

# Results Mark Scheme Summer 2007

GCSE

GCSE History (1335/01)

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**A1:**

1. (a) *This question is about the coal industry. Read the information below and then answer questions (i) to (iv) that follow.*

*In the early eighteenth century, coal mining was often a domestic industry. Families would work small, isolated **bell-pits** which were dug straight into the ground. Coal was sold locally.*

**Target: Recall of knowledge**

- (i) *What was the meaning of the term ‘bell-pit’?*

**Level 1:** Simple statements supported by some knowledge, e.g. a pit shaped like a bell, dug from the top etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. etc. dug from the top and then opened out, worked until collapsed, winch at the top etc.

**(3)**

- (ii) Describe the work of women and children in coalmines in the late eighteenth century

**(4)**

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. carrying coal and lifting etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. women worked the winch, children worked in the bell pit picking up coal and on the surface etc.

**(3-4)**

- (iii) Why did demand for coal increase in the second half of the eighteenth century?

**(6)**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. steam power, population, industrial revolution etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes growth of steam power, uses of steam, factory system etc.

**(3-4)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, advantages of steam over water power, impact of steam on factory system etc.

**(5-6)**

- (iv) In what ways did **coalmines** change in the first half of the nineteenth century? (7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. they got bigger deeper etc. (1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of shaft mines, work of women and children, dangers, inventions etc. (4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, scale of industry, impact of inventions, reports, legislation etc. (6-7)

(b)

*In what ways did Richard Arkwright change the textile industry?*

*You may use the following information to help you with your answer.*

*The water frame*

*Cromford*

*Working conditions of adult workers*

*Employment of children*

(15)

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about Arkwright etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, describes the WF, Cromford, work in A's factories etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, explains what A was trying to achieve, how and why he changed the work of adults and children, impact on factories etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall impact of A, stealing of ideas, why the Father of ..... etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

(c)

*In what ways did the steel industry change in the years from the 1760s to the 1870s?  
You may use the following information to help you with your answer.*

*The Crucible Method*

*The development of the machine tool industry*

*The work of Henry Bessemer*

*The Basic Process*

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the steel industry etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, used clay crucibles, M-T used steel for accuracy, Bessemer Converter, basic used phosphoric ore. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, crucible high quality but small scale and expensive, M-T required better quality than iron, Bessemer produced large amounts of high quality, basic allowed mass production etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the change from small localised production to steel becoming the main material of industry etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007**

**A2:**

*Changes in work and employment in industry from the late nineteenth century to the late twentieth century*

**2. (a) (i)**

*This question is about the sweated trades and the motor car industry. Read the information below and then answer questions (i) to (iv) that follow.*

*In the years just before the First World War, almost 5 million women worked full time, but they had comparatively few employment opportunities. The most common employment was in domestic service and many worked at home in the sweated trades.*

*(i) Give **one** reason why most workers in the 'sweated trades' were women.* **(3)**

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. they worked at home, in workshops, pin money etc **(1)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. etc. exploitation, lack of opportunity, need to support family etc. **(2-3)**

*(ii) Describe the work carried out in the 'sweated trades'.* **(4)**

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. back street workshops in textiles/working at home etc. **(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. slow manual work, jewellery, painting toy soldiers, piece rates etc. **(3-4)**

**(iii)**

*Why did motor cars become much cheaper in the 1920s and 1930s?* **(6)**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. mass production, Henry Ford etc. **(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes the assembly line, Ford's methods etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, Taylorism, reduction of training, colours etc.

(5-6)

*(iv) In what ways did the growth of the motor car industry affect other industries in Britain?*

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. lists of components, rubber, electricity etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of assembly methods on other industries, bicycles, consumer goods etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, growth of light industry, 5-10 workers in parts suppliers for every worker in assembly, understands nature of 'assembly', concentration of industry in areas, employment and work etc.

