

Examiners' Report
June 2013

GCSE History 5HB03 3D

Edexcel and BTEC Qualifications

Edexcel and BTEC qualifications come from Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at www.edexcel.com or www.btec.co.uk.

Alternatively, you can get in touch with us using the details on our contact us page at www.edexcel.com/contactus.



Giving you insight to inform next steps

ResultsPlus is Pearson's free online service giving instant and detailed analysis of your students' exam results.

- See students' scores for every exam question.
- Understand how your students' performance compares with class and national averages.
- Identify potential topics, skills and types of question where students may need to develop their learning further.

For more information on ResultsPlus, or to log in, visit www.edexcel.com/resultsplus. Your exams officer will be able to set up your ResultsPlus account in minutes via Edexcel Online.

Pearson: helping people progress, everywhere

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: www.pearson.com/uk.

June 2013

Publications Code UG036215

All the material in this publication is copyright
© Pearson Education Ltd 2013

Introduction

This was the eighth series of this Schools History Project Source Enquiry on The Work of the Historian. The area of the enquiry was the living conditions of child apprentices at Quarry Bank Mill. Its principal focus as ever was understanding the way historians work when they try to reconstruct the past.

Most candidates were able to demonstrate some knowledge and understanding of the topic. The great majority were able to produce responses that were worth at least some credit. There was evidence that more candidates were able to attempt all questions on the paper. As with earlier series, achieving Level 3 of question 3 and Level 4 of question 5 proved more challenging. This was especially the case with the latter where the lead out was on an historical reconstruction. Additional recalled knowledge is more evident in questions which are closer to the present day and invite less in the way of anachronism such as interviewing the long since dead. Often additional recalled knowledge was more generalised comment rather than developed knowledge of the period and topic.

There was further evidence that centres are responding to comments in earlier reports. Certainly there were fewer papers that presented blank responses to a question. Where this occurred it was generally concentrated on question 5. Question 5 has three additional marks for SPaG. Failure to answer question 5 therefore cost candidates a potential 19 marks. Many candidates also struggled to demonstrate effective cross referencing using the sources in response to question 3. Many who did not just trawled through each source in turn failing either to cross reference or focus on the question and often both. Few were able to deploy understanding of the value of source content alongside relevant comment on its provenance in evaluating source utility in question 4. Too many of the answers that commented on source utility focused on simplistic learnt responses with limited historical validity. Too many sources are dismissed as having no value because of bias or the person who wrote it was not there. Diaries are also regarded as the most useful method of understanding what happened in the past.

Timing was generally less of a problem for candidates than in earlier series. However some candidates still produced answers that were overlong in response to questions 1 and 2. This caused candidates difficulties completing developed answers to questions 3, 4 or 5. Responses from some candidates often have little reference to the mark total for the question. This alone should encourage candidates to ensure that they deploy their time more effectively.

There were considerably fewer responses written in the wrong sections of the answer book. This is almost always confined to question 4 responses that are continued on the last page of question 3. There were far too many basic and simplistic responses regarding the value and utility of sources to questions such as 1 and 5 that do not require it.

Question 1

This was, on the whole, answered well with many answers achieving top level marks. Inference was apparent in most cases and terms such as 'this shows that...' or 'I can infer..' were commonplace. Most candidates focused on the quality of the care, the absence of beatings, the availability of washing facilities and the existence of a provision for education, although the nature of the inferences drawn from these varied quite considerably. Most candidates considered that these features meant that '...conditions for the children were good'. The absence of compulsion divided candidates, some thinking that this meant choice for the children, others, their relative neglect. Some, however, considered that the provision of education was meagre and not compulsory and that beatings clearly did take place or adult workers could not have been suspended for perpetrating it. Some even accused Greg of shiftiness and neglect:

