

# Candidate Style Answers

## **GCSE History A (Schools History Project)**

OCR GCSE in History: J415

Unit: A951/12 (Britain Depth Study)

These candidate style answers are designed to accompany the OCR GCSE History specification for teaching from September 2009.

# GCSE History A

## A951/12 (Britain Depth Study)

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OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCSE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR examiners, with the support of the Qualification Manager, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a “good” or “excellent” response might include, supported by examiner commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded “medium” or “high” to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

<p><b>5 Study Source A.</b></p> <p><b>(a) Why did the builders of the Liverpool and Manchester Railway face many difficulties?</b></p> <p><b>Use the source and your knowledge to explain your answer.</b> <span style="float: right;"><b>[6]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>They faced difficulties because the railway had to cross Chat Moss which was a kind of bog. They could not simply lay the railway line on this, it would have sunk. So they had to drain a lot of it and lay down strong foundations for the track. Another problem they had was that to bring the line into Liverpool they had to cut through a lot of rock. This was an enormous job. They produced the Olive Mount Cutting which was the first big stone cutting on any railway.</i></p>	<p><b>High level response</b></p> <p>This is an excellent answer. The answer uses two of the details on the map but uses good knowledge to explain them. Knowledge used to explain two reasons earns full marks.</p>

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<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>The builders faced a lot of difficulties such as opposition from local landowners and the owners of the Bridgewater Canal.</i></p>	<p><b>Medium level response</b></p> <p>This is a good start. The candidate does know something. Two reasons for the difficulties faced by the builders have been identified but they have not been explained. Moving from naming or identifying reasons to explaining them is the crucial move that takes answers from a middle mark to a high mark.</p>

<p><b>5 Study Sources B and C.</b></p> <p><b>(b) How far do these two sources agree about the railways?</b></p> <p><b>Use the sources and your knowledge to explain your answer.</b> <span style="float: right;"><b>[7]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>These cartoons disagree about the railway. Source C is saying that it is dangerous and if you travel on it you will be killed. It shows an undertaker giving the passengers his card because they will need him. But Source B sees the railway as a good thing. It shows the railway passing in the background. In the foreground is a disused coach yard. Therefore the source is saying it belongs to the future and will replace outdated things like stagecoaches. So one is criticizing the railway, while the other is praising it.</i></p>	<p><b>High level response</b></p> <p>This is a very good answer. Notice that the candidate has remembered to use details from both sources to explain the answer. Candidates sometimes forget to do this when comparing sources! The argument here is that the sources give different impressions of the railways. The candidate picks out useful details in the sources as evidence to back up the argument. This is fine. Note that Source B could be interpreted as against the railways too. Perhaps the illustrator of the cartoon regretted the decline of the coaching age and has placed this scene in the foreground almost as if to mourn its passing! Some cartoons can be interpreted in more than one way and as long as your interpretation makes sense the examiner will reward it.</p>

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<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>Source B is saying that the railways are bad because they are putting the stage coaches out of business. It shows an old stage-coach rotting away with the poor horse with nothing to do. In the background the steam train that has replaced it steams merrily along.</i></p>	<p><b>Medium level response</b></p> <p>This is a valid interpretation of Source B and it is well supported with details from the source. The examiner would be pleased with this start. However, you may notice that the answer does not go on to compare Source B with Source C. This means that the candidate has failed to address all aspects of the question. This answer, whilst promising, would not score more than half marks.</p>

<p><b>5 Study Sources C and D.</b></p> <p><b>(c) Why was this cartoon published in 1849?</b></p> <p><b>Use the source and your knowledge to explain your answer.</b> <span style="float: right;"><b>[7]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>This cartoon was published in 1849 because it is showing that some of the railway building would end in disaster. It was doing this because it was published just two years after railway mania ended. This was when they realised they had been building too many railways and some of them would never make money. Hudson had become an influential figure in railway development and controlled over 1000 miles of railway by the late 1840s. However, he was forced to resign as an MP in 1849 when he was found guilty of dishonest use of funds. This cartoon was probably also published at this time to reflect the opposition to him. Thus, there were probably two main reasons why the cartoon was published.</i></p>	<p><b>High level response</b></p> <p>This is a well-argued answer. The candidate has made use of impressive knowledge to explain two reasons why the cartoon might have been published in 1849. One reason is to do with the end of 'railway mania' and the other is specifically to do with the life and career of George Hudson. Both are valid reasons. The way that the candidate has not just explained why the cartoon was published, but has explained why it was published in 1849 is particularly important. When a question asks why a source was published at a particular date, you must use your knowledge to explain why it was published then.</p>

<p><b>5 Study Sources C and D.</b></p> <p><b>(c) Why was this cartoon published in 1849?</b></p> <p><b>Use the source and your knowledge to explain your answer.</b> <span style="float: right;"><b>[7]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>This cartoon is about George Hudson. It was published because of railway mania. It was also published to make fun of Hudson who was known as the railway king.</i></p>	<p><b>Medium level response</b></p> <p>This answer will score a reasonable mark. The candidate has identified two perfectly good reasons why the cartoon was published in 1849. They are both right, but neither of them are explained. It is the lack of explanation that keeps this answer down to a middle level in the mark scheme.</p>

