



General Certificate of Secondary Education

GCSE History 3041/6/2B *Specification A*

Paper 2B Britain 1815-1851

Mark Scheme

June examination - 2009 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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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION A

A: *INTRODUCTION*

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **The Assessment Objectives**

The revised specifications have addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

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. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

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 and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, 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 that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, 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. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Move up or down from this mid-range mark by considering whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **written communication skills** (see Section D).

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate's level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point.

This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate's quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the “thought level” equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which have not been included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

Paper 2
Option B: Britain 1815-1851**Section A****Question 1**

- (a) Read **Source A**. **4**
 What does **Source A** suggest about the housing conditions of workers?
- Target: Comprehension and inference from an historical source. (AO2)**
- Level 1: Answers that select details from the source.** **1**
 e.g. the source suggests they had the simplest furniture.
- Level 2: Answers that draw a simple inference from source.** **2-3**
 e.g. the source suggests that they did not live in very nice conditions.
- Level 3: Answers that develop a complex inference from source.** **4**
 e.g. there was little planning about how these houses were laid out and designed.
- (b) Read **Sources A and B**. **6**
 What different view of the housing conditions of workers is suggested by **Source B**?
 Refer to both sources in your answer.
- Target: Comprehension and inference from two historical sources. (AO2)**
- Level 1: Answers that select details from Source B.** **1-2**
 e.g. Source B says that everywhere was clean and comfortable.
- Level 2: Answers that provide a simple comparison based on the details of both sources.** **3-4**
 e.g. the impression in Source A is that they have a dirty place to live and B says they are nice clean houses.
- OR**
- Answers that may use both sources but provide an inference from one.**
 e.g. the impression in Source A is that the living conditions cause the inhabitants to behave poorly but in B they are healthy.
- Level 3: Answers that develop an understanding or draw an inference about a view based on the details of both sources.** **5-6**
 e.g. in Source A there is a suggestion that the people are caused to behave immorally by their surroundings. In Source B it suggests a beneficial impact of the good conditions – comfort, health and morally uplifting items like books and piano.
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- (c) Why do you think **Sources A** and **B** show different views? **7**
Explain your answer using **Sources A** and **B** and **your own knowledge**.
- Target: Deduction and understanding of the different ideas and attitudes and how they might be related to different circumstances. (AO1&2)**
- Level 1: Answers that select details from sources.** **1-2**
- OR**
- Answers that say how the sources are different.**
e.g. they are different because A is in a book and B is a newspaper article.
- Level 2: Answers based on simple reasoning based on differences in author, audience, time or place.** **3-5**
e.g. Source A was written in 1833 and Source B was written much later in 1844. Source A is describing a different place from Source B. Perhaps things were different there.
- Level 3: Answers based on developed reasoning based on differences in author, audience time or place.** **6-7**
Answers will probably be based on how the authors acquired information or their intentions in writing.
- e.g. Source B is describing an interesting industrial town. Britain was the first country to have an industrial revolution. Perhaps he wants to show the people in France how good it is for the workers. Source A is by someone who wants to draw attention to the condition of workers in the industrial towns. Conditions can be very different in different places even within the north west of England.
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- (d) Study **Source C**. **8**
 How useful is **Source C** for understanding conditions during the emigrants' journey to a new land?
 Explain your answer using **Source C** and **your own knowledge**.
- Target: An evaluation of utility. (AO1&2)**
- Level 1: Answers that assert a source or sources is useful or not because it tells us something about emigrants or emigration.** **1-2**
 Answers may select details from the sources to support the answer.
 e.g. Source C is useful because it shows the places where they slept and ate on the journey.
- Level 2: Answers that explain that one source is useful or not because of its provenance in relation to the conditions on the emigrants' journey.** **3-5**
 e.g. Source C is useful because it shows that the Illustrated News was trying to show and interest people in the possibility of emigrating by carrying such a picture.
OR
- Answers that explain that Source C is useful or not through an understanding of its content in relation to the conditions on the emigrants' journey.**
 e.g. Source C is useful because it shows that the conditions were good on some ships. They have space, are all together and can eat with their families and they look happy.
- 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 conditions on the emigrants' journey.** **6-8**
 e.g. Source C shows that there was powerful propaganda to get people to emigrate. Here the News is printing a picture that makes the conditions look very attractive. We know that on some ships there was disease, cramped conditions and poor food.
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- (e) Read **Source D**. **8**
Source D is an interpretation of the effects of the New Poor Law. Do you agree with this interpretation?
Explain your answer using **Source D** and **your own knowledge**.
- Target: The evaluation of an interpretation. (AO1&3)**
- Level 1: Answers that describe the source and details of it or its provenance.** **1-2**
e.g. I agree because it says that people said it was horrible.
- Level 2: Answers that either agree or disagree with Source D. Candidates will test the source using their own knowledge or other sources of historical information.** **3-5**
Answers stating agreement and disagreement with Source D but with only simple development of one side will be marked at this level.
e.g. I disagree because Source D says that people supported Chartism because of it and that may be true but there were other causes of Chartism. The main impact was that it saved money.
- Level 3: Answers that both agree and disagree with Source D in some respects. Candidates will test the source using their own knowledge or other sources of historical information.** **6-8**
e.g. Source D says that the work houses were harsh place to be and they were intended to be the least desirable places to go if you were poor. However the New Poor Law saved money for the rate payers so it did have some admirers and achieved part of what it tried to do.
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- (f) Why did people emigrate from Britain between 1815 and 1851? 12
 Explain your answer using **the sources and your own knowledge**.
- Target: An understanding and evaluation of causation. (AO1&2)**
- Level 1: Answers that provide general statements, describe single factors or factual details about emigration.** 1-2
 e.g. People went from Ireland and Scotland to America. Some migrants thought they would get rich in the gold rush.
- Level 2: Answers that comment briefly on several factors, to do with the reasons for emigration from Britain.** 3-6
 e.g. The emigrants who were agricultural labourers made redundant by machinery or changes to farming patterns thought they had a better chance abroad. They had the prospect of a good job and the chance to have plenty of food. Some wanted religious freedom or political freedom away from the oppression they felt in Britain.
- OR**
- Answers that identify and explain one factor, in depth to do with the reasons for emigration from Britain.**
- e.g. the potato was the main food for the Irish but the crop failed in each year from 1846 – 1849. Over one million Irish people died of starvation and disease. Thousands who were unable to pay their rents were evicted. The landlords used the ‘infamous Gregory clause’ to clear tenants from land and change to livestock farming. In this period two and half million Irish people emigrated mainly to Canada and the USA.
- Level 3: Answers that recognise and explain several factors to do with the reasons for emigration from Britain in specific detail or provide details of the links between factors.** 7-10
 e.g. many people left Ireland because there was no future for them. There was competition for land and many faced starvation if they stayed. So although they could hope for a better future abroad they had nothing to look forward to if they stayed. Large areas of Scotland too were cleared of people as the landowners put sheep to graze. These were presented as ‘improvements’ but they weren’t for the small farmers who were pushed out. On the farms of England farmers used machines and needed fewer workers. Opportunities abroad were advertised enticingly to people. With a free passage this was very attractive...
- 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.** 11-12
 e.g.
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Section B
Question 2