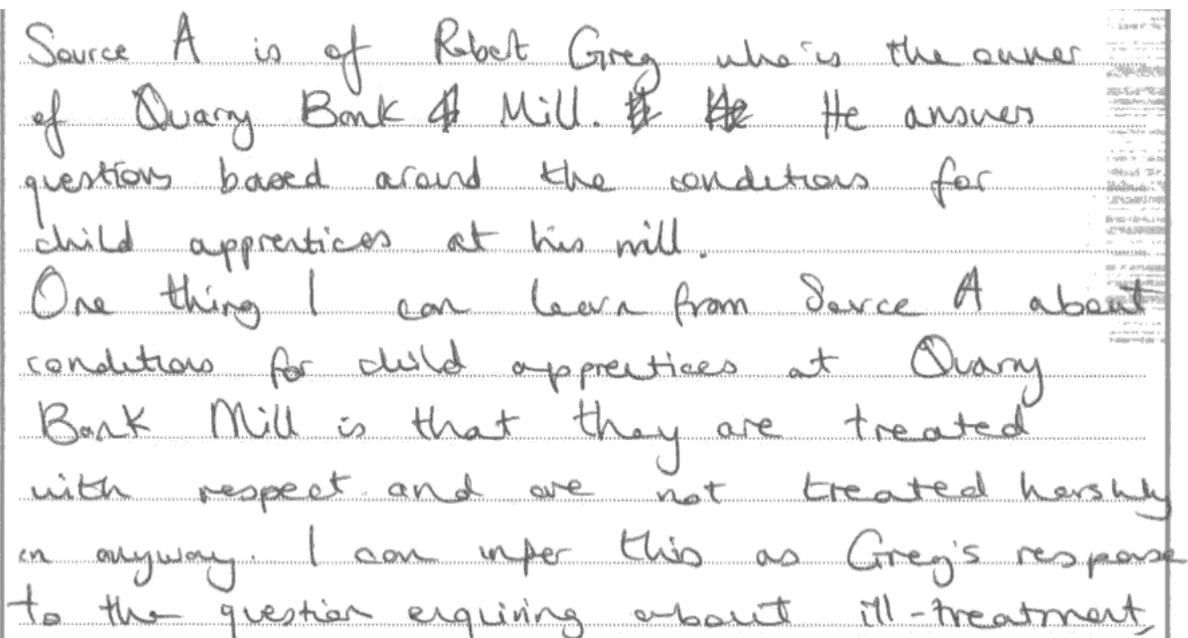
'In addition, when he says the 'supervisor deals with them', I can infer that he does not check on what happens to the children as he leaves it to someone else...But because Robert Greg answers vaguely, it shows that he may not have known what it was really like (because he leaves the children's wellbeing to themselves and others).'

These kinds of responses did show subtle reasoning and frequently earned high Level 3 marks.

Far fewer candidates mistook the Background Information for Source A than on previous occasions, although some did. Some students repeated the same inference that the care of the children was good and then cited the absence of beatings, the provision of education and of washing facilities to support this, rather than looking for a second inference. This lost them the very highest mark. Another issue was that candidates tried to compare life in 18th century to life today, notably over the issue of non-compulsory education.

However, overwhelmingly the major problem with answers to this question was the tendency to write too much by producing more than two inferences or exploring the provenance of the source. This is unnecessary for this first question and probably leads to shorter answers for later questions which earn more marks.

The majority answered the question well, making the following inferences on child welfare and mistreatment, free will and the element of choice among child apprentices, the importance of education and the standards of hygiene. The majority of candidates achieved Level 3 for this question, with a significant number able to attain 6/6.



Source A is of Robert Greg who is the owner of Quarry Bank Mill. He answers questions based around the conditions for child apprentices at his mill. One thing I can learn from Source A about conditions for child apprentices at Quarry Bank Mill is that they are treated with respect and are not treated harshly in anyway. I can infer this as Greg's response to the question enquiring about ill-treatment.

states that "Adults have been suspended from work for beating the apprentices". This statement also ~~shows~~ tells us that ill-treatment has must have occurred in the past for them to be aware of the consequences. From this, I can then learn that the conditions have changed significantly since then and are now treated with much more respect.

