

# **History C (British Social & Economic History)**

General Certificate of Secondary Education **GCSE 1936**

## **Combined Mark Schemes And Report on the Components**

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**June 2005**

**1936/MS/R/05**

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Mark Scheme 1936/11-14**  
**June 2005**

## APPLICATION OF THE MARK SCHEME

### 1. Use of the Mark Scheme

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3.1 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8.1 Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- 1.9 WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.
- 1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

### 2. Marking

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for the four questions should be totalled and indicated.
- 2.5 It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6 Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.
- 2.7 Any written comments should be kept to a minimum and should always be specifically related to the award of a mark, or marks and be taken from statements in the mark scheme. Any annotation should be as near as possible to the relevant section of the candidate's answer.

### 3. Note

- 3.1 In marking responses, examiners must reward relevant examples drawn from the histories of England, Ireland, Scotland and Wales, and relevant examples of diversity in society, e.g. in regional differences.
- 3.2 Specific, and relevant, examples of local history should be given credit.
- 3.3 Written communication will be assessed in the (c) part of the questions in Section B and the (c) part of questions 8 and 9 in Section C. Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

## Section A

## QUESTION 1

- 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.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of source****1-2**

e.g. 'There were explosions underground.'  
'Miners were hurt / killed / injured.'  
'They used picks to dig coal.'  
'It shows the roof was supported by wooden pit props.'

**Level 2 Unsupported inference(s) 2-3**

e.g. 'There was explosive gas present.'  
'Coal mining was a dangerous job.'  
'They had been using a naked flame.'

**Level 3 Inference(s) supported by detail from the source and/or contextual knowledge 3-5**

e.g. 'Underground there was methane (firedamp) gas which caused explosions like the one shown.'  
'Coal mining was a difficult job as they only had hand tools like the picks that are shown.'  
'They used wooden pit props and these could break causing roof falls.'  
'Miners could have been using a naked flame that ignited the explosive gas.'



1(b) How were underground working conditions in coalmines improved before 1850?

Target: Recall and description (AO1)

**Level 1 General answer**

**1-2**

e.g. 'Water was pumped out.'  
'A safety lamp was introduced.'  
'They used ventilation.'

**Level 2 Shows how**

**3-6**

e.g. 'James Watt developed the steam engine which was used to pump water out of the coal mines.'  
'The steam engine was used to move the cage up the shaft with coal or men inside.'  
'Buddle's exhaust fan was used to improve ventilation and the circulation of air to different parts.'  
'Instead of using a candle for light, miners used the Davy Safety lamp which had a gauze that prevented explosions.'

- 1(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.**

Target: Sufficiency of evidence (AO2)  
 Supported by knowledge (AO1)

**Level 1 Identifies reasons from source** **1-2**

e.g. 'There were coal furnaces.'  
 'They changed from charcoal to coal in the blast furnaces.'

**Level 2 Identifies other reasons** **3-4**

e.g. 'Railways used coal.'  
 'It was used for gas lighting.'  
 'Because of the French Wars.'  
 'It was used in the home.'

**Level 3 Explains reasons in the source OR explains other reasons** **5-7**

**Level 4 Explains reasons in the source AND explains other reasons** **6-9**

**Source**

e.g. 'The availability of charcoal decreased and they started to use coked coal in the blast furnace for smelting.  
 Coalbrookdale was a large cast iron producing area and needed large quantities of coal to fuel the furnaces.'  
 'The Darby family developed the coking of coal. Before that it was not possible to use coal as they did not realise it had to be coked. Raw coal would not work.'

**Knowledge**

e.g. 'After 1830 a railway network developed. The engines were powered by vast quantities of coal.'  
 'The French Wars increased the demand for iron for weapons and thus more coal was needed for smelting.'  
 'Coal gas was beginning to be used to light the streets of cities.'  
 'The population was growing quickly in towns and houses had to be provided. Many of these houses had coal fires.'  
 'More and more iron products were demanded by the industrial revolution and this increased the demand for coal in production.'

**QUESTION 2**

- 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.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of source** **1-2**

e.g. 'It tells you they used human power.'  
'They dug deep cuttings.'  
'Wagons took the waste away.'  
'Bridges were built.'

**Level 2 Unsupported inference(s)** **2-3**

e.g. 'All the work was done by hand.'  
'It took a lot of people to build a railway.'  
'It would take a long time to build.'

**Level 3 Inference(s) supported by detail from the source or contextual knowledge** **3-5**

e.g. 'It must have been hard work as they only had human power.'  
'It shows only human power and digging this deep cutting would be a slow process.'  
'It shows lots of workers. This was to speed up the work.'  
'There must have been a lot of waste to take away as they had built tracks and use trucks.'

**2(b) How did the work of George Stephenson help to develop railways before 1840.**

Target: Recall and explanation (AO1)

**Level 1 General answer**

**1-2**

e.g. 'He was a builder of railways.'  
'Built the Rocket.'

**Level 2 Shows how**

**3-6**

e.g. 'He developed the standard gauge.'  
'Engineer of the Stockton to Darlington railway.'  
'Engineer of the Liverpool Manchester railway.'  
'Developed the idea of moving locomotives to pull the carriages and wagons.'  
'Designed, with Robert, the Rocket which could travel at up to 30mph.'  
'Worked out how to overcome obstacles such as Chat Moss.'  
'His building of railways helped to overcome the problem of moving people and goods by road or canal.'

2(c) **Study Source D.**  
**Does Source D fully explain the benefits of railways? Use the Source and your knowledge to explain your answer.**

Target: Sufficiency of evidence (AO2)  
 Supported by Knowledge (AO1)

**Level 1 Identifies benefits from source** **1-2**

e.g. 'Railways carried fresh fish to London.'  
 'They carried fresh food such as fruit to the city.'

**Level 2 Identifies importance from own knowledge** **3-4**

e.g. 'Railways carried coal.'  
 'Railways provided jobs.'  
 'People began to commute.'  
 'People could go on holiday.'

**Level 3 Explains reasons in the source OR explains other reasons** **5-7**

**Level 4 Explains reasons in the source AND explains other reasons** **6-9**

**Source**

e.g. 'Fresh milk, fish, meat vegetables and dairy products could be brought to market quickly and therefore in good condition.'  
 'Fresh foods increased the range and choice in the shops.'  
 'The availability of fresh food helped to improve the health of the nation.'  
 'Increased availability reduced costs.'

**Knowledge**

'Railways were an industry themselves offering increased employment as signalmen, guards, drivers, etc.'  
 'The building of the railways increased demand for iron to make rails, etc.'  
 'Mine owners could send more coal to the towns for industrial and domestic use thus increasing profit.'  
 'Railways consumed large quantities of coal thus increasing demand.'  
 'People could move away from the dirty towns and travel to work.'  
 'Holidays and day trips became possible at the newly created holiday towns such as Blackpool.'

## Section B

**QUESTION 3**

**3(a) Describe how the land was organised under the open-field system in the eighteenth century.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for developed point 4**

e.g. 'There were three (four) large fields.'  
 'Land in the fields was divided into strips.'  
 'One field was left fallow.'  
 'Villagers had strips in different fields.'  
 'The common land was used by the villagers for their animals.'

**3(b) Explain why the open-field system was wasteful.**

**Target: Recall and explanation (AO1)**

**Level 1 General answer 1**

e.g. 'It did not use the land properly.'  
 'It wasted land.'  
 'It wasted time.'

**Level 2 Identifies reason(s) 2-4**

e.g. "Because of the fallow field.'  
 'The common land was wasteful.'  
 'Baulks were wasteful.'  
 'Seed was broadcast.'  
 'Land was spread out.'  
 'Animals were killed in autumn.'

**Level 3 Explains reason(s) 3-6**

e.g. 'Animals had to be killed in autumn because there was not enough food for them during the winter.'  
 'Land was wasted as one field was left fallow to regain its goodness.'  
 'The common land was not used to grow crops. This reduced the arable land.'  
 'The broadcast method of sowing seed was wasteful as most of the seed failed to grow.'  
 'Land was allocated in different fields and so time was wasted walking from strip to strip in different fields.'  
 'Baulks between strips wasted good growing land.'

**3(c) 'Agricultural improvers such as Townshend were more important to the agricultural revolution than the propagandists like Young.' Do you agree? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions)

**Level 1 Unsupported assertion(s)** **1**  
e.g. 'Propagandists were more important as they spread ideas.'

**Level 2 Identifies importance** **2-4**  
e.g. 'Townshend introduced a four course rotation.'  
'Townshend used turnips and clover.'  
'Bakewell developed selective breeding.'  
'The New Leicester sheep was developed by Bakewell.'  
'Tull developed a seed drill.'  
'Young wrote books.'  
'Coke held sheep shearing meetings.'  
'King George had a model farm.'

**Level 3 Explains importance of improvers OR propagandists** **4-6**

**Level 4 Explains importance of improvers AND propagandists and may conclude that one is more important than the others** **6-9**

**Improvers**

e.g. '**Townshend** used marl to improve the quality of the soil to produce more and better crops.'

Townshend introduced his Four Course Rotation which removed the need for the wasteful fallow field.'

'He used the clover and turnips as fodder thus reducing the need for the autumnal slaughter.'

'More crops were available from the same amount of land to feed the growing population.'

'**Bakewell** used selective breeding to produce animals with more meat.'

'Because more meat was available, diet improved.'

