

AO1: Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

AS			A level	
L1	1–4	<ul style="list-style-type: none"> Simple or generalised statements are made about the topic. Some accurate and relevant knowledge is included, but it lacks range and depth and does not directly address the question. The overall judgement is missing or asserted. There is little, if any, evidence of attempts to structure the answer and the answer overall lacks coherence and precision. 	L1	1–3
L2	5–10	<ul style="list-style-type: none"> There is limited analysis of some key features of the period relevant to the question, but descriptive passages are included that are not clearly shown to relate to the question. Mostly accurate and relevant knowledge is included, but it lacks range or depth and has only implicit links to the demands and conceptual focus of the question. An overall judgement is given but with limited substantiation and the criteria for judgement are left implicit. The answer shows some attempts at organisation, but most of the answer is lacking in coherence, clarity and precision. 	L2	4–7
L3	11–16	<ul style="list-style-type: none"> There is some analysis of, and attempt to explain links between, the relevant key features of the period and the question, although descriptive passages may be included. Mostly accurate and relevant knowledge is included to demonstrate some understanding of the demands and conceptual focus of the question, but material lacks range or depth. Attempts are made to establish criteria for judgement and to relate the overall judgement to them, although with weak substantiation. The answer shows some organisation. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. 	L3	8–12

AS			A level	
L4	17–20	<ul style="list-style-type: none"> • Key issues relevant to the question are explored by an analysis of the relationships between key features of the period, although treatment of issues may be uneven. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to meet most of its demands. • Valid criteria by which the question can be judged are established and applied in the process of coming to a judgement. Although some of the evaluations may be only partly substantiated, the overall judgement is supported. • The answer is generally well organised. The argument is logical and is communicated with clarity, although in a few places it may lack coherence and precision. 	L4	13–16
		<ul style="list-style-type: none"> • Key issues relevant to the question are explored by a sustained analysis of the relationships between key features of the period. • Sufficient knowledge is deployed to demonstrate understanding of the demands and conceptual focus of the question, and to respond fully to its demands. • Valid criteria by which the question can be judged are established and applied and their relative significance evaluated in the process of reaching and substantiating the overall judgement. • The answer is well organised. The argument is logical and coherent throughout and is communicated with clarity and precision. 	L5	17–20

Question	Indicative content
2	<p>Answers will be credited according to candidates' deployment of material in relation to the qualities outlined in the generic mark scheme. The indicative content below is not prescriptive and candidates are not required to include all the material which is indicated as relevant.</p> <p>Candidates are expected to reach a judgement on the suggestion that the growth of industrial towns was the most significant factor in the breakdown of the old Poor Law system in the years 1815–34.</p> <p>The significance of the growth of industrial towns as a factor in the breakdown of the old Poor Law system should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • The size and rapid expansion of industrial towns increased the number of people seeking relief thus overwhelming the parish system • The increasing size of the population, along with the poverty of many of the inhabitants, meant that insufficient funds were raised from rate-payers to fund provision • The 'universal' parish system became impractical, e.g. the status of rural-urban migrants • In times of economic slump, the need for relief was concentrated in industrial areas already unable to cope. <p>The significance of other factors should be analysed and evaluated. Relevant points may include:</p> <ul style="list-style-type: none"> • A lack of funding undermined provision, e.g. the unrepresented, newly wealthy, middle-class rate-payers resented funding poor relief • The lack of uniformity in the parish system itself undermined effective provision, e.g. the effect of the Speenhamland system • Ideologies such as utilitarianism undermined trust in the system • Periodic economic slumps affected the ability to provide relief across the whole country in both urban and rural areas • The economic and social impact of the end of the Napoleonic Wars in 1815. <p>Other relevant material must be credited.</p>