Another inference which ~~is~~ agrees with ~~the~~ supports the idea of respecting the child apprentices is that Greg explains how the apprentices are not forced to attend to attend the school facilities they provide. This tells us that they are given their own freedom to think and make their own choices, and are not forced.

Another thing I can learn about the conditions for child apprentices is that they ~~are~~ are in a safe and hygienic environment. I can infer this because Greg explains that they have facilities for washing, or to change clothes if they wish to use them. This tells us they are treated respectfully and are provided with the essentials to ensure their working conditions are suitable for children.

Another thing I can learn from Source A about the conditions for child apprentices at Quarry Bank Mill is that ~~even the~~ despite of their ages, the child apprentices are

not treated as children, as they are given a lot of freedom and respect, just as you would give to an adult.



ResultsPlus
Examiner Comments

This is an overlong answer that makes several inferences and supports them with reference to the source. In fact maximum marks had been achieved on the first page. It is a solid Level 3 response.



ResultsPlus
Examiner Tip

Two inferences with support from the source can get maximum marks.

Do not answer using your own knowledge or make comments on source reliability.

Make sure you know the focus of the question asked.

Question 2

Candidates made a good attempt at this question and overwhelmingly were able to identify the positive impression that Ure was giving and were able to provide a number of examples from the passage to support their view. Sometimes this became a list of examples copied from the source. Quite a few candidates noted his comments about bacon and that this was a luxury at this time.

Most candidates focused on the impression that the source gives rather than the impression Andrew Ure intended. There was a lack of focus on Ure's motivation for writing this source and limited attempt to read beyond the source content. The majority of candidates stated that the impression given was a positive one but were unable to expand on this or give reasons why Ure focused on the positives so much in his account. The majority of candidates achieved Level 2 for this question. Many were high Level 2 answers.

Far fewer candidates were able to summarise Ure's approach holistically, noting that all his comments were positive, or that he went in for a fair amount of hyperbole and possible exaggeration. Those that did often tried to explain what motivated Ure, that he might be a friend of the Greg's, that he might have been paid by them or that his book was an attempt to sell the manufacturing industry or to recruit labour. Some candidates noted that the mill owners may have been able to fool Ure or hide things from him because he would only have visited for a short period of time.

Here is an example of a candidate able to combine a holistic view of the impression the source gives with a consideration of the nature of the source and which reveals some possible motive for Ure:

Source B tries to give the impression that the conditions at Quarry Bank Mill were wonderful for child apprentices, and in many ways makes them out to be somewhat spoiled. An example of this is when it exclaims how the child apprentices 'have bacon every day!' which gives the impression that they are treated better than most children would expect.

This is continued with how he explains that these great conditions cause the children to have an 'attitude and behaviour' that is 'a credit to their good and intelligent employers'. Here Andrew Ure is clearly trying to paint Quarry Bank Mill as some paragon of virtue, which is also backed up by how he talks about the going to 'church on Sunday' and 'fresh meat on Sundays' making them also seem to be good and following religion, which was very important at the time.

Source B was published at the time in a book called the 'Philosophy of Manufacturer' after he visited the mill. This suggests that, due to the nature of his book and the time it was published (1835) he would be trying to show working mills in a positive light, and the owners of Quarry Bank Mill knew he was coming to research his book, they may well have lied to give him the impression that conditions in the mill were better than they really were, which he passed onto his readers.

To perform better on for this question, candidates need to be taught to consider what the overall impression given by the source actually is and, crucially, how this is built up. These points have to be explicitly stated in the answer.

Source B, an extract from The Philosophy of Manufacturers written by Andrew Ure, portrays the idea that the Quarry Bank Mill was a very good place to work. The language used by Ure throughout the

source is 'very positive.'

"a credit to their good and intelligent employers"
This section talks about how well the apprentices behaved and how the owners of the mill should be proud. Ure's visit gave the impression to him that all the workers did their jobs well and with a positive outlook, therefore the employers should be proud.

