

Impact of the Railways: Mark Scheme

Level	National Curriculum	Evidence of Attainment
4	<ol style="list-style-type: none"> 1. Gives reasons for historical events 2. Combines information and makes inferences and deductions. 3. Ability to structure ideas and to select and deploy information appropriately, but very descriptive and generalised. 4. They describe some of the changes within and across periods. 	<p>Answers will tend to list and describe changes in a straight forward generalised way that shows that the student has combined evidence from several sources.</p> <p>e.g. A student might write down the changes from Source A in a paragraph without explaining their significance and also include evidence from one or two other sources.</p>
5	<ol style="list-style-type: none"> 1. Demonstrates knowledge of the different periods involved. 2. Makes links and connections between causes and consequences of changes. 3. Begins to classify causes. 4. Demonstrates understanding of links between changes. 5. Well structured work using correct concepts and terminology 	<p>Student's answers will tend to not only describe the changes that took place but also begin to explain how they were connected. They will also structure their work in such a way that certain types of changes might be grouped together or classified: leisure, travel and industry.</p> <p>e.g. The speed and cost of travelling by train meant that the working class could now travel for holidays at the seaside. This will be backed up with knowledge of some of the resorts that they went to.</p>
6	<ol style="list-style-type: none"> 1. Beginning to identify some causes as particularly important. 2. Draws upon outline knowledge to make links and connections. 3. Considers the significance of the main changes that took place. 4. Approach more analytical and uses material to support arguments but lacks detail 	<p>Answers will do all of the above but also begin to create a hierarchy of changes and explains why some changes were more important than others. This is backed up with knowledge drawn from the sources and possibly from outside.</p> <p>e.g. The student might uses Sources C and D to explain that the transporting of goods and people by road started to be overtaken by rail and use some facts taken from the sources.</p> <p>e.g. Begins to explain impact of the economy without giving specific examples of the demand created in other industries.</p>

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<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p>	<ol style="list-style-type: none">1. Uses facts to support understanding of The political, cultural and social aspects of a period.2. Draws upon knowledge to make links and connections and to ascribe particular significance to some aspect of the changes.3. Work shows greater evidence of independence with detail deployed more appropriately and the analysis and judgements are more structured.	<p>Answers will point out one or two cultural, social, political and economic consequences of the railways, which will be fully explained. E.g. changes to eating habits, which effected health, changes to accents with the introduction of standard English and the growth of political parties through newspapers. Note if not fully explained then their answer should be awarded at Levels 6/5</p> <p>A very good student will fully explain the impact the railways had on the economy.</p> <p>E.g. The Cycle of Prosperity or the stimulation the railways gave to the economy by making goods cheaper and the effect that had on jobs and expansion in other industries.</p>
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Guidance for using test and mark scheme

This assessment task is to be used within the course Britain 1750 to 1900. The essay should be set after studying the transport revolution and in particular after using the worksheet ‘The Impact of the Railways’. Students should have access to this worksheet and its sources whilst writing their essay.

This assessment task is designed to test chronology, range and depth of historical knowledge, historical inquiry, organisation and communication skills. Historical interpretations are not within the remit of this test and should be tested at a later date using another assessment task.

Remember, when awarding a level it is your overall impression of the essay that counts. Students will very rarely produce work that fits a level perfectly. When marking, put the level in the margin next to the part of the essay where the student has achieved it. This will help in the standardisation process and will help you to decide your final mark.