'His ideas were taken up by the Colling brothers who developed Short Horn cattle.'

'**Tull** developed machinery to improve the amount of crops grown. There was the drill and the hoe.'

**Propagandists**

'**Young** was an agricultural journalist who travelled the country writing detailed descriptions of new ideas in the Annals of Agriculture.'

'**Coke** gave long leases to his tenants so they could practice the new ideas.'

'Coke held annual gatherings so people could witness new ideas.'

'Tull wrote about the hoe and seed drill in his book Horse Hoeing Husbandry.'

'**King George** had a model farm at Windsor which people visited as if it was good enough for the King it was good enough for them.'

**Level 5 Comparison to reach a judgement as to why one group might have been more/less effective than other group** **8-10**

**QUESTION 4****4(a) Describe how land was enclosed by Act of Parliament.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point****4**

e.g. 'A public meeting was arranged.'

'If the owners of four-fifths of the land agreed, a petition was sent to Parliament.'

'A notice was fixed to the church door for three consecutive Sundays.'

'Commissioners were sent by Parliament to check legal rights, allocate land and sort out disputes.'

'Surveyors planned the new fields and roads.'

'Fences and hedges were put round enclosed fields.'

**4(b) Explain why the demand for food increased towards the end of the eighteenth century.**

Target: Recall and explanation (AO1)

**Level 1 General answer****1*****e.g. 'Not enough food was being produced.'****Level 2 Identifies reason(s)***2-4**

e.g. 'The population was growing.'

'Because of the wars with France.'

'To feed the people in the towns.'

*Level 3 Explains reasons***3-6**

e.g. 'The population was increasing dramatically and needed to be fed.'

'Britain was at war with France and France hoped to get Britain to surrender by blockading the English Channel to prevent imports of corn. As corn was in short supply farmers had to produce more to feed the population.'

'People living in the rapidly growing towns could not produce food for themselves and thus placed a greater demand on the countryside.'

'People were slowly beginning to realise the benefit of a healthy diet.'

'People in the towns had money to pay for food.'



**4(c) 'Enclosures were more harmful than beneficial.' Do you agree? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertion(s) 1**

e.g. 'They must have been beneficial as there were a lot of enclosures.'

**Level 2 Identifies effect(s) 2-4**

e.g. 'Squatters lost their homes.'  
 'Some people lost their land.'  
 'More crops were grown.'  
 'Diet improved.'  
 'More profits were made.'  
 'There were more jobs.'

**Level 3 Explains harmful OR beneficial effects 4-6**

**Level 4 Explains harmful AND beneficial effects and may conclude that one side has more impact than the other 6-9**

Harmful

e.g. 'The rich were able to buy cheap land off smaller farmers to increase output and they often charged high rents to tenant farmers who had to sell up.'  
 'Villagers had to prove they owned land and even if they could they often had to sell up as they could not afford the compulsory cost of fencing.'  
 'They lived on the common land but when it was enclosed had to leave and often moved to the industrial towns.'  
 'Many lost their land and had to go and work as a labourer for the large landowner for little pay.'

Beneficial

'Under enclosure production increased and there was more food for everybody.'  
 'Large landowners, who invested money in enclosure, could introduce new ideas such as selective breeding and increase profits.'  
 'At some stage everyone gained from enclosure. More employment was available hedging, fencing and ditching. New roads had to be built and farmhouses constructed. Wages were often higher with an improved standard of living.'  
 'The diet improved as new farming methods produced a wider variety of crops and increased the availability of fresh meat. People were healthier and lived longer.'  
 'Enclosures allowed more food to be grown to compensate for the lack of imports caused by the French Wars.'

**Level 5 Comparison of effects to reach a judgement 8-10**

**QUESTION 5**

**5(a) Describe the difficulties faced by those working under the domestic system of cloth manufacture.**

**Target: Recall, description (AO1)**

**One mark for each point, two marks for developed point 4**

e.g. 'Their houses were cluttered with machinery.'  
 'They were paid on a piece-rate.'  
 'They had to work long hours.'  
 'They were often waiting for the clothier to bring supplies.'  
 'Maintaining quality.'

**5(b) Explain why the cotton industry developed in Lancashire.**

**Target: Recall and explanation (AO1)**

**Level 1 General answer 1**

e.g. 'Because the area met the needs of the developing industry.'

**Level 2 Identifies reason(s) 2-4**

e.g. 'Because of the damp climate.'  
 'It had the port of Liverpool.'  
 'Because of the water supply.'  
 'Because of the coalfield.'  
 'Because there were workers there.'

**Level 3 Explains reason(s) 3-6**

e.g. 'Lancashire has a damp climate that stops the thread from snapping.'  
 'Raw cotton could be imported, and finished products exported, through Liverpool.'  
 'The fast flowing Pennine streams were used to power the water wheels.'  
 'The soft water was ideal for washing.'  
 'Coal was readily available to power the mill engines.'  
 'Because there were few other jobs there was a readily available workforce.'

**5(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**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions)

**Level 1 Unsupported assertion(s) 1**  
e.g. 'Some factory owners had good conditions.'

**Level 2 Identifies improvements 2-4**

e.g. 'Improved conditions were brought about by the Acts reducing hours.'  
'The employment of children was stopped.'  
'People like Owen treated their workers well.'

**Level 3 Explains role of factory owners OR other reasons 4-6**

**Level 4 Explains role of factory owners AND other reasons and may conclude that one is more important than the others 6-8**

e.g. Robert Owen

'Improved conditions for his workers by:

paying good wages;

reducing hours to 10.5 max;

received some pay if sick;

no children under 10 employed.'

'Owen and Robert Peel influenced others with their treatment of their workers.'

1819 Factory Act

'No children under 9 to work.'

'Children 9-18 could work no more than 12 hours a day, and not at night.'

1833 Factory Act

'No children under 9 to work.'

'Children 9-13 to work no more than 8 hours per day and had to have two hours schooling.'

'No one under 18 to work nights.'

'4 inspectors appointed.'

1844 Factory Act

'Children aged 8-13 were to work no more than 7 hours.'

'Hours for young male and female workers cut to maximum of 69 per week.'

'More inspectors appointed.'

The Ten Hours Act (1847)

This applied to women and young children, but not men.'

'Lord Shaftesbury fought for reform by supporting the 1833 Act and in 1840s pressed for an enquiry into how well the Act was working. He was responsible for the 1844 Act.'

'Richard Oastler wrote a powerful letter to the Leeds Mercury in 1830 in which he compared child labour with slavery in the West Indies.'

**Level 5 Comparison of importance to reach a conclusion as to why one is more important or why other less important 8-10**

**QUESTION 6****6(a) Describe the problems of using river transport in the early eighteenth century.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point 4**

e.g. 'Rivers were too shallow.'

'They had weirs, waterwheels and low bridges.'

'They often meandered.'

'They often did not flow to where the transport was needed.'

'Sometimes currents were too strong.'

**6(b) Explain why the parish system of road repair (statute labour) did not improve roads.**

Target: Recall and explanation (AO1)

**Level 1 General answer 1**

e.g. 'They did not like doing it.'

**Level 2 Identifies why 2-4**

e.g. 'The surveyors and villagers were unpaid.'

'The villagers lacked skill.'

'They had other jobs.'

'There was no money.'

'They did not have tools.'

**Level 3 Explains why 3-6**

e.g. 'The villagers were not paid to do the work and so were not interested in making things better.'

'Villagers objected improving roads for others to use.'

'Villagers had other jobs such as farming and had to neglect these to do six days labour on the roads.'

The lack of money and correct tools prevented a good job being done.'

'There was a lack of skilled knowledge and this resulted in the filling in of the potholes only.'

**6(c) How far did canals benefit industry before 1830? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertion(s) 1**

e.g. 'They were better than roads.'

**Level 2 Identifies impact 2-4**

e.g. 'They could carry more (bulky) goods.'  
 'Costs were reduced.'  
 'They reduced breakages.'  
 'Towns grew up.'  
 'They could not carry perishable goods.'  
 'They did not always go where required.'  
 'There were delays.'  
 'They were not organised.'  
 'Tolls were often high.'  
 'Thefts occurred.'

**Level 3 Explains the positive OR negative impact 4-6****Level 4 Explains the positive AND negative impact and may conclude that one is more important than the others 6-9****Positive impact**

e.g. 'Cost were reduced for heavy goods as a horse could pull twenty times more than it could on a road.'  
 'Canals were ideal for transporting goods where speed was not important, such as raw cotton.'  
 'Towns grew up along the routes thus providing additional markets for goods.'  
 'Goods such as pottery were less likely to be damaged.'

**Negative impact**

'Locks caused long delays as boats waited their turn.'  
 'Canals were unreliable as they often froze in winter and dried up in summer thus delaying the movement of goods.'  
 'There was no organised system so goods had to be transferred from boat to boat which resulted in delays.'  
 'Sometimes tolls were high resulting in increased cost of goods.'  
 'Goods were often left on wharves where there was a greater risk of theft.'  
 'Slow journeys were of little use in the transportation of fresh produce.'

**Level 5 Comparison of benefits to reach a judgement as to why one had greater impact and why others impacted less 8-10**

**Section C: Thematic Study**

**Medicine, Surgery and Health, c.1750 – c.1990**

**QUESTION 7**

**7(a) Study Source E.**

**What can you learn from Source E about the introduction of the National Health Service? Use details of the source and your knowledge to explain your answer.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of source 1-2**

e.g. 'It shows a lot of people queuing at the dentists for treatment.'  
'It shows people going away with new teeth in a box.'