However Ure does go on to talk about the privileges they receive, giving us an explanation maybe as to why they were so well behaved.

"They have bacon every day."

The use of the exclamation mark at the end of the sentence would suggest Ure was almost surprised by this. In 1835 when this book was published it would have been a very rare thing for workers to be given bacon on a regular basis, as at the time only rich people would have dined Tuesday. Therefore when reading this, Ure gives the impression that the workers were fed very well, much to his surprise and probably likewise with many other readers.

The accommodation for the apprentices is described as a 'handsome house' which would suggest it is well maintained and looked after, meaning the living conditions for the apprentices is very nice.

~~However~~ we do know that this was

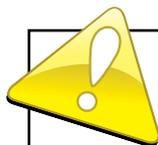
Written after Ure visited the Quarry Bank Mill so therefore he was able to make a first-hand judgement and was able to see the place for himself. However can you ever really make that much of an accurate judgement after only visiting a place once?

Ure also describes the owners of the mill 'Greg and Son' as being a 'great firm'. Which would also support the idea the Ure is writing with the intention to create a positive image of the Quarry Bank Mill. (Total for Question 2 = 8 marks)



ResultsPlus Examiner Comments

This is a solid Level 3 response that focuses on the impression the author tries to give of conditions for child apprentices and makes effective use of the source in support.



ResultsPlus Examiner Tip

Use information from the source to indicate how they create the impression or support the message.

Comment on relevant details of the language used or images created.

Be aware of the difference between how an image is created and what impression /message is given.

Question 3

As has often been the case with this question in the past, far too many answers were just matching sources, often in great detail. However, the number of candidates who considered both the content and the nature of the sources is undoubtedly growing, but too many of those considering the nature of the source thought B and C more reliable than D simply because they were contemporary to the events that they describe.

Far too few candidates weighed up the evidence for and against what was said in B, cross-referencing to give an overall judgement. Often B was left out of consideration, with only C and D considered in any detail, with B's support for good conditions at Quarry Bank being taken as a given. However, some candidates did a good job matching B and C, showing how Priestly's comments on cleanliness, clean shirts and new clothes matched Ure's comments on the children being 'well fed, clothed, educated and housed, under kind supervision'. There were also plenty of comments on the fact that both B and C mention Sundays.

Most candidates considered D to give a totally different picture. If candidates tried to explain this, in the main they noted that Priestly was male and Esther Price was female, so the explanation had to be that males were treated differently and better than females. Occasionally a candidate would notice that Esther ran away to see her sick father, rather than to escape conditions at the mill, and that she returned, so there was no necessary contradiction between Thomas's experience and Esther's. Very, very occasionally a candidate noted the difference in the dates, Thomas's account being given in 1806 and the record for Esther being 1836, and so possibly conditions had changed.

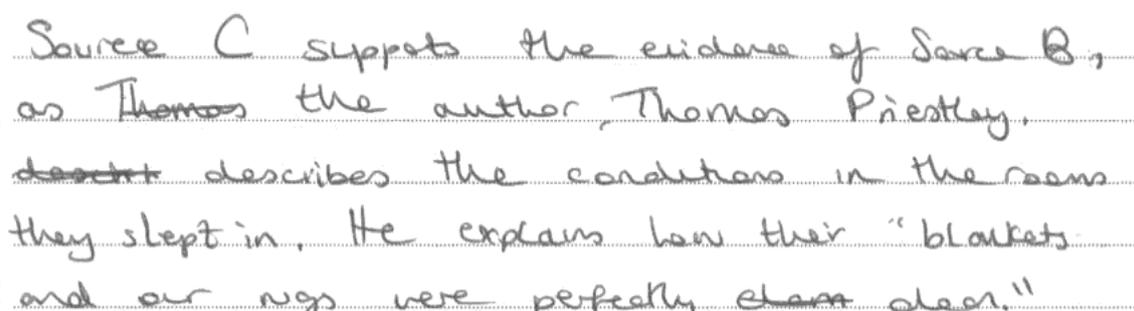
When considering the nature of the sources, far too few candidates saw any virtue in D, unlike these two examples:

