

**OXFORD CAMBRIDGE AND RSA EXAMINATIONS**

**General Certificate of Secondary Education**

**HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936/14**

**PAPER 1 (Core Content with The Changing Roles and Status of  
Women, c.1840–c.1990)**

Thursday

**9 JUNE 2005**

Afternoon

2 hours

Additional materials:  
8-page answer booklet

**TIME** 2 hours

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number on the answer booklet.
- This paper consists of three sections.
  - In **Section A**, answer **either** Question 1 **or** Question 2.
  - In **Section B**, answer any **one** question.
  - In **Section C**, answer **Question 7** and **one** other question.
- Write your answers, in blue or black ink, in the answer booklet.
- Read each question carefully and make sure you know what to do before starting your answer.
- Write the numbers of the questions you answer in the box on the front of the answer booklet.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part-question.
- The total number of marks for this paper is **75**.
- You will be awarded marks for quality of written communication in part **(c)** of the following questions: Section B, questions 3, 4, 5 and 6; Section C, questions 8 and 9.

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**This question paper consists of 8 printed pages.**

Section A

Some of the questions require you to use sources. Where this is the case, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You are advised to spend about 25 minutes on this section.

Answer EITHER Question 1 OR Question 2.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A

**An image has been removed due to third party copyright restrictions**

Details: An artist's impression of conditions in a coalmine in the early nineteenth century

An artist's impression of conditions in a coalmine in the early nineteenth century.

**SOURCE B**

About the year 1709 Darby came to Coalbrookdale. Here they cast iron with a blast furnace that used charcoal. Some time after, he thought he might smelt the iron in the blast furnace using pit coal. He tried raw coal as it came out of the mines, but was not successful. He had the coal coked and this was successful.

*From a letter written in 1755 by the daughter-in-law of Abraham Darby.*

**1 (a)** Study Source A.

What can you learn from Source A about coal mining in the early nineteenth century? Use details of the source and your knowledge to explain your answer. [5]

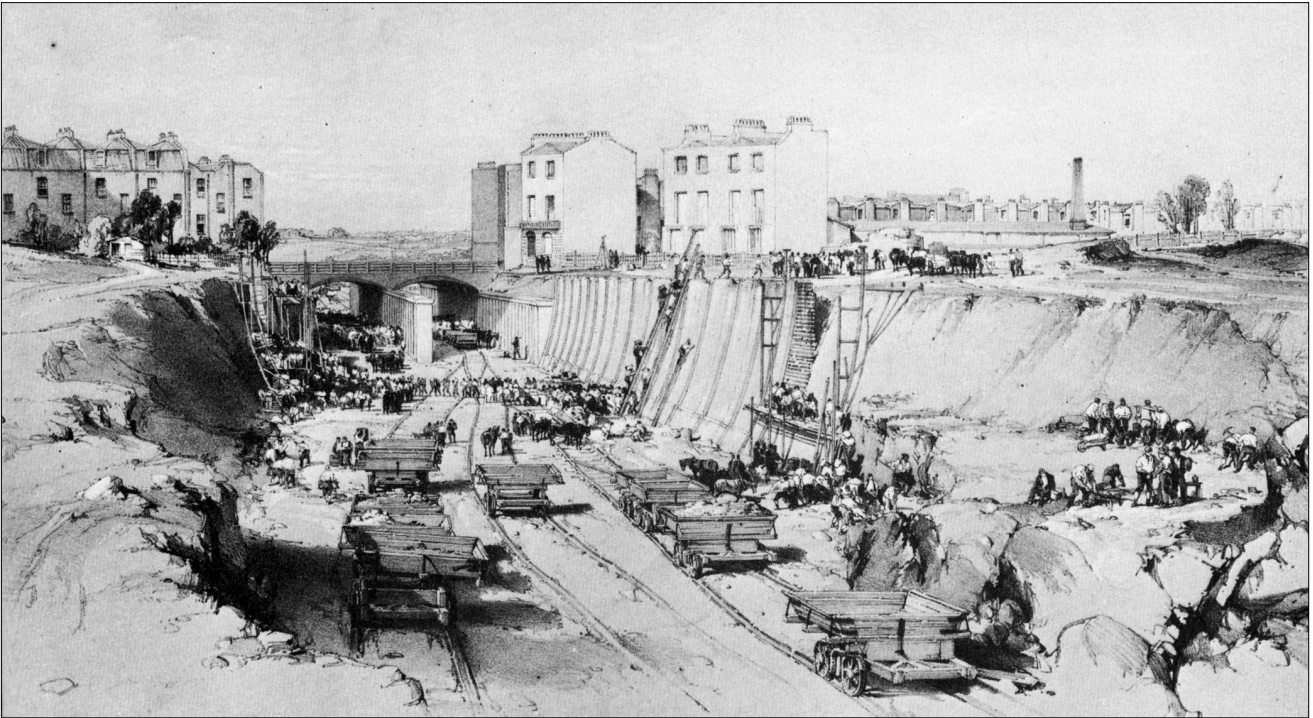
**(b)** How were underground working conditions in coalmines improved before 1850? [6]

**(c)** Study Source B.

The demand for coal increased in the period up to 1850. Does Source B fully explain the reasons why? Use the source and your knowledge to explain your answer. [9]

2 Study the sources carefully and then answer the questions which follow.

**SOURCE C**



*A drawing of the building of a cutting for the London to Birmingham railway, 1836.*

**SOURCE D**

In the grey mist of morning we see a large portion of the supply to the London markets – fresh fish, Aylesbury butter and pork and apples – which have to be delivered in the city before business starts for the day.

*Railway News, December 1864.*

2 (a) Study Source C.

What can you learn from Source C about the building of early railways? Use details of the source and your knowledge to explain your answer. [5]

(b) How did the work of George Stephenson help to develop railways before 1840? [6]

(c) Study Source D.

Does Source D fully explain the benefits of railways? Use the source and your knowledge to explain your answer. [9]

**Section B**

You are advised to spend about 35 minutes on this section.

**Answer ONE question.**

**You must answer ALL parts of the question you choose.**

- 3** (a) Describe how the land was organised under the open-field system in the eighteenth century. [4]
- (b) Explain why the open-field system was wasteful. [6]
- (c) 'Agricultural improvers such as Townshend were more important to the agricultural revolution than the propagandists like Young.' Do you agree? Explain your answer. [10]
- 4** (a) Describe how land was enclosed by Act of Parliament. [4]
- (b) Explain why the demand for food increased towards the end of the eighteenth century. [6]
- (c) 'Enclosures were more harmful than beneficial.' Do you agree? Explain your answer. [10]
- 5** (a) Describe the difficulties faced by those working in the domestic system of cloth manufacture. [4]
- (b) Explain why the cotton industry developed in Lancashire. [6]
- (c) 'The improvements in working conditions in textile mills before 1850 were due entirely to factory owners such as Robert Owen.' Do you agree? Explain your answer. [10]
- 6** (a) Describe the problems of using river transport in the early eighteenth century. [4]
- (b) Explain why the parish system of road repair (statute labour) failed to improve roads. [6]
- (c) How far did canals benefit industry before 1830? Explain your answer. [10]

## Section C: Thematic Study

The Changing Roles and Status of Women, c.1840–c.1990

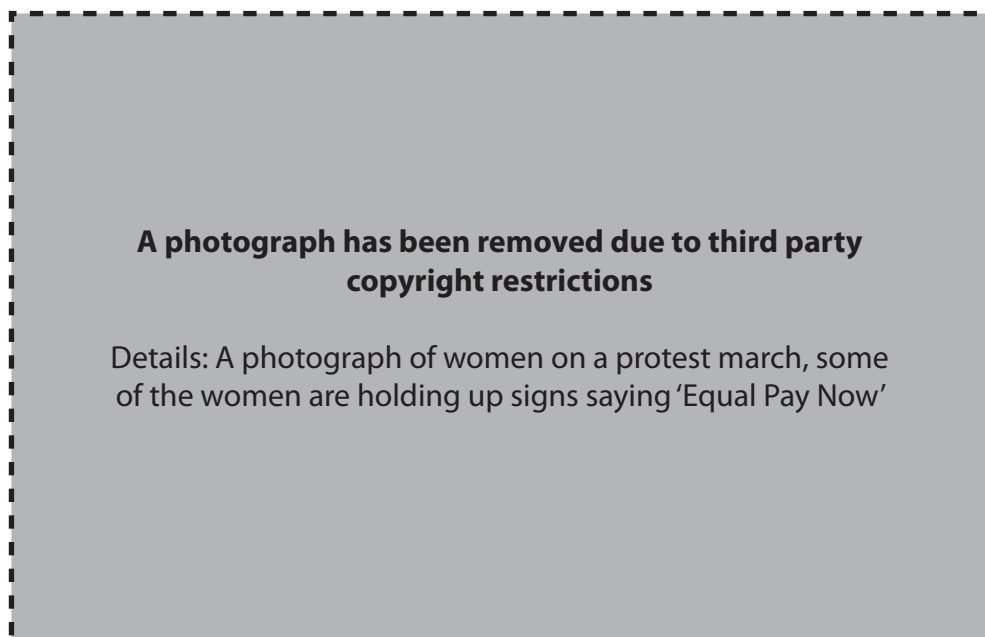
You are advised to spend about 1 hour on this section.

Answer Question 7 and ONE other question.

When answering Question 7, you will need to use your knowledge of the topic to interpret the source.

- 7 Study the source carefully and then answer the questions which follow.

SOURCE E



Women on a protest march in the early 1970s.

- 7 (a) What can you learn from this source about women's fight for equality? Use details of the source and your knowledge to explain your answer. [4]
- (b) Explain how easily available contraception has changed the lives of women. [5]
- (c) Explain why some women had not achieved equality of opportunity by the end of the twentieth century. [6]

**Choose ONE of the following two questions.**

**You must answer ALL parts of the question you choose.**

- 8** (a) Describe the role of a female in domestic service in Victorian times. [4]
- (b) Explain how educational opportunities for women improved in the second half of the nineteenth century. [6]
- (c) To what extent did wider employment opportunities benefit most women in the second half of the nineteenth century? Explain your answer. [10]
- 9** (a) What arguments were used to stop women getting the vote in the early twentieth century? [4]
- (b) Explain why some women wanted the vote. [6]
- (c) Some women gained the vote in 1918. How far was this due to the work they did in the First World War? Explain your answer. [10]

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