**Level 2 Unsupported inference(s) 2-3**

e.g. 'People are queuing for free health care.'  
'Lots of people must have had bad teeth.'  
'People thought they were getting a gift.'

**Level 3 Inferences supported by detail from the source or contextual knowledge 3-4**

e.g. 'A lot of people now wanted to have their teeth seen to as it was free.'  
'People never went to the dentist as they could not afford it until the NHS was introduced.'  
'Lots of people wanted treatment and this would be costly for the new NHS.'

**7(b) Explain why the National Health Service was introduced in 1948?**

Target: Recall, description (AO1)

**Level 1 Identifies why****1-2**

e.g. 'Because of Beveridge.'  
'To make Britain a better place to live.'  
'To replace the muddle that existed.'  
'To ensure that all areas had doctors.'  
'To introduce a system to cover the country.'  
'To provide free treatment.'

**Level 2 Explains why****3-5**

e.g. 'To attack one of the five giants of the Beveridge Report.'  
'To provide free treatment for all rather than treatment depending on ability to pay.'  
'To ensure there were enough hospital beds / doctors for those requiring treatment.'  
'Because of the determination, brought about by war, to improve provision.'

**7(c) Explain why the health of most people improved in the years after 1950.**

Target: Recall, explanation (AO1)

**Level 1 General answer** **1**e.g. 'Because things are cleaner.'  
'Treatment is better.'**Level 2 Identifies impact** **2-4**e.g. 'Housing has been improved.'  
'The air is much less polluted.'  
'Because of the National Health Service.'  
'Because of vaccinations.'  
'Because of health education.'**Level 3 Explains how** **3-6**e.g. 'Slums have been demolished and communities rehoused in new accommodation which has running water and proper sanitation.'  
'Council estates were built with open spaces, houses with gardens and shops.'  
'Fashions changed and people wear modern fabrics that are easy to keep clean.'  
'Washing machines and modern detergents make cleanliness easy.'  
'Smokeless zones have been introduced to reduce pollution.'  
'The Clean Air Act of 1956 has brought an end to smogs.'  
'Trading Standards ensure that food is of high quality.'  
'Advertising campaigns encourage people to eat healthily.'  
'Health education on drugs and smoking has increased awareness of dangers.'  
'Vaccination programmes have significantly reduced the threat from illnesses such as whooping cough, measles and TB.'



**QUESTION 8****8(a) Describe the different types of medical treatment that existed in the mid-eighteenth century.**

Target: Recall, description (AO1)

**One mark for each point, two marks for a developed point 4**

e.g. 'Apothecaries who mixed and dispensed drugs.'

'Hospitals – surgeons operated.'

'Wise women who often dispensed herbal remedies.'

'Barber-surgeons who performed basic operations such as teeth pulling.'

'Treatments such as blood letting.'

**8(b) Explain why the treatment of smallpox by inoculation was dangerous.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion 1**

e.g. 'It did not always work'

**Level 2 Identifies reason(s) 2-4**

e.g. 'It used live smallpox.'

'It kept smallpox alive.'

'It could kill people.'

**Level 3 Explains reason(s) 3-6**

e.g. 'As a small dose of small pox was injected there was the real risk of getting the full disease.'

'It is likely that it helped to keep the disease alive even after the introduction of vaccination.'

'It was very difficult to judge the correct dose to give without giving the full illness and killing or disfiguring.'

'Mass inoculations took place and doctors were more interested in the money than the need for cleanliness and so disease could be spread easily.'

**8(c) Was Pasteur the most important person fighting disease in the second half of the nineteenth century? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertion(s) 1**

e.g. 'I agree that Pasteur was important as he found out about disease.'

**Level 2 Identifies work of Pasteur AND / OR other people 2-4**

e.g. 'Yes Pasteur  
published his 'Germ Theory' in 1861.  
developed pasteurisation.'

'No it was Koch who  
identified what caused diseases.  
found a way of looking at diseases under a microscope.'

'No it was Lister who used a spray'

'No it was Nightingale who improved cleanliness in hospitals.'

**Level 3 Explains importance of Pasteur OR importance of others 4-6**

**Level 4 Explains importance of Pasteur AND importance of others 6-9**

e.g. 'Pasteur  
showed a link between dirt and disease through his germ theory.'  
'He showed that germs carried in the air caused decay and disease.'  
'He grew microbes in the lab and injected weak doses into animals. This  
created antibodies providing protection against stronger forms of the disease.'  
'He developed pasteurisation where heat killed germs.'  
'Pasteur developed vaccines to prevent cholera, anthrax and rabies.'  
'Pasteur did not know all the answers but he prompted doctors to ask the right  
questions.'

Koch

'It needed one germ that caused a particular disease to be identified to  
confirm Pasteur's theory and this was done by Koch working on anthrax.'  
'Koch discovered the germs that caused TB and cholera.'  
'Koch developed dyes to stain bacteria. This made them easily visible under  
the microscope.'

'Koch trained Ehrlich who found a treatment for diphtheria in 1885.'

'Florence Nightingale kept wards and dressings clean and the air fresh this  
helped to prevent the spread of disease.'

'Joseph Lister with his spray in the operating theatre killed infection.'

**Level 5 Explanation and evaluation of 'most important'**

**8-10**

**QUESTION 9****9(a) Describe the dangers faced when having an operation in the early nineteenth century.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point 4**

e.g. 'The patient might die.'  
 'They might die from shock as there was no anaesthetic.'  
 'Infection from dirty instruments / room / clothing could cause infection in the open wound as there were no antiseptics.'  
 'Bleeding could not be stopped and the patient could bleed to death.'  
 'Untrained nurses spread infection through a lack of basic hygiene.'

**9(b) Explain why some people opposed the use of anaesthetics?**

Target: Recall explanation (AO1)

**Level 1 General answer 1**

e.g. 'They were new.'

**Level 2 Identifies reasons 2-4**

e.g. 'Because of religious views.'  
 'There was a fear of the unknown.'  
 'It might not be administered correctly.'  
 'It killed people.'  
 'There was no proof that it worked.'

**Level 3 Explains reasons 3-6**

e.g. 'Some people were worried that they might be given wrong amounts causing them to wake up or to die.'  
 'They were new and there was no certainty of the side effects.'  
 'Church members were outraged that chloroform should be used in childbirth as this was against the teaching of the Bible.'  
 'The army viewed the use of anaesthetics as soft.'  
 'Some people were worried what might happen to them whilst they were unconscious.'

**9(c) How far was surgery improved by 1900? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported inference 1**

e.g. 'It must have improved as more people survived operations.'

**Level 2 Identifies progress 2-4**

e.g. 'Anaesthetics were developing.'  
 'Sterilised catgut was used.'  
 'Surgeons became more skilled as the century progressed.'  
 'Rubber gloves were in common use.'  
 'Blood transfusions were not successful.'  
 'Antiseptic surgery was not fully accepted.'

**Level 3 Explains improvements OR explains areas under developed 4-6****Level 4 Explains improvements AND explains areas under developed 6-9**

e.g. 'By the end of the century anaesthetics were accepted and used in operations to reduce pain and death from shock. This followed their use by Queen Victoria in 1857.'  
 'The patient was unconscious and so more complex, longer operations could be performed without a struggling patient.'  
 'Antiseptic surgery was developed by Lister and this reduced the number of deaths from infection.'  
 'Lister introduced sterile catgut ligatures which sealed wounds without infection and were absorbed by the body.'  
 'Hospital staff used rubber gloves to stop the spread of infection.'  
 'Bleeding was addressed by the use of special clamps.'  
 'The first successful appendix operation was in the 1880s and the first heart operation in 1896.'

'People were sceptical about the introduction of anaesthetics as more complex operations could be performed thus carrying infection deeper into the body and also increasing blood loss and therefore death from shock.'  
 'Local anaesthetics were helped by the introduction of a hollow needle but the use of cocaine caused addiction when doctors experimented and it was not until 1904 that the safer drug of novocaine was developed.'  
 'At first Lister's spray was only used in the operating theatre and patient's still died from infection in the wards. Antiseptic surgery was not fully accepted until the early twentieth century when King Edward VII had a successful appendix operation.'  
 'Blood transfusions helped to prevent death from shock but were not successful until in 1901 Landsteiner discovered four blood groups and blood transfusions then became successful.'  
 'The use of X-rays, discovered in 1895, allowed the correct setting of broken bones but it was the First World War that confirmed their importance in surgery.'

**Level 5 Explanation and evaluation of 'how far' 8-10**

## Section C: Thematic Study

## Poverty, c1815 – c.1990

**QUESTION 7****7(a) Study Source E.**

**What can you learn from Source E about life for poor people at the beginning of the twentieth century? Use details of the source and your knowledge to explain your answer.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of source****1-2**

e.g. 'It shows the family looking unhappy.'  
 'It shows a person asleep in the room.'  
 'They hung their washing inside.'

**Level 2 Unsupported inference(s)****2-3**

e.g. 'They lived in one room.'  
 'They were dirty.'  
 'Their houses were gloomy and dirty.'  
 'the room is overcrowded.'