Even though it doesn't support source B, it doesn't mean it's not true. I would have been inclined to believe it less as it wasn't written at the time but instead in 1996. But its purpose was to be used as a leaflet in the museum of Quarry Bank Mill, so they wouldn't use something in a museum that hadn't proven to be true.

and:

...Source D was written long after the time of Quarry Bank Mill in 1996, when historians had had time to look through and analyse the records of the mill, which revealed this series of events...

Most candidates used all 3 sources and selected points of agreement and disagreement. Most used Source B as requested, first comparing Source C with it and then Source D separately. The best answers analysed the differences and similarities between Source B; C and D collectively, basing the argument on an issue from Source B eg Source C supports the 'kind treatment of the owners' and D says that 'runaways wanted to return...'. Others generalised that Source C agreed with Source B that the apprentices were treated well. Whereas, Source D disagreed with B as it spoke of 'cruel treatment'. The issues surrounding achieving Level 3 responses centred on the candidate failing to analyse the evidence - explain what it showed and not giving a judgement based on 'extent' of agreement. The over-riding issue was that of matching the sources. This was a difficult question - although centres clearly taught all students phrases such as 'this agrees with...' or 'on the other hand...' to show comparison.



Source C supports the evidence of Source B, as Thomas the author, Thomas Priestley, ~~describ~~ describes the conditions in the rooms they slept in. He explains how their "blankets and our rugs were perfectly clean clean."

This supports the evidence of Source B, as Andrew Ure emphasised the kind service service that was provided there. Source C goes on to explain how they had 'new clothes when we wanted them'. This again, supports the evidence of Source B as Andrew Ure praised how the children were "well fed, clothed and housed". Source C seems to agree with this these views, which is why it supports the evidence of Source B quite significantly. Another reason as to why Source C supports the evidence of B well is that Source C is from an account of someone who was a child apprentice who actually worked at Quarry Bank Mill. This then makes the Source much more reliable as it appears honest, especially as it is from a

(Question 3 continued) personal account which isn't made clear if whether or not it is a private one or not however it is written by someone who had actually experienced working at Quarry Bank Mill.

Source D, however doesn't support Source B well at all as the message Source D is portraying is of a negative one which is in total contrast to Andrew Ure's points in Source B. Source D describes how Greg looked up a runaway apprentice "in a small room which had its windows boarded up". This portrays of the conditions at Quarry

Bank Mill to appear harsh and negative which doesn't support Source B as, it is made clear that Source B praises Quarry Bank Mill for the very good conditions it provides.

A reason which concludes as to why Source D doesn't support Source B very far is that Source D is an extract from a booklet for the Quarry Bank Mill museum in 1996. This makes the source questionable to trust as it is produced 100 years after the acquired time period and it can be argued that the text was maybe

(Question 3 continued) written for entertainment purposes as opposed to just being factual.

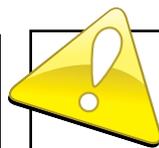
A reason as to why Source C maybe doesn't support Source B is that it only talks about the conditions of the Gams they slept in whereas Source B describes the conditions of the behavior, food, education etc.

So overall Source C is much more supportive of the evidence of Source B about experiences of child apprentices at Quarry Bank Mill



ResultsPlus Examiner Comments

This is a well-argued Level 3 answer that effectively cross-references all three sources to produce a balanced judgement. In doing so the response makes use of source content only, which limited its mark within the level.



ResultsPlus Examiner Tip

Do not just describe each source in turn. Cross reference between the three sources not just the question posed. Look at the overall impression provided by all three sources.

