed parishes. However, it was not just the act of enclosing which brought about the change but the new farming techniques which enclosure facilitated such as marling, four-course crop rotation, use of legumes and mixed farming systems.
- Enclosure during the French Wars was to bring more poor quality land into production to feed the population during the blockade. This resulted in more food being produced but the poorer quality of the land led to a diminution in yield.
- In the period under question there was innovation in agricultural machinery, which had the potential to increase productivity as a result of requiring less labour. Small gains may have been made by the seed drill and the plough also through the use of the scythe rather than the sickle but these tended to affect the yield and male/female employment rather than the number of people employed. The main challenges to number of people employed came from the threshing machine and the use of harvesting gangs. Threshing machines were certainly encouraged by the larger units and greater profits enabled by enclosure.

Overall we should look for candidates to see enclosure as a feature of innovation, which along with other developments enabled, in some cases, greater productivity but was not in itself responsible. The more able may suggest that the main reason was increased demand, which was the by-product of out-migration to urban areas caused, in part, by enclosure.

Question 3

- (a) Comment on 'workshops of the master weavers' in the context of textile production 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. workshops were distinct from domestic production in that they were small units of production, which employed and trained labour. **1**
- L2: Developed explanation demonstrating understanding of the issue based on both the source and own knowledge, e.g. small workshops in this context would have been for weaving only. Due to the development of the flying shuttle the demands for woollen cloth was increased; spinning remained in domestic production at this stage and large numbers of outworkers were required to provide the yarn for the skilled weavers. As is implicit in the source, the role of the master weaver declined with the development of factory production. The plight and decline of the handloom weavers should be noted for 3 marks to indicate change over time. **2-3**

- (b) Explain why there was a decline in domestic production of textiles in the years 1780 to 1830. (7 marks)

Target: AO1.1, AO2

- L1: Demonstrates implicit understanding of the issue, e.g. there was a decline in domestic production due to the development of technology and power sources which necessitated that textile production take place in larger units. **1-2**
- L2: Demonstrates understanding of specific factors through relevant and appropriately selected material, e.g. the initial shift away from domestic production was a result of the need to discipline the workforce to insure that quality of output was maintained. Large-scale production could guarantee quality, but also organised distribution and was able to undercut domestic production. May make reference to action taken by Luddites, which was against large-scale production but whose failure undermined small-scale production. **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 and is likely to emphasise the growth of an integrated large-scale market in which the capitalists were able to invest in new technology, which produced better quality material at lower cost. Such capitalists would also have access to money, which they could invest in further technological developments. **6-7**

- (c) Explain the importance of increased demand, in relation to other factors, in explaining an increase in productivity in textiles 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

As with agriculture, the question of productivity can be viewed by the candidates either in terms of amounts produced or, more correctly, in terms of amounts produced per hour. Reward should be given where statements are supported with statistical evidence.

1795, 300 spinning hours to produce 100lb cotton
1835, 135 spinning hours using self acting mule to produce 100lb

Real output in cotton grew by 6.73% p.a. between 1790 and 1801 and by 4.49, 5.59 and 6.82 for the subsequent decades.

Export of cotton went from 227 million yards in 1810–1819 to 553 million yards by 1830.

The question places the emphasis on demand and clearly there was a significant growth in demand initially from export markets and subsequently from domestic markets for textiles. The question does not differentiate between woollen and cotton material so that candidates can link to either or both. Demand was not just for more goods but also changed what was produced in terms of heavy and light material and required that the quality of the material be maintained. The need to meet market demand and to ensure quality resulted in workshops and then factories which could produce goods on a large scale. The demand was there for more goods but clearly productivity would not have been increased without the development of appropriate technology. This is very clearly evidenced in the case of wool, although demand for woollen cloth was less than for cotton in the export markets, the main reason why it failed to develop was the difficulty in adapting technology. In cotton, the limitation in output of hand operated

machinery and water powered machinery resulted in the development of steam power. The increased demand led to machinery, which could be operated by unskilled labour. However, without technical knowledge, a labour force who were able to work in factories and the investment in such factories, the development of a transport infrastructure to provide the factories with raw materials and distribute finished goods, none of this would have happened.

Credit should be given where candidates give specific examples of development of textile production, e.g. the Greys of Styal or Arkwright, Strutts etc.