(6-7)

**(b)** Why did many 'old' or 'traditional' industries decline in the 1920s and 1930s?

*You may use the following information to help you with your answer.*

The effects of the First World War

Competition from abroad

Loss of export markets

Falling world trade

**(15)**

**Target: Change/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the old industries etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, FWW took over olds, competition from India/USA, exports fell in textiles and coal, Depression etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, FWW meant that industry concentrated on war effort, India and USA developed textiles, Polish and German coal cheaper, WSC led to reduction in world trade etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of nature of old industries, difficulties of change etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c)

*In what ways have opportunities for the employment of women changed since 1918?  
You may use the following information to help you with your answer.*

The growth of service industries

The Second World War

The Equal Pay Act

The Equal Opportunities Act, 1975

**(15)**

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about employment of women etc.  
Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, SDA 1923, SWW opportunities, service industries gave more opportunities, EPA gave women equality for same work etc.  
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, weaknesses of four, limits of SDA, loss of work after SWW, limits on equality, glass ceiling etc.  
Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the overall change (or lack of it) from 1918 to 1990s etc.  
Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

**Markscheme 1335 Paper 1 2007****B1: Changes in work and employment in agriculture from the mid-eighteenth century to c.1900**

3. (a)

This question is about the Corn Laws. Read the information below and then answer questions (i) to (iv) that follow.

The Corn Laws were passed at the end of the French Wars in 1815. During the Continental System, British farmers had increased production to prevent starvation. But now they faced possible ruin.

(i) Give **one** reason to explain why the Corn Laws were passed in 1815.

(3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. to protect farmers etc.

(1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. end of French Wars, investment, protect farmers against cheap imports after effects of Continental System etc.

(2-3)

(ii) Describe the effects of the Corn Laws on agriculture prices from 1815 to 1830.

(4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. tax on imports, prices were higher than they should have been, 80s etc.

(1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. very high from 1816-19, then dropped, sliding scale 1828 etc.

(3-4)

(iii)

Why was the Anti-Corn Law league formed in 1838?

(6)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. to campaign for repeal factory owners did not like the CLs etc.

(1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes creation of the CLs, roles of Cobden and Bright, high wages etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, growth of industry, influence of free trade, feeling that CLs were hurting exports etc.

(5-6)

(iv) *In what ways did the Anti-Corn Law League try to repeal the Corn Laws?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. leaflets, speeches, political party etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of campaign to persuade Peel, influence of Cobden and Bright etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of campaign, details of votes in 1846, impact on Peel's decision to put country before party etc.

(6-7)

**(b)** *Why did an agricultural revolution take place in the late eighteenth and early nineteenth centuries?*

*You may use the following information to help you with your answer.*

*Population changes*

*The growth of towns*

*The impact of wars*

*New farming techniques*

**(15)**

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about changes to farming etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, population up, more people in towns, French Wars prevented imports, new techniques helped commercial farming etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, population and new techniques offered greater profits, influx to towns as a result of Industrial Revolution created markets, war created opportunity etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the nature of the revolution from 3 Fields to High Farming etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *In what ways did the lives and work of agricultural labourers change in the years from 1750 to 1870?*

*You may use the following information to help you with your answer.*

*The decline of the open field system*

*The development of large estates*

*The expansion of commercial farming*

*The development of scientific methods*

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the lives of agricultural labourers etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, describes 3 Fields, enclosure, high farming etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, loss of independence (?), wage labourers, relative prosperity etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the lack of change overall for labourers etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007**

**C1:**

4. (a) *This question is about the development of canals. Look at the picture below and then answer questions (i) to (iv) that follow.*

(i) Give **one** reason why ‘canal mania’ took place in the 1790s.

(3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. needs of industry, roads poor etc.

(1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of needs of industry and why roads were inefficient, heavy goods etc.

(2-3)

(ii) *Describe the work of Thomas Telford in the development of the canal network.*

(4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. details of Telford’s work, straight canals etc.

(1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. Pont Cysyllte, Shropshire, replaced Brindley’s canals, etc.

(3-4)

(iii) Why did Birmingham develop as the centre of the canal network?

(6)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. middle of the country, cross over point etc.