Question 4

The majority of candidates were able to analyse both sources on either the content or the nature of the source. Very often, candidates analysed the sources on content or nature and then considered the other factor for one of the sources only. Even those able to reach the top marks, gave marks away because their consideration, especially of the nature of one, was quite weak. On the whole, candidates were much better on the nature of F, rather than E. Opinions varied as to its benefits and shortcomings, some seeing it as very likely to be accurate because it was from a Government enquiry, others that the Shawcrosses might be lying or exaggerating in order to protect their employers and their jobs. Overwhelmingly, candidates considered that F was more useful than E, often because F contained factual and statistical detail, but also very, very often because it was testimony which was contemporary to the conditions which it described. Far too often Source E was considered worthless because it was modern. Some candidates focused on the words 'may have looked like' in the heading: 'It isn't reliable, it says above it 'this is what it may have looked like' suggesting the picture is a guess.' A few candidates thought Source E was a photograph rather than a painting. Some did note that it may have had an entertainment value and very occasionally that the style suggested a book aimed at children.

Candidates who considered the content of Source E focused on the dimensions and layout which the picture portrayed. Some considered its utility limited because it showed only a moment in time, while others focused on the differential sizes of the rooms, especially noting that the boys' dormitory was bigger than the girls'. Very few seemed to notice that the mill was still in existence, which is a bit disappointing considering that a picture of it was given in the Background Information.

Here is a rare example of a candidate who thought that Source E was more valuable than Source F and who reasons well to explain their opinion:

I think source E is more useful than source F to the historian enquiring into the daily life of child apprentices at Quarry Bank Mill as it is created in modern times with the ability to utilise all the data we have collected about conditions there so far, and it has no reason to be biased, unlike source F which may well be very biased as it is only quotes directly from the owners of the mill themselves, who would probably want to make out that conditions were better than they were.

Source E shows how the entirety of the child apprentices lives would be outside of the working area of the mill itself, and it details how they would all have to sleep in very cramped conditions together in dormitories on mattresses on the floor. It also gives an idea of how many children would be kept there at any one time, which can be seen by the number of beds present. It is likely to be accurate as it was made in modern times with access to all the information we have gathered thus far, and also should be unbiased as it was created to inform others, but not convince them of anything. However it has the disadvantage of only being an artists 'impression' and could be inaccurate if the data they were using was incorrect. It also lacks in much raw data about the period, and information about the children's working conditions.

Many candidates generalised that Source F was most useful as 'it is from the time and someone who worked at the mill..' However, they did agree that this was probably 'biased' as the interviewees would not want to lose their job. The main problem with Source E was that candidates fell into the trap of not believing it to be useful as it is from a modern artist. The students also fell into the trap of saying 'it does not really show anything'. Weaker students supported E the most as they believed 'you can see exactly what it was like, rather than having to read'. The best responses managed to make a supported judgement which addressed both content and provenance and supported analysis of earlier issues. Most candidates did begin their judgement 'Overall,...' or 'To conclude...' which shows centres are encouraging students to make that judgement. The highest marks were achieved by candidates who had taken a couple of minutes to create a basic plan at the start - even

though these were crossed out on the whole. Many plans included points of content and provenance and used quotes.

Both questions 3 and 4 require the candidates to reason carefully about the sources that they have to consider. Candidates need to be much more aware that all sources have a value and need to be considered critically. All the sources considered in these two questions have some utility for the questions asked of them. Also candidates have to be made much more aware of what historians can offer with the benefits of hindsight and should consider the wide range of evidence that might be available.

Source E and Source F both give different angles on the lives of children apprentices at Quarry Bank Mill. For instance, as Source C is an image you can physically see their living conditions which helps as it shows the house to be rather large, clean and with a 'school room' this suggests the child apprentices had a good life at Quarry Bank Mill. Also, Source F is useful as it describes the average child's age and how their day worked - this shows how full the mill was with '67' children and how hard working their '12 hour' day would be at the required ages 9-18. It's also useful as they're described to have 'good care'.