- (a) Who opposed the early railways? **6**
- Target: Understanding of the key features of the period. (AO1)**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. **1-3****
 Answers will show simple recognition of the opposition to the early railways.
 e.g. there were some people who believed that the sparks of the engines would set the fields alight and frighten the cattle. They did not like the railways.
- Level 2: Explanation shows understanding in a broader context of the period. **4-6****
 Answers will show knowledge of some distinctive features of the opposition to the early railways.
 e.g. the landowners opposed railways at the start because it crossed their land. Canal companies opposed the railways because they saw them as competition to their business. Also it was fear of the unknown at the start; people could not see the benefits.
- (b) Using **Source E and your own knowledge**, explain the problems that faced the early railway builders. **9**
- Target: Understanding of the key features of the period. (AO1)**
- Level 1: Discusses the source only **1-3****
OR
Describes the early railways in simple terms.
 e.g. the early railways used wooden tracks.
- Level 2: Considers a singular aspect (probably based upon the quotation offered) and/or mentions other aspects related to the problems of the early railway builders. **4-6****
 e.g. the railways had to find money to pay for the right to make a railway. The company had to raise this money from investors.
- Level 3: Explains more than one aspect related to the problems of the early railway builders. **7-9****
 At this level responses will explain more than one or two aspects apart from those suggested in the question.
 e.g. the railways had to find money to pay for the right to make a railway. The company had to raise money from investors. This was before they had put down any track. They had to lay tracks over swamps, through hills and across valleys with viaducts. They met many engineering problems.
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- (c) The coming of the railways had social and economic consequences for the people of Britain. How important were the social consequences of the railways in changing the lives of the people of Britain? **15**

Target: An understanding and evaluation of causation. (AO1&2)

Level 1: Answers that provide general statements, describe single factors or factual details of the railways. **1-3**

e.g. the railways changed the way the cities and towns looked. Sometimes old buildings in the centre of town were pulled down and sometimes a station was built on the outskirts of town.