**Level 3 Inferences supported by detail from the source or contextual knowledge****3-4**

e.g. 'They probably only had one room as it shows a bed in the same room as the food table.'  
 'They look very dirty which suggests they did not have anywhere to wash.'  
 'They hung their washing in the room which would make it feel damp.'  
 'Disease could spread easily in the overcrowded room.'

**7(b) Explain how the Liberal reforms (1906-1914) helped children.**

Target: Recall, explanation (AO1)

**Level 1 Identifies how****1-2**

e.g. 'They introduced free meals.'

'They introduced school medical inspections.'

'They introduced an Act (1908) which became known as the Children's Charter.'

'School clinics were introduced.'

**Level 2 Explains how****3-5**

e.g. 'From 1906 local councils were given power to provide free meals for children from the poorest families.'

'From 1907 doctors and nurses went into schools to give children free medical checks.'

'The Children's Act of 1908 (the Children's Charter) made children 'protected persons' which meant their parents could be prosecuted for cruelty against them. It was illegal to insure a child's life.'

'Juvenile courts were set up. Children under 14 who had broken the law could not be sent to adult prisons. Borstals were set up.'

'Children under 14 were not allowed in pubs and shopkeepers could not sell cigarettes to under 16s.'

'A network of school clinics was set up from 1912 to provide free medical treatment following their medical inspection in school.'

**7(c) Explain why the Liberals reforms were beneficial to the unemployed.**

Target: Recall, explanation (AO1)

**Level 1 General answer** **1**

e.g. 'The reforms improved their lives.'

**Level 2 Identifies how** **2-4**

e.g. 'They set up labour exchanges.'  
'The introduced the National Insurance Act, 1911.'  
'They gave benefit to the unemployed.'

**Level 3 Explains how** **3-6**

e.g. 'They set up labour exchanges so that unemployed workers could go and look for a job instead of having to tramp from workplace to workplace trying to find work.'  
'The Act of 1911 aimed to prevent poverty resulting from unemployment by insuring workers for the time they were out of work.'  
'It applied to workers in shipbuilding and engineering at first where there was seasonal unemployment.'  
'It removed the need to go into the workhouse for short periods of unemployment.'

**QUESTION 8****8(a) Describe how the Speenhamland system worked.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point** **4**

e.g. 'Payment depended on the number of children.'  
 'Labourers wages were topped up to subsistence level.'  
 'It was paid by the parish from the Poor Rate.'  
 'It depended on the price of bread.'  
 'It was paid as outdoor relief.'

**8(b) Explain why many agricultural labourers lived in poverty at the beginning of the nineteenth century?**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion** **1**

e.g. 'Because of changes in farming.'

**Level 2 Identifies why** **2-4**

e.g. 'Because of enclosure.'  
 'The loss of the common.'  
 'The effects of the French Wars.'  
 'Food shortages.'  
 'High food prices.'  
 'Speenhamland was not working.'

**Level 3 Explains why** **3-6**

e.g. 'The allowance system helped but encouraged idleness and large families.'  
 'Enclosure had left farm workers unemployed.'  
 'Wages paid by the large landowners were insufficient.'  
 'Villagers lost the use of the common where they had kept animals for free.'



**8(c) How successful was the Old Poor Law in dealing with poverty? Explain your answer.**

Target: Recall, explanation, analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions** **1**

e.g. 'It helped the poor so it must have been successful.'

**Level 2 Identifies operation features** **2-4**

e.g. 'It was relaxed and more adaptable.'  
 'It generally worked well before 1750.'  
 'Outdoor relief was kinder.'  
 'It was becoming expensive.'  
 'It was administered by non-professionals.'  
 'There was no national system.'  
 'Each area could develop its own approach.'

**Level 3 Explains success OR failings** **4-6**

**Level 4 Explains success AND failings** **6-9**

e.g. 'It was successful in that it tried to differentiate between able-bodied and those old and ill.'  
 'Under Gilbert's Act parishes were allowed to group together to build better workhouses.'  
 'Pre-industrial and agricultural changes, the system, aided by local charity, generally worked well.'  
 'It generally worked well as the overseer and the pauper new each other and new each others families therefore understanding the problem.'  
 'The fact that many parishes paid outdoor relief meant that the temporary unemployed found it easier to do occasional work.'

'It was administered by the parish which had limited resources and was operated by non-professional administrators.'  
 'Each parish had their own way of dealing with poverty and therefore there was no uniform system.'  
 'The cost was rising as the number of paupers increased.'  
 'The Impact of the French Wars meant the system could not cope particularly in the south and the Speenhamland System was introduced.'  
 'The Speenhamland System was blamed for forcing wages down as they were made up by the Poor Rate.'

**Level 5 Explanation and evaluation of 'how successful'** **8-10**

**QUESTION 9****9(a) Describe how the treatment of the poor was organised under the New Poor Law of 1834.**

Target: Recall, description (AO1)

**One mark for each point, two marks for a developed point 4**

e.g. 'To receive relief they had to go into the workhouse.'

'Life in the workhouse was made deliberately harsh.'

'There was not much variation from area to area.'

'Families were split up.'

'Uniforms were worn.'

'There were strict rules in the workhouses.'

**9(b) Explain why it was necessary to introduce the New Poor Law in 1834.**

Target: Recall, explanation (AO1)

**Level 1 General answer 1**

e.g. 'The old law was not working properly.'

**Level 2 Identifies reason(s) 2-4**

e.g. 'Poor Law was still based on a two hundred year old Act.'

'It did not deal with those who needed help.'

'It was costly.'

'Costs were increasing.'

'Allowance systems encouraged idleness and more children.'

**Level 3 Explains reason(s) 3-6**

e.g. 'The old Act was outdated for an increasingly industrial society.'

'It was inadequate for a growing population that was more mobile.'

'It was difficult to assess the genuine cases as people were not known to the overseers.'

'The allowance system encouraged idleness and large families as these were the criteria for payment.'

'The number of paupers claiming help was increasing rapidly but many were able bodied.'

'The cost of poor relief was rising rapidly. It had increased four fold over the thirty years before 1818.'

'People who had to pay poor rate were critical of the system and the fact they had to pay more.'

**9(c) Did most people support the New Poor Law of 1834? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions** **1**

e.g. 'They must have done as the system remained into the twentieth century.'

**Level 2 Identifies how popular** **2-4**

e.g. 'It was popular as it was cheaper.'  
 'It reduced number.'  
 'There were riots.'  
 'It was opposed in novels and newspapers.'  
 'Some people turned to Chartism.'  
 'It did not meet the needs of an industrial society.'

**Level 3 Explains popularity OR opposition** **4-6**

**Level 4 Explains popularity AND opposition** **6-9**

e.g. 'The local ratepayers generally supported the Act as costs were reduced by up to one-third.'  
 'It was popular with many well to do as it reduced the numbers applying for poor relief.'  
 'It was more popular in the south where there was less short-term unemployment.'

'Anti-Poor Law Committees were set up to organise resistance. One was led by Richard Oastler.'  
 'The Times published articles and letters criticising the system.'  
 'Charles Dickens opposed the harsh system and attacked it in his book Oliver Twist.'  
 'Many people joined the Chartist Movement in the hope of getting Parliamentary representation.'  
 'Many began to realise that the new workhouses were expensive and outdoor relief was more cost effective.'  
 'Families were opposed to it as they were split up in the workhouse and treated like criminals.'  
 'There were riots in places like Stockport and across the north as the system did not take account of short-term unemployment.'

**Level 5 Explanation and evaluation of 'how popular'** **8-10**

**Section C: Thematic Study**

**Trade Unions and Working-Class Movements, c.1800 – c.1990**

**QUESTION 7**

**7(a) Study Source E.**

**What can you learn from Source E about the General Strike? Use details of the source and your knowledge to explain your answer.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of source**

**1-2**

e.g. 'The buses were running.'  
 'They needed policemen (specials) on the buses.'  
 'Soldiers were used to guard buses.'

**Level 2 Unsupported inference(s)**

**2-3**

e.g. 'They kept essential services running.'  
 'It was dangerous to drive a bus during the strike.'  
 The bus driver is a volunteer.'

**Level 3 Inferences supported by detail from the source or contextual knowledge**

**3-4**

e.g. 'The bus driver is a volunteer as the regular drivers are on strike.'  
 'Volunteers were mobilised to keep essential services running and they needed protection.'  
 'To keep essential services running they had to have soldiers and policemen for safety.'

**7(b) Explain why there was a General Strike in 1926.**

Target: Recall, description (AO1)

**Level 1 Identifies why****1-2**

e.g. 'Because of the actions of mine owners.'  
 'Because pay was to be cut.'  
 'Because of the Triple Alliance.'

**Level 2 Explains why****3-5**

e.g. 'The Triple Alliance was trying to improve conditions and wages.'  
 'The important industry of coal was returned to the mine owners in 1921 and they immediately proposed wage cuts and longer hours to meet threats from foreign competition.'  
 'The Triple Alliance failed to support the miners (Black Friday), who were eventually forced back to work on worse conditions.'  
 'Labour relations continued to deteriorate as the economy slumped. The worst hit were the staple industries.'  
 'In 1925 further cuts in miner's wages and longer hours were proposed. The miner's leader said 'Not a penny off the pay, not a minute on the day'.  
 'This time the Triple Alliance stood firm and the government offered the mine owners a subsidy to stop the pay cut (Red Friday).  
 'The subsidy only lasted for nine months and the tension between the government and the mine owners on one side and the unions on the other.'  
 'The Samuel Commission reported in March 1926 and recommended a small wage cut.'  
 'This was not acceptable – the General strike was inevitable.'

**7(c) Explain how the General Strike affected trade unions.**

Target: Recall, explanation (AO1)

**Level 1 General answer****1**

e.g. 'Unions lost out.'

**Level 2 Identifies how****2-4**

e.g. 'Membership fell.'

'General and sympathy strikes were made illegal.'

'Trade unions were unpopular.'

**Level 3 Explains how****3-6**

e.g. 'In 1927 a new Trades Disputes Act was passed. This made sympathy strikes illegal. It also placed severe restrictions on picketing.'

'The 1913 Act was reversed with union members now having to make a positive decision to pay money into a union's political fund.'

'Trade union membership fell as union activists and their value were questioned.'

'It affected Labour Party membership with many turning to communism.'

'With a reduced number of members the unions became short of money.'

'The constraints placed on unions meant the number of strikes reduced.'

**QUESTION 8****8(a) Describe the work of trade clubs at the beginning of the nineteenth century.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point 4**

e.g. 'Restricted entry to the profession. Those entering had to undergo an apprenticeship.'  
 'It set minimum rates and hours of work to ensure nobody could undercut.'  
 'It helped unemployed members to find work.'  
 'It acted as a friendly society by giving financial help to those in need.'  
 'It argued for better conditions.'  
 'It acted as a social club.'

**8(b) Explain why the government passed the Combination Acts in 1799?**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion 1**

e.g. 'To deal with unions.'

**Level 2 Identifies why 2-4**

e.g. 'To stop groups of people joining together.'  
 'The government feared revolution.'  
 'To prevent requests for higher wages.'  
 'To deal with ringleaders.'

**Level 3 Explains why 3-6**

e.g. 'the government were worried about people combining as they were seen as a threat to peace.'  
 'The government did not want a revolution as had happened in France.'  
 'With food prices rising because of the war, more working class combinations were demanding higher wages.'  
 'To try and stop union members taking strike action.'  
 'To be in a position to take swift action against those considered to be the ringleaders.'  
 'A mutiny in the navy (1797) had increased the government's worries.'

**8(c) How successful were trade unions in the period up to 1860? Explain your answer.**

Target: Recall, explanation, analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions**

**1**

e.g. 'Some were very successful.'

**Level 2 Identifies achievements/failures**

**2-4**

e.g. 'Trade unions made legal.'

'New Model Unions helped their members.'

'The GNCTU failed.'

'The Amalgamated Society of Engineers was very successful.'

**Level 3 Explains achievements OR failures**

**4-6**

**Level 4 Explains achievements AND failures**

**6-9**

e.g. 'The Combination Laws were repealed in 1824 making trade unions legal.'

'The New Model Unions represented the skilled or semi-skilled and were successful in improving conditions and pay for members by negotiation. They charged high fees and provided welfare benefits.'

'Being moderate made these unions acceptable and the setting up of the TUC followed.'

'Early unions had little success because of employers hostility towards them and many workers were afraid of losing their job.'

'The GNCTU was an attempt to form a nationwide union. It failed because of:  
communication difficulties making a national organisation impossible at this time.  
limited funds as many refused to pay the membership fee.  
the impact of the 'document' that employees were forced to sign.  
the treatment of the Tolpuddle Martyrs put people off joining.'

**Level 5 Explanation and evaluation of 'how successful'**

**8-10**



**QUESTION 9****9(a) Describe the dockers strike of 1889.**

Target: Recall, description (AO1)

**One mark for each point, two marks for a developed point** **4**

e.g. 'Ben Tillet organised a campaign to get improved conditions.'  
 'They wanted 6d an hour and a minimum of four hours work.'  
 'There was picketing of the docks.'  
 'The port was at a standstill with food rotting on the ships.'  
 'There were parades through London.'  
 'When they were on the verge of giving in a donation of £30,000 arrived from trade unions in Australia.'  
 'After five weeks the dockers won.'

**9(b) Explain why trade unions for the unskilled grew after 1870.**

Target: Recall, explanation (AO1)

**Level 1 General answer** **1**

e.g. 'They grew because they were needed.'

**Level 2 Identifies why** **2-4**

e.g. 'To represent the lower paid.'  
 'There were large numbers of workers enduring very poor conditions.'  
 'There were people willing to stand up for these workers.'

**Level 3 Explains why** **3-6**

e.g. 'The number of unskilled workers was growing and they needed representation.'  
 'Political parties helped unskilled workers to form unions.'  
 'There were a number of strong willed and determined leaders, such as Tillet and Mann.'  
 'Many saw the value of unions during periods of depression.'  
 'The success of the match Girls encouraged others.'  
 'Wages had increased and they could afford subscriptions.'  
 'Union membership put members in a stronger bargaining position.'

**9(c) How far was the power of trade unions reduced in the period 1865-1913?  
Explain your answer.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions** **1**

e.g. 'Some of the Acts passed reduced the powers of the unions.'

**Level 2 Identifies main events** **2-4**

e.g. 'Hornby v Close was about stolen union funds.'  
 'The Trade Union Act and The Criminal Law amendment Act affected the power of the unions.'  
 'The Conspiracy and Protection of Property Act changed the law about pickets.'  
 'The Taff Vale case affected the right to strike. This was changed by the 1906 Trades Disputes Act.'  
 'The Osborne Judgment and The 1913 Trade Union Act were about the political levy.'

**Level 3 Explains progress OR loss of power** **4-6**

**Level 4 Explains progress AND loss of power** **6-9**

e.g. 'Under the Trade Union Act of 1871, trade unions became full legal organisations and as a result their funds were legally protected from theft by officials.'  
 'The Conspiracy and Protection of Property Act of 1875 permitted trade unions to use peaceful picketing during strikes. Unions could now organise effective strikes.'  
 'The Trades Dispute Act changed the Taff Vale ruling by stating that unions were not liable for losses caused by strike action.'  
 'The Trade Union Act of 1913 said that a political levy was legal. Any one could opt out.'

'In Hornby v Close (1867) the union were refused permission to prosecute their treasurer for the funds he stole. This meant they could not sue for money stolen from a union.'  
 The Criminal Law Amendment Act prohibited picketing. This angered trade unionist as they considered it to be a valid weapon against bosses.'  
 'The Taff Vale Judgment of 1901 made unions compensate for losses suffered from strike action. This made strikes almost impossible.'  
 The House of Lords (The Osborne Judgment, 1909) decided the political levy was illegal. This was a severe blow to the Labour Party as this money was used to support Labour MPs in Parliament.'

**Level 5 Explanation and evaluation of 'how far'** **8-10**

## Section C: Thematic Study

## The Changing Roles and Status of Women, c1840 – c.1990

**QUESTION 7**7(a) **Study Source E.**

**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.**

Target: Source comprehension, inference (AO2)

**Level 1 Use of surface features of Source** **1-2**

e.g. 'They went on marches.'  
 'They wanted equal pay.'  
 'They wanted free contraception.'

**Level 2 Unsupported inference(s)** **2-3**

e.g. 'Women were not treated equally.'  
 'They received lower wages than men.'  
 'Some males supported women.'

**Level 3 Inferences supported by detail from the source or contextual knowledge** **3-4**

e.g. 'Women went on protest marches to get their views heard and to challenge male assumptions.'  
 'They wanted equality in employment for the same work. At the time men earned more than women.'  
 'They wanted to be given free contraception so that they could make choices about careers and families.'

**7(b) Explain how easily available contraception has changed the lives of women.**

Target: Recall, description (AO1)

**Level 1 General answer**

**1-2**

e.g. 'They can plan their lives better.'  
'Family planning is available.'  
'They can follow a career.'

**Level 2 explains how**

**3-5**

e.g. 'The availability of contraception gives women the choice as to whether to have children or not.'  
'It allows women to follow a career without pregnancy interfering.'  
'Increased sexual freedom has resulted in a radical change in the social and economic outlook of women.'  
'It has increased the freedom to make choices and allows greater equality.'

7(c) **Explain why some women had not achieved equality of opportunity by the end of the twentieth century.**

Target: Recall, explanation (AO1)

**Level 1 General answer** **1**

e.g. 'It has not been achieved as women still look after the home.'

**Level 2 Identifies reasons** **2-4**

e.g. 'It is difficult to prove discrimination.'  
'Women have to bring up families.'  
'Women get less money.'  
'Women are portrayed unfairly.'

**Level 3 Explains reasons** **3-6**

e.g. 'Although women have the law on their side it is difficult to prove comparability of jobs or fight injustices such as sexual harassment as it is difficult to prove.'  
'Many women still face the dilemma of balancing the demands of careers, home and children.'  
'Some jobs were still closed to women particularly those giving access to real power for example in the civil service.'  
'Women's average earnings are still below those of men as many women are in lower paid jobs.'  
'Some women would argue that women are presented in stereotypical ways, or as sexual objects, in adverts.'  
'Whilst women can enter the professions it is still very difficult for them to reach the highest paid jobs.'

**QUESTION 8****8(a) Describe the role of a female in domestic service in Victorian times.**

Target: Recall, description (AO1)

**One mark for each point, two marks for developed point** **4**

e.g. 'Heavy household chores – cleaning, ironing, making beds, lighting fires.  
'Preparing and serving meals.'  
'Cleaning silverware and cutlery.'  
'Washing clothes, scrubbing.'

**8(b) Explain how educational opportunities for women improved in the second half of the nineteenth century.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion** **1**

e.g. 'There were more opportunities.'

**Level 2 Identifies how** **2-4**

e.g. 'Elementary education was available.'  
'Colleges for women were set up.'  
'Women could get medical qualifications.'  
'Women were accepted in some universities.'

**Level 3 Explains how** **3-6**

e.g. 'Until elementary education was made compulsory in 1880, girls often did not attend school.'  
'Some women wanted to enter the professions. This was helped by private education in girls' schools such as Cheltenham Ladies' College.'  
'This education allowed access to teacher training colleges, women's colleges and universities such as London.'  
'Compulsory education meant there was a demand for teachers and many women took that role.'  
'In 1876 all medical qualifications were made available to women.'

**8(c) To what extent did wider employment opportunities benefit most women in the second half of the nineteenth century? Explain your answer.**

Target: Recall, explanation, analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions** **1**

e.g. 'Many more jobs became available.'

**Level 2 Identifies changes** **2-4**

e.g. 'Nursing became popular.'  
 'More teachers were required.'  
 'Office work increased.'  
 'Men still had the highest paid jobs.'  
 'Shop assistants were required.'  
 'Many still worked in domestic service.'

**Level 3 Explains changes OR limitations** **4-6**

**Level 4 Explains changes AND limitations** **6-9**

e.g. 'Following Florence Nightingale's work in the Crimea schools for the training of nurses were set up as nursing became more respectable.'  
 'An example was Elizabeth Garrett Anderson who, despite much hostility, became the first woman doctor.'  
 'The number of schools increased after the 1870 Act and more teachers were needed. By 1900 three out of four teachers were women. Heads were usually men.'  
 'As commerce developed the amount of office work increased. Women worked as telephonists and typists but not until later did the highest paid clerking jobs become available.'  
 'The growth of shops and department stores increased demand for women shop assistants but hours were long.'  
 'Work in domestic service was available although this was beginning to decline.'  
 'The traditional jobs remained in the sweated trades and heavy industry.'

**Level 5 Explanation and evaluation of 'to what extent'** **8-10**

**QUESTION 9****9(a) What arguments were used to stop women getting the vote?**

Target: Recall, description (AO1)

**One mark for each point, two marks for a developed point** **4**

e.g. 'Women were considered weak and needed the support of a man.'  
 'Men were the head of a family and made the decisions.'  
 'Suffragettes gained women a bad name because of their actions.'  
 'Women were considered unable to think for themselves.'  
 'Women were too emotional.'

**9(b) Explain why some women wanted the vote.**

Target: Recall, explanation (AO1)

**Level 1 General answer** **1**

e.g. 'Because it was their right.'

**Level 2 Identifies why** **2-4**

e.g. 'Because their status was changing.'  
 'Women were now educated.'  
 'They had important jobs.'  
 'To make them equal to men.'

**Level 3 Explains why** **3-6**

e.g. 'The status of women was changing. The Acts passed in the 1870s and 1880s gave women important rights in marriage and relation to property.'  
 'Their education had improved, including access to university and they were at least equal to men.'  
 'The 1884 Act had given the vote to generally less well off and much less educated males. Women thought they should be treated the same.'  
 'Women owned property and earned money on which they paid tax in the same way as men.'  
 'During the war they took over jobs from men and helped, successfully, with the war effort.'



**9(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.**

Target: Recall, explanation and analysis (AO1)

(Written communication to be assessed in this question – see examiner instructions.)

**Level 1 Unsupported assertions** **1**

e.g. 'They worked instead of the men.'

**Level 2 Identifies reasons** **2-4**

e.g. 'Because of the suffragettes and their actions.'  
 'Because the work in the war keeping the factories working.'  
 'Because of a change in the law.'  
 'Because attitudes were changing.'

**Level 3 Explains agreement OR disagreement** **4-6**

**Level 4 Explains agreement AND disagreement** **6-9**

e.g. 'The suffragettes gained respect for calling off their campaign of violence and concentrating on the war effort.'  
 'War work in the munitions factories proved that women were equal to men.'  
 'Women carried out other essential tasks, such as nursing, as part of the war effort and proving their capabilities.'

'The actions of the suffragettes such as hunger strikes brought the campaign for the vote to the attention of the government.'  
 'The attitudes of some politicians changed and they hoped that women would vote for their party.'  
 'It was necessary to change the law to allow servicemen to vote and it was an opportunity to give the vote to some women.'

**Level 5 Explanation and evaluation of 'how far'** **8-10**



**Mark Scheme 1936/02**  
**June 2005**

**APPLICATION OF THE MARK SCHEME****1. Use of the Mark Scheme**

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3. The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4. Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8. The mark scheme primarily aims to reward conceptual understanding and the demonstration of evidence handling skills. Contextual knowledge, is of course important in so far as it enables candidates to demonstrate their understanding of concepts and their source evaluation skills. Conceptual knowledge is included within the target for certain questions.
- 1.9. WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.
- 1.10. Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

**2. Marking**

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/5.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4. The total mark for each question should be transferred to the front page of the script. The marks for all the questions should be totalled and indicated.
- 2.5. It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.
- 2.7. Any comments should be kept to a minimum and should always be related to the award of a mark or marks and be taken from statements in the mark scheme. General comments on a candidates' work should be avoided.

- 1 **Study Source A. What can you learn about living conditions in towns in the middle of the nineteenth century from this source? Use details from the source to explain your answer.**

*Target: Source comprehension, inference (A02)*

**Level 1 Uses surface features of source only** **1-2**

e.g. The water supply was provided by the stream.  
The houses were in long rows.  
Some houses had thatched roofs.

**Level 2 Unsupported inferences** **2-3**

e.g. There was no piped water supply.  
They had coal fires.  
The water supply was not hygienic.

**Level 3 Supported inferences drawn from the source** **3-5**

e.g. The water supply was provided from the stream so it would be polluted and lead to disease.

The waste of the privies behind the houses would be dumped in the stream, which was then used as the water supply.

The houses are very close together which would lead to overcrowding.

Thatching could harbour disease which could make people ill.

2

**Study Sources A and B. Are you surprised that these two sources give different impressions about living conditions around the middle of the nineteenth century. Use the sources and your knowledge to explain your answer.**

*Target: Comprehension, cross referencing of historical sources (AO2)  
Comprehension and evaluation of an historical representation (AO3)*

**Level 1 Generalised answer with no support from source 1**

e.g. No because the sources are not about the same place.

**Level 2 Answers based on source type / surface detail / provenance 2-3**

e.g. Source A is a picture whereas Source B is a written source so they will be different.  
Source A is about Jacob's Island and Source B is about Saltaire so they will differ.  
Yes I am surprised as both sources relate to almost identical dates. I am surprised they give different impressions, as they are both produced in London.

**Level 3 Answers based on purpose 4-5**

e.g. I am not surprised they are different. The newspaper is producing information for its readers to inform them about what is happening in other areas of the country whilst the picture's aim is to highlight poor conditions.  
Both sources have the aim of informing therefore they do not necessarily have to be similar. The image they want to portray is of what exists so as to inform people

**Level 4 Answers based on contextual knowledge 6-7**

e.g. Source B is discussing the main features of Saltaire which was a model village built by Titus Salt for his workers. Salt believed that if he improved the living conditions of his workers they would work better for him. He was one of the few employees at the time who provided good quality housing for their workers. At the same time the picture was produced to highlight the poor conditions that still existed.

Source B is from a newspaper, the details of which may have been chosen to advertise and promote the work done by Titus Salt at Saltaire, whereas Source A was perhaps drawn to illustrate poor conditions. Source A is about housing in an area of London in 1850 when public health was not seen as a priority. Although the 1848 Public Health Act had been passed it was not compulsory. Many living areas had developed very quickly and no thought was given to water supply or the provision of sewers.

**3** **Study Source C. What message is this source trying to give? Use the source and your knowledge to explain your answer.**

*Target: Selection and deployment of knowledge (A01)*

*Comprehension and analysis of an historical representation (A03)*

**Level 1 Describes surface detail** **1-2**

e.g. The source shows Father Thames introducing his offspring to the fair city of London.

The source shows dead animals in the river.

There was a great stink.

**Level 2 Valid unsupported inferences** **3-4**

e.g. The water in the river is very dirty.

It is an interpretation of the polluted conditions.

Disease spread rapidly.

**Level 3 Valid supported inferences** **5-6**

e.g. As a result of the polluted river diseases like cholera would spread.

There is a lot of smoke coming out of the chimneys which meant the area was very polluted.

As this is a cartoon it is drawn to exaggerate the conditions that existed in the River Thames such as low water levels and disease so as to give a message.

**Level 4 Message of the cartoonist – supported in context** **7-8**

e.g. It is giving the message that many people caught diseases like cholera as they got their drinking water from the Thames which was very polluted as waste was just dumped in the river.

The Public Health Act passed in 1848 was disbanded in 1854 as the prevailing attitude was laissez-faire. Many people did not want to be bullied into health thus conditions such as those shown in the cartoon existed on a wide scale especially in growing towns.

The cartoon was published at the time of the Great stink when London affected by an overpowering smell which actually stopped Parliament from sitting. Newspapers and publications took the campaign to clean up the Thames.



**4** **Study Sources D and E. Which of these sources is the more reliable in telling us about the importance of Joseph Chamberlain's work? Use the sources and your knowledge to explain your answer .**

*Target: Selection and deployment of knowledge. (AO1)  
Comprehension, analysis and evaluation of sources for reliability. (AO2)*

**Level 1 Face value use of sources** **1-2**

e.g. Both sources are reliable as they are primary sources.  
Source E is reliable as it says Birmingham council rebuilt the city centre by clearing slum housing.

**Level 2 Reliability based on source provenance** **3-4**

e.g. Source D is the more reliable as it was written at the time by Joseph Chamberlain who was Mayor of Birmingham (1873-76) and he was telling people what he had achieved.  
On the other hand Source E was written by a taxpayer who would be concerned about the cost of the improvements and this makes it unreliable.  
I am not sure that Source E is reliable. Would a ratepayer have really known what was going on at that time?

**Level 3 Tests sources for reliability by reference to other sources** **4-5**

e.g. I think Source E is more reliable as it states that the majority of Birmingham's slums remained untouched and this is implied by the need to pass Acts like the Housing and Town Planning Act mentioned in Source H.

Source D might be less reliable in that he is boasting about his achievements and does not mention what it has cost or what had not been achieved that is pointed out in Source E.

**Level 4 Tests source for reliability supported by contextual knowledge** **5-8**

e.g. This source is reliable as Joseph Chamberlain did take advantage of the 1875 Artisans Dwellings Act to pull down slums in the centre of Birmingham and re-design the area around Corporation Street which resulted in the sort of conditions he describes in Source D.

Source E might not be reliable as it is by a ratepayer who would be relatively well off and would not be concerned, or know about, the conditions of the poor.

Source D, although written at the time, only looks at the positive side of Chamberlain's work and sees the results in the short-term whereas Source E written much later gives a more balanced account and is therefore more reliable.

**5** **Study Sources F and G. Which of these sources is the more useful to an historian studying living conditions around 1900? Use details from the sources and your knowledge to explain your answer.**

*Target: Selection and deployment of knowledge (A01)*

*Comprehension, analysis and evaluation of sources for utility. (A02)*

*Comprehension and evaluation of sources for historical interpretation. (A03)*

**Level 1 Usefulness based on provenance** **1-2**

e.g. Source G is useful as it was published at the time.

Source F is useful as it is a picture and we can see what the houses looked like.

**Level 2 Accepts information at face value as being useful** **3-4**

e.g. Source F is useful as it shows us that the houses had gardens.

Source G is useful as it tells us that the houses were very overcrowded.

**Level 3 Usefulness based on source type** **5-6**

e.g. Source F is useful as it is a photograph which shows how much better the houses were with gardens and more space.

A picture source is more useful than a written source as it shows you exactly what conditions were like.

Source G is useful because it is from a survey conducted by Charles Booth so he collected evidence on which to base his report to inform people of the poor conditions.

**Level 4 Cross references with other sources to establish usefulness and/or explains usefulness in context** **7-8**

e.g. Source G is useful as it tells us about the polluted water supply which is supported by Source A.

Source F is useful because it shows houses with gardens which is supported by Source B.

**Level 5 Interprets and evaluates usefulness using contextual knowledge** **9-10**

e.g. Source F is useful because it shows the types of houses that Cadbury built for his workers at Bourneville. Cadbury was an employer like Salt who believed that if his workers were well housed they would make better workers. However, very few employers had the same attitude thus housing like this was rare.

Source G is useful because it highlights the problem of overcrowding and poor living conditions which were still very prevalent in 1900. Even though the government had taken action through the 1875 Public Health Act there were still huge problems of overcrowding and this information brought the problem to the notice of government as it is more representative of the whole country.

**6.**

**Study all the sources. 'By 1900 living conditions were better than in the 1850s.' How far do you agree with this statement? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

*Target: Selection and deployment of knowledge (A01)*

*Comprehension, analysis and evaluation of sources (A02)*

*Comprehension, analysis and evaluation of an historical interpretation (A03)*

**Level 1 Answers which do not use sources 1-2**

e.g. Living conditions were getting better all the time as the government was building sewers and introducing clean water.

**Level 2 Generalised source use – with or without specific identification of source(s) 3-4**

e.g. It must have been better as the houses were getting better and towns were cleaner.

It was not getting better as they were still introducing Acts.

**Level 3 Explicit use of sources EITHER to support OR challenge the interpretation 5-7**

**Level 4 Explicit use of sources to support AND challenge the interpretation 8-10**

e.g. Things had not improved as according to Source G, in 1900 there was a lot of overcrowding and the water tank was also used for refuse.

If conditions had been improved for everyone, why was it necessary to introduce an Act in 1909 (Source H)?

If conditions were better in 1900 why was it necessary for Booth to produce his Report (Source G)?

Source E says that slums were cleared in the 1870s and yet Source H says that back to back houses were declared illegal.

I think this is true as people benefited from the work of Cadbury (Source F). He improved conditions and you can see these improvements in Source F where they have gardens.

According to Source B some people were already living in better conditions in the 1850s.

**Note:** Three bonus marks for source evaluation and/or good use of contextual knowledge are available up to the question maximum of 12. These should be indicated by a '+' sign.

Mark using 'A' to agree and 'D' for disagree.



# **Report on the Components**

## **June 2005**

## **General Comments**

Overall there were many good answers to the questions again this year although the improvement noted over recent years was not as evident. Examiners reported many good answers from candidates who had the knowledge and understanding to deal fully with the demands of all the different question types and content area. However, the compulsory questions set on a topic within the twentieth century proved to be the undoing of many candidates who had often performed creditably on other aspects of the paper. The challenges of this paper rely heavily on knowledge and understanding and regrettably there was evidence of candidates lacking even the basics of twentieth century content.

Disappointingly an understanding of chronology remains weak despite comments in this report in previous years. This lack of understanding resulted in the failure to use relevant information giving an impoverished mark. This was particularly evident in many answers to the compulsory question on the National Health Service where candidates were quite happy to write about the improvements of the nineteenth century.

Many candidates now take questions 1(a), 2(a) and 7(a) in their stride having been well prepared for this particular historical evidential skill. Many inferences made were well supported by contextual knowledge and it was not unusual to see individual candidates gaining a top level mark. The basic answers that just identify features are reducing as the influence of good teaching is seen.

The work of many candidates reflected an approach that makes every effort to organise an answer. Responses to part (a) descriptive questions tends to be clear and concise, giving relevant factual content often with an additional sentence of more detailed comment to develop the point. The mark schemes credits this approach and the four marks can be achieved by this approach or by the production of four individual points. Sometimes candidates' responses to (b) questions can remain descriptive or just identification and they should be encouraged to turn their statements into explanations. Examples of the quality required can be seen in the full version of the mark scheme available from OCR. The quality of structure to the (c) questions is variable. It is not necessary for candidates to make a judgement at the start of their answer. Indeed this often results in them failing to challenge the hypothesis. They may find it useful to think of a plan that first of all encourages them to explain the one side of the hypothesis and then to link this to the opposite view by a statement along the lines of 'on the other hand...'. Once a more balanced answer has been produced they are in a better position to make a supported judgement or conclusion. It is important that candidates are moved away from just re-writing what they have already produced as a form of summary.

Generally the scripts were well presented and very few rubric errors with the vast majority of candidates answering the correct number of questions. Examiners did not report that time was a problem.

The vast majority of centres continue to take great care in ensuring that scripts reach the examiner in attendance register order and that extra scripts are fastened securely, but loosely, with treasury tags. Regrettably some centres fail to ensure that the candidates enter the numbers of the questions answers on the front cover and this can be frustrating, and time consuming, for examiners. This task takes only a small amount of time at the end of the session and only requires the entering of four numbers.

Centres are reminded that question styles will develop in line with current developing good practice and that all aspects of the specification content is available to the principal examiner when setting the paper.

### Core Content – Section A

For the well prepared, Questions 1(a) and 2(a) posed few problems and top level marks were achieved by offering supported inferences along the lines of:

*'The source shows that coal mining was dangerous as there has been an explosion. This was probably caused by methane gas.'*

*'The source shows many workers and they have dug a deep cutting. This must have been hard work and time consuming as there does not appear to be any mechanisation.'*

To get to this stage requires practice in looking at a wide variety of sources together with the ability to recall relevant contextual knowledge. Some candidates in their response to 1(a) failed to recognise that there had been an explosion whilst others showed a lack of knowledge about the difference between poisonous and explosive gas. These two types were often replaced by the meaningless phrase 'natural gas'. In 2(a) some were convinced that the trucks for waste were the actual carriages of a train.

The two (b) parts are purely descriptive and candidates who attempted 1(b) often identified improvements in at least one area from flooding, explosions and ventilation. In some answers canaries had become 'budgies' and did not receive credit. Candidates' knowledge of the work of Stephenson was surprisingly limited and many failed to move past the invention of 'The Rocket'.

The quality of the answers to part (c) in both questions varied considerably, with many failing to explain the points they were making. On the other hand, there were many sound responses. Candidates should be encouraged to along the lines of:

'What points is the source telling me and how can I explain these?'

'What is the source not telling me and how can I explain these?'

This year a significant number dismissed the sources as totally irrelevant. It should be impressed on candidates that the question setter will never use an irrelevant source and that they should look carefully at the information and develop it.