(Question 4 continued) However, they're also not useful to a historian in their own way as Source E is a 'modern artist's impression' the image has been created for a reason so will have been changed, it's also not from around the same time the mill was in action, Source E also ~~also~~ shows nothing of a child's actual day-to-day life. Although Source F is from the time it could be false as it's answers from those in charge of the apprentices - they may have hidden any bad evidence to prevent from looking bad. It also doesn't

show anything from the children's point of view and how they enjoyed their lives.

These sources are both useful to an extent, but I believe Source F would be more useful to a historian as it provides real information about how their lives worked and it's also reliable information as it's from the time of the mill being used.



ResultsPlus

Examiner Comments

This response successfully combines comments on both content and nature to produce a logical judgement of relative utility. This is a lower Level 3 answer.



ResultsPlus

Examiner Tip

Don't just describe what the sources show. Comment on their nature, origin and purpose.

Make sure you relate your answer to that set in the question.

It is better to give strengths and limitations of sources rather than simply stating they are good and reliable.

Question 5

Generally, candidates struggled to reach much higher than Level 3 on this question and many only reached the bottom of the grade band. There were very few Level 4s. A surprisingly large number of candidates had only a very limited knowledge of what sources were available to historians in the early industrial age. Many candidates considered that it was a real problem that all of the children would be dead. Others felt that some might still be alive or at least their children and grandchildren might. To the fore were the ubiquitous diaries, followed by letters and newspapers. To be fair, diaries as a source could be quite well analysed, with candidates noting that the availability of education at Quarry Bank Mill meant perhaps more working class children than normal for this period might be able to write them. Occasionally a candidate might suggest others' diaries:

A source that could be used to check the accuracy of the reconstructions is diaries of those who worked in middle-management or in a support role for the mills. These people are more likely to have been literate and written diaries than the workers, but are also less likely to be biased in their descriptions of conditions in the mills than the owners and are more likely to have an idea of what day to day life consisted of for the workers, and so help inform future reconstructions.

The best candidates were able to mention the census, recognising that the first one was in 1801, that government reports were becoming increasingly common in this period, that church records could be searched for information about deaths before the Births and Deaths Registration Act of 1836, and that mills and factories themselves could have left records. Others mentioned, possibly focusing on the children in Source G, researching the kinds of clothing that the apprentices might have worn. While some recognised that this period was just too early for photographs. Candidates reaching Level 3 could explain the benefits and shortcomings of these. For example:

In the period of the early nineteenth century there were many enquiries going on into the working conditions and lives of child factory workers. These were reports ordered to be written, orders given by the government. An example of this can be seen in Source F. This would give historians more evidence into what a day in the life of a child apprentice was like and therefore test the accuracy of these reconstructions. However, these reports may be biased and therefore not 100% reliable. If they are produced by owners in charge of the mill, they are capable of lying to cover up possible bad working conditions and providing the government with a report which wouldn't encourage the government to make new laws regarding working conditions restrictions.

The concept of a reconstruction seemed to throw many candidates. Some considered the photograph in Source G as an unreliable source in itself, stating that it was only a photograph. Others felt that the children in the photograph could be asked about their experience of the day as evidence for conditions at the original mill. Some candidates, however, cited health and safety issues as a problem for reconstructions such as these. Candidates struggled to achieve Level 4 in this question, mainly because of the limit of sources they suggested could be used. Most candidates mentioned 'diaries' and all explained the benefits and pitfalls of this type of source 'it is only one person's opinion..' or 'many apprentices could not write so there is a limit to the number available...'. The majority of candidates also used the sources from earlier questions - notably the apprentice evidence from Source C and the interviews of Sources D and F. The highest level answers made a judgement on the best type of evidence to use, in preparation for reconstructions. Again these began with terms such as 'In conclusion'. Some stronger candidates suggested that historians or the museum would have used a variety of sources to prepare for reconstructions. Some candidates did not gain higher levels as they generalised why a 'reconstruction' could not be reliable, mainly because 'today we cannot beat children...'. Many candidates did agree that Source G was only a snapshot and so we cannot judge how much evidence had been used. Most students agreed that a modern historian would use a

variety of sources - some did not make any suggestions as to what these could be. The best responses included examples such as 'censuses' and gave date of the first census - showing that this had been taught in centres.