(1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes the canal network, Silver Cross etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, Silver Cross linked four rivers and ports, Brum at the heart, near supplies of coal and potteries etc.

(5-6)

(iv) *In what ways did the canal network change industry in Britain?*

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. improved transport, heavy goods and pottery etc.

**(1-3)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of work of Bridgwater and Wedgwood, carriage of materials, linked coal mines to factories etc.

**(4-5)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, opened up Midlands, cotton from Liverpool to Manchester, etc.

**(6-7)**

(b)

*Why were transport and communications very poor in Britain in the mid-eighteenth century?*

*You may use the following information to help you with your answer.*

Road maintenance

River transport

Post boys

Coastal trade

(15)

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about transport in 1750 etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, statute labour, rivers poor, post boys unreliable, coastal trade inefficient etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, statute labour did not work, transport not needed, therefore no desire to improve, details of stage-coaching, etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the failure to improve roads for hundreds of years, no one responsible, government not interested etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

(c)

*In what ways did entertainment and leisure change during the nineteenth century?*

*You may use the following information to help you with your answer.*

The impact of railways

The work of Thomas Cook

The Great Exhibition of 1851

Developments in sport

**(15)**

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about entertainment and leisure etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, railway allowed movement, TC started package tours, GE attracted many visitors, sport became organised etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, railway network helped TC who organised trips to GE, sport gained national rules and professional competitions etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the situation in 1800 and changes by 1900 etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

**Markscheme 1335 Paper 1 2007**

**C2:**

*Changes in transport, communications and leisure from the late nineteenth century to the late twentieth century*

- (a) *This question is about the development of air transport. Look at the picture below and then answer questions (i) to (iv) that follow.*

**5.**

- (i) *Give one reason why Louis Blériot was important in the development of the aeroplane* (3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. he flew The Channel etc. (1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. showed possibilities of flight, led to London-Paris races etc. (2-3)

- (ii) *Describe the effects of the First World War on the development of the aeroplane.* (4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. bigger and faster etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. monoplanes, Vickers Vimy used as a bomber and then flew the Atlantic etc. (3-4)

- (iii) *Why did air travel develop in the 1920s and 1930s?* (6)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. people wanted to fly, planes could go further etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes development of planes and airlines, Imperial Airways 1924, Zeppelins etc. (3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, FWW developments meant that planes could fly further, new form of travel, used to explore the world, races, competitions etc. (5-6)

(iv) *In what ways did the development of the jet engine change air travel?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. faster and further etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of speeds, planes, routes uses etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, impact on holidays, new routes, etc.

(6-7)

**(b)** *In what ways did opportunities for leisure change from the 1930s to the 1940s?*

*You may use the following information to help you with your answer.*

The work of Billy Butlin

The Holidays with pay Act, 1938

Package tours

The Channel Tunnel

**(15)**

**Target: Change/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about leisure etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Holiday Camps, 8 days paid holiday, all-in holidays, Channel Tunnel made travel to France much easier etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, HPA led to Holiday Camps, PTs after the war because of jet aircraft, more people could afford holidays etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of change from early 1930s (day trips) to 1990s (the world) etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *Why did British governments build a motorway network in the second half of the twentieth century?*

*You may use the following information to help you with your answer.*

Increasing number of cars

Road safety

Road haulage

Improvements in car construction

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about motorways etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, need to cater for increased numbers of cars, Mways are safer, congestion, lorries away from town centres, cars are faster etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, increased reliance on motor transport means that more roads are needed, Mways were an attempt to segregate traffic etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the change in road transport from 1950 to 1990s etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007****D1:**

*Changes in health, welfare and population from the mid-eighteenth century to the late nineteenth century*

**6.**

*(a) This question is about cholera and public health. Read the information below and then answer questions (i) to (iv) that follow.*

In 1831 cholera broke out in Britain for the first time. The earliest attack was in Sunderland and 70% Of victims usually died in agony in a matter of days. At first, there appeared to be no way of preventing disease

- (i) *Give one reason why cholera broke out in Britain in 1831?* (3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. dirty living conditions etc. (1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. specific link to industrial towns/revolution etc. (2-3)

- (ii) *Describe the terms of the 1848 Public Health Act.* (4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. permissive, aimed to prevent cholera, influence of Chadwick etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the Act, Board of Health should be set up in London with three commissioners who included Chadwick and Shaftesbury had the power to create local boards of health in any area where the death rate was over 23, boards could appoint a range of officials including a Medical Officer of Health, could make sure that new houses were built with drains and lavatories, could also arrange for the clearance of rubbish and cleaning streets, if water could be piped cheaply these boards could force homeowners to install it, board in order to pay for these improvements could collect a local rate etc. (3-4)

(iii) *Why was the work of Dr John Snow important in the fight against cholera?*

(6)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. he found the connection, Broad Street etc.

(1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of Broad Street Case etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, proved link between dirty water cholera, scientific exercise etc.

(5-6)

(iv) *In what ways did the 1875 Public Health Act change living conditions in Britain?*

(7)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. compulsory, councils had to act etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of Act, forced councils to build sewers, drains and pavements, streets had to be lit and regularly cleaned, were given powers to deal with infectious diseases and to deal with food safety by destroying food that was unfit to eat, councils could provide public lavatories and washhouses, parks, fire services and libraries etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, substantial improvements but still depended on the council etc.

(6-7)

**(b)** *Why did the number of people living in towns increase very rapidly from 1750 to 1870?*

*You may use the following information to help you with your answer.*

Changes in agriculture

Improvements in transport

Improvements in technology

Changes in the birth rate

**(15)**

**Target: Change/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about growth of towns etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, enclosure, railways led to suburbs, machinery led to factories, numbers of factories increased etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, agriculture created a drift to towns, transport increased urban population, factories concentrated in towns after the development of steam power, Industrial Revolution was town based etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of numbers involved in 1750 (6,5m) and 1850 (21m)

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *In what ways did hospital treatment change from 1850 to 1900?*  
*You may use the following information to help you with your answer.*

*The impact of the work of James Simpson*

*The germ theory of disease*

*The development of antiseptic surgery*

*The impact of the work of Florence Nightingale*

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about hospital treatment etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, anaesthesia, work of Pasteur, Lister and surgery, Flo etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, end of pain and infection, impact of cleanliness and professional training etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the changes from 1830 to 1900 etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007**

**D2:**

*Changes in health, welfare and population from the late nineteenth century to the late twentieth century*

7. (a) *This question is about poverty and the Liberal Reforms. Look at the picture below and then answer questions (i) to (iv) that follow.*

(i) *What was the meaning of the term ‘workhouse’?* (3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. place for paupers, last resort etc. (1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. clear link to Poor Law etc. (2-3)

(ii) Describe the treatment of people who went into a ‘workhouse’ at the beginning of the twentieth century. (4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. harsh rules, families split etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of rules, work, education, forcing people to behave, belief that poverty = idleness etc. (3-4)

(iii) *Why did the Liberal government pass the Old Age Pensions Act in 1908?* (6)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. look after the elderly etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes, details of Act, alternative care for the elderly, Poor Law or relatives etc. (3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, Rowntree showed that poverty was severe in old age, safety net, Lloyd George etc.

(5-6)

**(iv)** *In what ways did the National Insurance Acts of 1911 change the way poverty was dealt with in Britain?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. unemployment pay, sick pay, medical treatment etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of benefits, 7s for 15 weeks, 10s for 26 weeks, workers also received disablement payments, and maternity benefits etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes from Poor Law to NI etc.

(6-7)

**(b)** *Why did life expectancy increase significantly during the twentieth century?  
You may use the following information to help you with your answer.*

**Changes in roles of women**

**Development in education and the media**

**Changes in average family size**

**Developments in the Welfare State**

**(15)**

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about life expectancy etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, women do not have so many children, all children go to secondary schools, WS provides help, family size has dropped etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, role of women has changed and resulted in smaller families, emphasis on quality and not quantity, schools, government and media encourage healthier lifestyle etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of change from 1900 (47) to 2000 (77) etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *Why did the Welfare State face increasing problems in the second half of the twentieth century?*

You may use the following information to help you with your answer.

Increasing life expectancy

Developments in medicine

Cost of treatment

Shortage of medical and nursing staff

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the Welfare State etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, people are living longer and need help, medicine can do more, treatments are more expensive (replacement surgery), shortages of nurses etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, elderly need more care, shortages of NI contributions/tax, more people depending on fewer taxpayers etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the changes from the inception of the WS in 1948 and the situation in the 1990s etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

**Markscheme 1335 Paper 1 2007**

**E1: Changes in education from the late eighteenth century to the late nineteenth century**

(a) *This question is about changes in secondary education. Look at the picture below and then answer questions (i) to (iv) that follow.*

8.

(i) *What was the meaning of the term 'monitorial system'?* (3)

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. a voluntary school, way of coping with large numbers, used monitors etc. (1)

**Level 2:** Developed statements supported by relevant knowledge, e.g. teacher taught monitors and they taught classes etc. etc. (2-3)

(ii) *Describe the weaknesses of the monitorial system.* (4)

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. pupils learned by rote, large numbers etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. monitors were inefficient could not check, emphasis on rote learning led to lack of understanding etc. (3-4)

(iii) *Why did Parliament give £20 million to Church schools in 1833?* (6)

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. children in factories, concern for welfare etc. (1-2)

**Level 2:** Developed statements supported by relevant knowledge, e.g. 1833 Factory Act, hours of schooling, needs of industry etc. (3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, needs of industry and Parliament involved for the first time, concerns of Althorp etc. (5-6)

(iv) *In what ways did James Kay-Shuttleworth change education in Britain?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. pupil teacher, emphasis on training of teachers etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes role as Secretary of the Board, increased spending, Pupil-Teacher method etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, responsible for the setting up of a teacher training college at Battersea in 1840. He developed the idea of the pupil teacher system where older pupils (13 or over) served as apprentice teachers. Each pupil teacher would help teach during the day and study in the evenings. This system continued to be used throughout the nineteenth century etc.

(6-7)

**(b)** *Why was the revised code introduced in 1862?*  
*You may use the following information to help you with your answer.*

**The cost of grants to schools**

**The Newcastle Report**

**Standards of teaching**

**Robert Lowe**

**(15)**

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about Revised Code etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, grants up to £500m, Newcastle Report criticised spending, teaching poor, RL in charge OR gives accurate details of Revised Code and effects etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, grants risen unchecked since 1830s, NC reviewed education, concerns over standards, RL designed RC cheap and effective etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of government involvement in education in mid-nineteenth century etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *Why was the Forster Education Act passed in 1870?*

*You may use the following information to help you with your answer.*

The Parliamentary Reform Act of 1867

Numbers of Church schools

Changes in industry

Competition from foreign industry

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the Forster Act etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, more voters, Church schools had gaps, competition from abroad, needs of industry OR gives accurate details of Act and its effects etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge 1867 enfranchised 1m people, Robert Lowe, Church schools unable to cope, Act to fill up the gaps, USA and Germany competing etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the extent of the Act and government involvement in education in the mid-nineteenth century etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007**

**E2: Changes in education from the late nineteenth century to the late twentieth century**

- (a) *This question is about the development of elementary and secondary education. Look at the information below and then answer questions (i) to (iv) that follow.*

*The Revised Code had been set up in 1862 when the government began to get really interested in education for the first time. It was an attempt to control spending, but by the 1890s it was no longer useful.*

**9.**

- (i) *Give **one** reason why the Revised Code was abolished in 1897.*

**(3)**

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. it was not working, limited teaching etc.

**(1)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of Code and limitations etc.

**(2-3)**

- (ii) *Describe the terms of the Balfour Act (1902).*

**(4)**

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. took over all schools, set up LEAs etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. Boards of Education were abolished and replaced by county councils and county borough councils,

Voluntary Schools were also to become part of this system, all schools would be financed in the same way and all children would therefore have the same amount of money spent on their education, local authorities could also build secondary schools, which would provide education beyond the age of 12 etc.

**(3-4)**

- (iii) *Why did some church groups oppose the Balfour Act?*

**(6)**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. church schools were taken over by LEAs etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes effects, CoE schools would be financed by LEAs, Non-Conformist Schools would have to be inspected by LEAs etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, creation of LEAs would lead to loss of independence, religion very important topic etc

. (5-6)

(iv) *In what ways did state education change from 1918 to 1939?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. Fisher, Hadow and Spens etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of Acts and reports, Fisher Act raised the school leaving age to 14 and allowed local authorities to raise the age to 15 if they wished to do so, local authorities could build Continuation Schools, which would provide education until 16, These schools could be made compulsory and would be supported by government grants. Students would study in the evenings, or on a day release basis, H and S recommended tri-partite system in secondary education, grammar schools expanded etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, Fisher only extended elementary education, two-tier system at 11, further reforms limited by economic weakness etc.

(6-7)

**(b)** *Why were comprehensive schools set up in some areas from the 1950s?*  
*You may use the following information to help you with your answer.*

*The Eleven Plus*

*Opposition to selection*

*Secondary Modern Schools*

*Ideas about opportunities in education*

**(15)**

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about comprehensive schools etc.  
 Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, dislike of selection, weaknesses of Sec Mods, OR accurate details of comps etc.  
 Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, criticisms of Butler Act and 11+, failure to create equal status for Sec Mods, political ideology, creation of failure etc..  
 Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of importance of belief in equal opportunities for all children etc.  
 Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *Why did examinations become increasingly important in education in the second half of the twentieth century?*

*You may use the following information to help you with your answer.*

*O Levels and A Levels*

*Changes in government policies*

*The National Curriculum*

*SATS*

(15)

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about examinations etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, O and A in 1950s, testing, increased spending needed some form of checks, government wanted to check on progress etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, secondary education for all increased the need for examinations, therefore O, A and CSE, then GCSE to provide links, increased spending led to demands for proof of progress, league tables etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the increasing role of government in education in second half of the 20<sup>th</sup> C and desire for value for money etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)

**Markscheme 1335 Paper 1 2007**

**F1:**

- (a) *This question is about parliamentary reform in the late nineteenth century. Look at the information below and then answer questions (i) to (iv) that follow.*

*The Secret Ballot Act changed the way that people actually cast their votes in general elections. For the first time, voters could vote freely and in secret.*

**10.**

- (i) *Give one reason why the Secret Ballot Act was passed in 1872* **(3)**

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. secrecy, fair voting etc. **(1)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. reference to hustings, need for changes after 1867 etc. **(2-3)**

- (ii) *Describe the purpose of the Corrupt Practices Act of 1883.* **(4)**

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. banned corruption, bribery etc. **(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. reference to pre-1883, moves to democracy, increases in electorate etc. **(3-4)**

- (iii) *Why was the 1884 Parliamentary Reform Act passed?*

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. increases in voters, democracy etc. **(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of the Act, This abolished the differences between town and country constituencies, all male householders who paid rates could vote, voters increased to 5,000,000. **(3-4)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, natural after 1867, working classes better educated, growth of trade unions, Gladstone etc.

(5-6)

(iv) *In what ways did the 1884 Parliamentary Reform Act change party politics?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. two main parties, numbers of votes etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of campaigns, growth of ILP etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, possible reference to SBA and CPA meant that working men could vote freely, numbers gave influence, unrest in late 1880s swung voters away from Liberals, traditional links gradually undermined etc.

(6-7)

**(b)** *Why was the 1832 reform Act passed?*

*You may use the following information to help you with your answer.*

The franchise before 1830

The growth of towns

The election successes of the Whigs in 1830 and 1831

The threat to create large numbers of Tory peers

**(15)**

**Target: Causation/recall of knowledge**

**NB No credit will be given for copying stimulus material without elaboration**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about elections before 1832 etc.  
Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, north-south, Whigs, King W IV etc.  
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, impact of the Whigs, influence of Ind Rev, support from middle classes etc.  
Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of nature of system beforehand and real reasons for change etc.  
Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

**(c)** *In what ways did the 1867 Reform Act change elections and election campaigns?*

*You may use the following information to help you with your answer.*

Numbers of voters

Use of the train network

Development of political party organisations

National campaigns

**(15)**

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the Act etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, voters up to 2m, train network used for campaigning, both parties set up national networks, Gladstone campaigns nationally in 1868 etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, big swing to urban voters, trains meant that politicians could travel, parties needed to attract voters etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the situation before the Act etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

**Markscheme 1335 Paper 1 2007**

**F2: Changes in politics from the late nineteenth century to the late twentieth century**

- (a) *This question is about political developments at the beginning of the twentieth century. Look at the information below and then answer questions (i) to (iv) that follow.*

Despite the changes to the franchise in the nineteenth century, women and many men could still not vote in parliamentary elections at the beginning of the twentieth century. Most middle class and better off men could vote, but many working men could not.

**11.**

- (i) *Give **one** reason why many men could not vote in 1900.*

**(3)**

**Target: Recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. no universal suffrage etc.

**(1)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. only householders (6ms) or lodgers (12 ms), sons living at home could not vote etc.

**(2-3)**

- (ii) *Describe the effects of the Taff ale Case (1901) on the development of the Labour Party.*

**(4)**

**Target: Key features/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. it led to increased membership etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. TVC was a successful award of damages for a strike, membership shot up from 3ht to 1.9m etc.

**(3-4)**

- (iii) *Why did the decision to pay MPs in 1913 have important consequences for the Labour Party?*

**(6)**

**Target: Causation/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. many working men could not afford to be MPs etc.

**(1-2)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes the details or explains how Labour MPs had been supported in the past etc.

(3-4)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors, MPs were not paid, workingmen relied on support from trade unions, Osborne Judgment had stopped opting out etc.

(5-6)

**(iv)** *In what ways did the 1918 Representation of the People Act change voting in Britain?*

(7)

**Target: Understanding of change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. women got the vote etc.

(1-3)

**Level 2:** Developed statements supported by relevant knowledge, e.g. describes details of Act, women at 30 if they were householders or married to householders, men at 21 (18 if they had served in the FWW) etc.

(4-5)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, big increase to franchise, increased support for Labour Party etc.

(6-7)

**(b)** *Why was National Coalition Government set up in 1931?*  
*You may use the following information to help you with your answer.*

*Impact of the Depression*

*Divisions in the Labour Party*

*The role of Ramsay MacDonald*

*The role of King George V*

**(15)**

**NB No credit will be given for copying stimulus material without elaboration**

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the National Government etc.  
 Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

**(1-4)**

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Depression led to unemployment, Labour divided on cuts, JRM went to resign, persuaded by the King to stay etc.  
 Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

**(5-8)**

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, nature of the Depression, May Committee Report, bankruptcy of the government, need for foreign support, JRM on side of cuts, King asked him to stay in national emergency etc.  
 Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

**(9-12)**

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the seriousness of the crisis etc.  
 Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

**(13-15)**

(c) *Why were fewer women than men elected as MPs in the second half of the twentieth century?*

*You may use the following information to help you with your answer.*

*Local party organisations*

*Selection procedures for parliamentary candidates*

*House of Commons procedures*

*Working conditions at Westminster*

(15)

**NB** No credit will be given for copying stimulus material without elaboration

**Target: Change/recall of knowledge**

**Level 1:** Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about women MPs etc.

Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

**Level 2:** Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, party organisations tend to be male, shortlists favour males, HoC male orientated, debates went on late into the night etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

**Level 3:** Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, women tended to have to prove that they deserved to be elected, 1/26 in 1918, for most of the century women lacked the experience in business, HoC and procedures did not favour women etc.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.

(9-12)

**Level 4:** Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the fact that women started with a great deal of catching up to do etc.

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(13-15)