<p><b>6</b> By 1832 many people were arguing that the electoral system was in need of reform.</p> <p><b>(a)</b> What were the main weaknesses of the electoral system before 1832? <span style="float: right;"><b>[5]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>The weaknesses were that it gave the landowners too much power. They owned many pocket boroughs where they controlled who was elected. Many of the new towns like Manchester had no MPs of their own while counties like Cornwall had dozens of MPs, even though fewer people lived there than in the new industrial towns. Some places, like Old Sarum in Wiltshire had hardly any voters at all, yet they still had an MP. These 'rotten boroughs' were difficult to justify.</i></p>	<p><b>High level response</b></p> <p>This is an excellent answer. In a question of this kind, you are usually awarded 1 mark for each valid point you make, but this can be increased to 2-3 marks if you describe or explain that point. In this answer, the candidate has identified three weaknesses in the electoral system before 1832 and has explained two of them more fully. Therefore, this answer is worth full marks.</p>

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<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>The weaknesses were that it gave the landowners too much power. Many of the new towns like Manchester had no MPs of their own.</i></p>	<p><b>Medium level response</b></p> <p>This is an encouraging answer. The candidate has identified two weaknesses in the electoral system before 1832. However, both of these weaknesses are simply identified and so the candidate will only score 2 marks, 1 for each weakness. To score more marks the candidate needs to provide more detail about the weaknesses identified or name some other weaknesses such as corruption or the fact that the middle classes did not have the vote.</p>

<p><b>6</b> By 1832 many people were arguing that the electoral system was in need of reform.</p> <p><b>(b)</b> Explain the arguments that were used to oppose electoral reform. <span style="float: right;"><b>[7]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>Some people opposed reform because they said it would lead to revolution. They used the example of France where small reforms had led to revolution. It was better to make no changes at all as this would make sure that the country could not gradually slip into revolution. Once one change had been made, there would be no stopping it. Another reason was that many members of the landed classes believed that they had been brought up to rule and look after the interests of all people. They argued that ordinary people were not educated enough to have the vote. In any case, they argued, why change a system which they believed had worked well for hundreds of years?</i></p>	<p><b>High level response</b></p> <p>This is a very good answer. The candidate has explained more than one specific argument that was used to oppose electoral reform. The answer identifies danger of revolution and the fact that the landowners were the natural rulers of the country as two arguments that were used to oppose electoral reform. Each of these arguments is explained using good knowledge.</p>

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<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>One argument that was used was that there would be a revolution if the voting system was reformed. Another argument was that the system had worked well for hundreds of years so why change it.</i></p>	<p><b>Medium level response</b></p> <p>This is a good start. The candidate has used knowledge to name two arguments that were used at the time to oppose reform. However, neither of the reasons has been explained and so the answer cannot rise above the middle of the mark scheme. The crucial element in a good answer to a (b) question is that the factors in the answer are explained.</p>

<p><b>6</b> By 1832 many people were arguing that the electoral system was in need of reform.</p> <p><b>(c)</b> How far did the 1832 Reform Act satisfy those who had supported electoral reform?  <b>Explain your answer.</b> <span style="float: right;"><b>[8]</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>Some people like the middle classes were pleased with the Reform Act. They were given the vote and the middle classes also started to become MPs. They had argued that as they produced most of the wealth of the country from their factories they should have the power. However, a lot of the demonstrations for reform had been carried out by the working classes and they were very disappointed when they did not get the vote. They were no better off than before. The new Parliament still showed no interest in looking after the poor and the working classes in its legislation and this was why years later they started the Chartists - to fight for the vote for the workers. So overall, although some of the middle classes were happy, most of the people were not satisfied at all.</i></p>	<p><b>High level response</b></p> <p>This is a very good answer. The candidate has dealt with two specific groups leading the campaign for electoral reform. The answer looks at the impact of the Act on each of these groups, using thorough knowledge of the period after the 1832 Reform Act to support the arguments used. There is a pleasing analysis of how each group reacted to the Act. Even more impressive, the conclusion addresses that part of the question which asks 'how far'. There is a balanced assessment based on the numbers of people belonging to the middle and working classes.</p>

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<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>People like the middle classes were satisfied. These people were for example factory owners. They got the vote after 1832 and they thought this was quite right because they were producing the wealth of the country so they should be able to vote.</i></p>	<p><b>Medium level response</b></p> <p>This is a valid argument. The middle classes had supported reform and were pleased by the results of the Reform Act. However, the candidate needed to look at another group such as the working classes. They supported reform but did not get what they wanted from the Reform Act and so were not satisfied. Part (c) questions usually need you to look at two sides of an argument. For this question you need to explain why one group was satisfied and why another group was not.</p>