Some candidates went through all the sources on the paper, considering the uses of each for a reconstruction. There were far too many short answers to question 5, forming a contrast with question 1 where too many answers were too long. Candidates still need reminding to arrange and spend their time wisely, and they need to be taught about the range of sources available at any point in time. Especially, they need to be taught to give time to a proper consideration of each question.

In terms of SPaG, the majority of responses fell into Level 2 - this was due to undeveloped analysis or the issue of common mis-spelling such as 'biased' (biast) or exaggerated (esxagerated). The other issue is would/could/should of, instead of 'have'.

It can be difficult to reconstruct the lives of child apprentices at Quarry Bank Mill accurately because of several reasons.

Firstly, it is no longer possible to hear first ~~source~~ hand accounts in person from the child employees themselves ~~the~~ because the mill was functioning such a long time ago and most, if not all the children who worked there are likely to have passed away. Again, this drawback applies to the adult employees and supervisors who also worked at the mill.

Another reason finding evidence to support the accuracy of reconstructions such as these, is ^{due to} the fact that any accounts or statements given from adult employees, supervisors or those who ran the mill in general, are likely to be biased and therefore possibly inaccurate.

The same applies for the government. At that time (during the late 18th and early 19th century), it is likely that the government were slightly biased towards working conditions and living standards because the economy relied upon the production ~~of~~ ^{from} factories such as Quarry Bank Mill.

Furthermore, most of the child apprentices living and working at the Mill were either orphans or from

extremely poor families. Perhaps, there is a shortage of their experiences recorded because they were not considered an important part of the public and their voices were rarely heard. This is another reason finding evidence to support the accuracy of modern-day reconstructions is difficult.

Historians have obviously studied government records, such as the recorded enquiries, as well as non-fictional books written about the lives of the child apprentices. The recorded enquiries are useful because they were taken ~~at that~~ during that period, so are unlikely to have changed over time. However, the views of the adult workers and supervisors are likely to have been biased. Non-fictional books are also good because they are likely to have at least some accuracy to them. Yet, lots of books will be different, making it very difficult to quantify the ^{general} reality of a child employee's life during this time.

To check their accuracy, historians could perhaps look at letters from the child workers to their families if they had a family. This could give a far more accurate overview of what life was really like - making the formation of reconstructions much easier. However, due to the poverty that affected the children working in the mill, letters may be of ~~some~~ small quantity.

Another way historians could research the lives of these children in order to perform more accurate reconstructions, would be to look at files such as death certificates. This might give historians a better idea of how safe or dangerous working in factories such as Quarry Bank Mill was for children. By looking at death

rates in factories, historians could make a judgement on the accuracy of the research already collected. However, it is difficult to say whether there were any deaths and if so, they were recorded.



ResultsPlus
Examiner Comments

This is a reasonable Level 4 response that produces a sustained argument, showing effective awareness of the difficulties involved in historical reconstructions and some understanding of what might help in terms of available evidence.



ResultsPlus
Examiner Tip

Make sure you have enough time to do justice to a question which has 16 marks for your response and 3 for SPaG.

Analyse the question, plan your answer, review the response required and add your own ARK on the work of the historian.

Paper Summary

Based on their performance in this paper, candidates are offered the following advice:

- make sure you attempt all five questions, especially question 5
- spend more time and thought on question 5, which has many more marks than earlier questions
- remember to make two inferences and support them using the source in question 1
- make sure you use all three sources and cross reference them in question 3
- comment on both sources in response to question 4, using source content and nature.

Grade Boundaries

Grade boundaries for this, and all other papers, can be found on the website on this link:

<http://www.edexcel.com/iwantto/Pages/grade-boundaries.aspx>

Ofqual



Llywodraeth Cynulliad Cymru
Welsh Assembly Government



Pearson Education Limited. Registered company number 872828
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE