YEAR 11 | HISTORY

STUDENT PAPER — original practice assessment

Name: _____ Date: _____

Suggested time: 60–75 minutes. Show reasoning, cite evidence where appropriate, and answer in complete sentences.

Source A — Original fictionalised historical-style source

1. A newspaper editorial published during a period of rapid industrial growth states: ‘Our new factories offer wages to families once dependent on uncertain harvests. Yet the streets around the mills are crowded, and children return home exhausted. Progress is visible in every chimney, but its benefits are not shared equally.’

Section A — Source analysis (20 marks)

1. Identify two claimed benefits and two costs of industrialisation in Source A. (8)

2. What is the author’s overall attitude? Support your answer with two phrases. (6)

3. Explain two limitations of using one newspaper editorial to understand factory workers’ experiences. (6)

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Section B — Historical argument (20 marks)

1. To what extent did industrialisation improve ordinary people’s lives? Write 300–400 words considering economic, social and environmental change. (20)

ANSWER KEY & TUTOR GUIDANCE

History

The following pages contain suggested answers, marking points and tutor guidance. For open-ended tasks, answers are indicative rather than the only acceptable responses.

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TUTOR GUIDE — indicative responses and marking points

Source A — Original fictionalised historical-style source

1. Source acknowledges economic opportunity alongside urban overcrowding and labour concerns. Its editorial nature and unknown audience limit representativeness.

Section A — Source analysis (20 marks)

1. Benefits wages and less reliance on harvests; costs overcrowding and exhausting child labour. 2 each.

2. Qualified or ambivalent: celebrates wages/progress but critiques unequal benefits. Evidence + explanation.

3. Editorial may reflect owner/editor perspective; limited place/time; not direct worker testimony; possible rhetorical purpose.

Section B — Historical argument (20 marks)

1. Assess balanced argument 6, specific historical contextual knowledge 6, evidence and evaluation 5, structure 3. Avoid simplistic all-good/all-bad claims.

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