Level 2: Answers that comment briefly on several factors, to do with the consequences of the railways. **4-8**

Answers at this level are likely to assume the importance of factor(s).

e.g. the people were able to have holidays. The football league started. People's diets changed. A lot more iron, coal and wood was needed for the railways. Jobs were provided.

OR

Answers that identify and explain one factor, in depth to do with the consequences of the railways which may be the social consequences.

Answers at this level are likely to assume the importance of the factor.

e.g. the building of the railways gave a big economic boost to the country so the demand for steel, wood and coal rose. Bricks were needed for the stations and signal boxes. There were many new jobs. Some got jobs building the railways others after they were built to run them.

Level 3: Answers that recognise and explain several factors to do with the consequences of the railways in specific detail or provide details of the links between factors. **9-12**

Answers at this level may begin to evaluate the importance of the factor(s).

e.g. the economic consequences were very significant. Railways stimulated the demand for raw materials – coal, iron, and steel, wood. It provided work in the building and running of the railways. New towns were built to service the rail industry. Investment in the railways gave a great boost to stock exchanges and shares. However the social consequences were greater. People could get about more. It gave them holidays away and expanded their horizons. Food was fresher so people's diets improved they became healthier. As well as allowing people to travel for pleasure the post and newspapers broadened their minds...

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. **13-15**

e.g.

Question 3

- (a) What were working conditions like in the early factories? **6**
- Target: Understanding of the key features of the period. (AO1) 1-3**
- Level 1: Explanation shows recognition and simple understanding of the key feature mentioned in the question. 1-3**
 Answers will show simple recognition of the early factories.
 e.g. the hours worked were long and the atmosphere was often hot and humid. Discipline was harsh and wages were low.
- Level 2: Explanation shows understanding in a broader context of the period. 4-6**
 Answers will show knowledge of the early factories.
 e.g. the conditions were dangerous because of the machinery. The atmosphere was often hot and humid to keep the threads from breaking in the cotton mills. Discipline was harsh to make them work harder. Poor quality food and low wages paid in tokens under the 'truck' system meant a poor quality of life.
- (b) Using **Source F and your own knowledge**, explain the reasons for the poor working conditions in factories? **9**
- Target: Understanding of the key features of the period. (AO1)**
- Level 1: Discusses the source only 1-3**
OR
Describes the working conditions in the early factories in simple terms.
- Level 2: Considers a singular aspect (probably based upon the quotation offered and/or mentions other aspects related to the reasons for the working conditions in the early factories. 4-6**
 e.g. the conditions were because no one cared about the workers. Employers held laissez faire views that the government should not be involved. If they did the profits would fall and workers would lose their jobs.
- Level 3: Explains more than one aspect related to the reasons for the working conditions in the early factories. 7-9**
 At this level responses will explain more than one or two aspects apart from those suggested in the quotation.
 e.g. the working conditions were like they were because Britain was the first country to industrialise. Factory owners were inventing a system to make things on a greater scale. They did not design the system from the point of view of the workers. The employers said that the factory system gave the workers more money than the domestic system. The children also earned valuable amounts for the family. The conditions were no business of the government, 'laissez faire' attitudes meant that many in government thought it was none of their business to pass laws to regulate the working conditions because that might lose profit and therefore jobs.
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- (c) How important were the Factory Acts, amongst other factors, in improving the lives of working people? 15

Target: An understanding and evaluation of causation. (AO1 & AO2)

Level 1: Answers that provide general statements, describe single factors or factual details of the factory Acts or the lives of working people. 1-3

e.g. the 1833 Factory Act said that children under 13 had to attend school for two hours. Children under 9 could not work at all.

Level 2: Answers that comment briefly on several factors, to do this with the improvement in the lives of the working people of Britain. 4-8

Answers at this level are likely to assume the importance of factor(s).

e.g. the lives of working people improved because of many things. From 1833 there was some simple education. 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 improvement in the lives of the working people of Britain which may be the Factory Acts.

Answers at this level are likely to assume the importance of the factor.

e.g. the 1833 Factory Act 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. Often the schooling was not good. The 10½ hour working day did not come in until 1853.

Level 3: Answers that recognise and explain several factors to do with the improvement in the lives of the working people of Britain in specific detail of provide details of the links between factors. 9-12

Answers at this level may begin to evaluate the importance of factor(s)

e.g. the important principle that the 1833 Factory Act established was that the government could and should intervene in the business of the factory owners and their workers. This was a major success. The Ten Hour movement was not really satisfied with the changes proposed in 1844 and 1845. 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. Changes in Public Health helped the workers. Inspectors could be lied to...

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. 13-15

e.g.