#### **Q2(c) Study Source D.**

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

Target: Sufficiency of evidence supported by contextual knowledge.

**Level 1 Identifies benefits from the source** **1-2**

e.g. Railways carried fresh food to London.

**Level 2 Identifies importance from own knowledge** **3-4**

e.g. Railways carried coal.

**Level 3 Explains reasons in the source OR explains other reasons** **5-7**

**Level 4 Explains reasons in the source AND explains other reasons 6-9**

e.g. The availability of fresh food improved diet and therefore health.

Railways were ideal for carrying large quantities of coal and this reduced cost. They were large uses of coal and this increased demand.

**Level 1 Answer**

*Source D explains that the railways were important for bringing goods to London for the market. They carried fresh food such as fish and got it there early in the morning.* (2 marks)

**Level 2 Answer**

*I think source D does explain some of the benefits of railway but it does not tell me everything. It does not mention that railways were cheaper and faster or that they were able to carry passengers and heavy goods like coal. People were also able to go on holiday. The source does not tell me this.* (4 marks)

**Level 4 Answer**

*Source d does not fully, but partially explains some of the benefits of the railways. It says that because the railways were fast in meant they could carry perishable goods and get them to market quicker before they went off. This allowed agriculture to expand as they were making more profits and people lived healthier lives which meant the death rate dropped.*

*However, as well as not explaining the points made in detail it also doesn't mention many of the social advantages of the railways. People could get about the country better and more cheaply and they wanted to use their free time to go on holiday which meant that seaside towns like Brighton and Blackpool grew to meet the demand. It doesn't mention that Greenwich Mean Time was introduced to give a standard time across the country – railway time. Communication was improved as letters travelled much more quickly and news papers were sent around the country with more up to date news. Employment increased as railways needed engine drivers and ticket collectors and railways allowed workers to travel to the work quickly and cheaply from the developing suburbs. I agree that the source does not explain all the benefits of railways.* (9 marks)

**Core Content – Section B**

Question 3 on agriculture proved once again to be very popular with many candidates scoring full marks on 3(c). Here many were able to develop points to gain an extra mark. An example of this approach is given here:

'One field was left fallow (1 mark) and by doing so was able to regain its fertility for the following year.' (additional mark)

Many very good answers were seen to 3(b) were the candidates not only displayed a high level of knowledge as to why the open-field system was wasteful but were able to explain their statements. A typical response was:

'Each year one field was left fallow to regain its goodness (level 2 response). This wasted one-third of the crop growing land and reduced the amount of crops. (level 3 response)



However a number of candidates answered a different question which was 'What were the defects of the open-field system?'. Whilst some answers overlapped much time was wasted on irrelevances. It is important that candidates realise that questions will not match exactly their teaching notes and that they are, at times, required to think carefully before writing a response. This issue proved to be a problem in part (c) where candidates faced a different type of question from the norm. Many took the 'such as' to mean only write about Townshend and Young. To accommodate this, the mark scheme was amended but there were many weak answers to Young that were often lacking in explanation.

**Q3(c)** 'Agricultural improvers such as Townshend were many important to the agricultural revolution than the propagandists like Young.' Do you agree? Explain your answer.

Target: Recall, explanation and analysis

**Level 1 Unsupported assertions** **1**

e.g. It was the propagandists rather than the improvers that were important.

**Level 2 Identifies importance** **2-4**

e.g. Townshend introduced a four course rotation.

**Level 3 Explains importance of improvers OR propagandists** **4-6**

**Level 4 Explains importance of improvers AND propagandists** **6-9**

e.g. Townshend introduced the four course rotation which removed the need for the fallow field and also produced more food for the population.

Young travelled the country spreading new ideas such as the four course rotation and the use of enclosure.

**Level 5 Reaches a supported judgement** **8-10**

*Level 2 Answer*

*I agree with this statement because Townshend helped to introduce enclosure and the four course rotation which was a good thing. Young travelled to get new ideas for farming and wrote the 'Annals of Agriculture'. Robert Bakewell was important as he introduced selective breeding.* *(4 marks)*

*Level 4 Answer*

*I agree that agricultural improvers were more important than the propagandists because without the improvers there would have been nothing for Arthur Young to write about.*

*Townshend developed the four course rotation. Without this improvement the land would still have been wasted. He introduced turnips and clover and this meant that it was not necessary for a field to be left fallow. By going on all the land the amount of crops increased and these were used to feed the growing population. He was able to*

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*feed his animal in the winter with the turnips and this stopped the winter killing of the animals.*

*Another important person was Bakewell. He introduced selective breeding of sheep called the New Leicester. These sheep had more meat to feed people although many complained it was fatty. His ideas were taken up by the Colling brothers.*

*Thomas Coke was one propagandist who helped to inspire people. He granted his tenants long leases so that they could put the new ideas into practice and also held annual festivals so people could see the new ideas.*

*Arthur Young was good at spreading ideas and he supported the introduction of better farming methods. He travelled the country noting ideas for his 'Annals of Agriculture' which people could read. However this was not as successful as many could not read at that time. He became secretary of the Board of Agriculture.*

*(9 marks)*

Question 4 was more popular than in recent examinations and again produced many good answers. The majority are now well versed in how Parliament played its part in enclosure and had little difficulty in scoring the maximum. Those who did not do as well took the question to mean 'describe an enclosed village' or confused the role of the parliamentary commissioners and the surveyors.

A majority of candidates showed a good understanding of the reasons for an increased demand for food at the time and produced responses that were often in the top level.

**4(b)** Explain why the demand for food increased towards the end of the eighteenth century.

**Level 1 General answer** **1**

e.g. Not enough food was being produced.

**Level 2 Identifies reasons** **2-4**

e.g. the population was growing rapidly.

**Level 3 Explains reasons** **3-6**

e.g. The population was increasing dramatically and needed to be fed. The existing system was not producing enough.

Level 3 Answer

*The population soared towards the end of the eighteenth century and this increased the demand for food dramatically which the open field system could not meet. This was one reason why the demand for food increased. More people were now living in the growing towns and this placed an increased demand on the farmers to produce more. Also the French Wars had stopped imported wheat as Napoleon had made a blockade. In the channel and this meant the farmers had to produce more. This meant that they needed enclosure.*

*(5 marks)*

In response to 4(c) many good candidates were able to produce arguments both for and against the introduction of enclosures put their answers securely into Level 4.

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The responses from weaker candidates tended to lack focus with too many assertions about 'rich' and 'poor'. Others concentrated on the impact of new methods rather than the impact of a new system of which new methods were a part.

Question 5 was the least popular of the core attracting only a small number of responses. In part (a) many were able to describe the system rather than the difficulties and often answers indicated a general lack of understanding of textile production. The terms 'thread' and 'cloth' were interchangeable as were 'cotton' and 'wool'. Part (b) produced many sound answers although some thought cotton was grown in Lancashire despite writing about the advantages of a good port, in Liverpool. Answers to part (c) were particularly weak. Knowledge of Robert Owen was often limited to the idea of him being a 'good factory owner who helped his workers', whilst the impact of the Factory Acts, or indeed of other personalities, was only seen infrequently.

The answers to Question 6(a) were variable in quality. Many recognised difficulties such as slowness, lack of depth and the impact of currents which gain a good mark. Some candidates were convinced the river and canal transport was the same and wrote, often at length, on the problems of canals. Most were aware of the 'voluntary' nature of the parish system (part (b)) and developed this around attitudes, skills and remuneration to produce good answers. Answers to (c) tended to be one sided in terms of explanation. Having had one go in part (a) about the problems they were able to repeat these in part (c). Often answers lacked thought with the slowness of canals in one sentence being ignored later as the candidate asserted that they were very important in moving fresh food.

## **Section C – Thematic Study**

### **Medicine, Surgery and Health, c.1750 – c.1990**

Many candidates found little difficulty in interpreting the source and producing good answers that developed inferences supported either by the source or by contextual knowledge. The weaker candidates found enough in the source to describe surface features and on numerous occasions make unsupported inferences particularly about the length of the queue or the look of pleasure on the faces of those treated. On occasions the source was totally ignored and candidates wrote entirely on the National Health Service whilst a significant minority referred to those in the source 'visiting the doctor'.

Answers to 7(b) struggled to get beyond the idea of 'they had to pay before and now it was free'. Quite often candidates are prone to general statements such as 'it was free' and they need to realise that it was only free at the point of delivery. Few recognised the importance of provision of doctors however many better responses made strong links to the Second World War. Despite have written about the National Health Service in two parts of the question many answers to part (c), despite the date, wrote about Nightingale, Lister and Simpson. The improvement in housing was often running water and vaccination related to smallpox.

Question 8 produced many good answers. The vast majority had little problem in identifying different types of medical treatment for part (a) and then went on to show a good understanding of attitudes that existed at the time in relation to inoculation. On a relative small number of occasions candidates wrote here about the work of Jenner having misread the question. Most were aware of the work of both Pasteur and Koch. Indeed the rivalry was well developed and used to show how the work of

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fighting disease progressed. Many wrote about the work of Lister which although was in relation to infection was allowed.

Again in Question 9 parts (a) and (b) produced many good answers with those for (b) in relation to religious views, the attitude of the army and the fear of the unknown particularly well explained. Candidates on the whole are very good in their work on the positive aspects of surgery and the answers to part (c) showed this. There were many good and very good responses to the positive side involving the work of Simpson and Lister but it is worth reminding candidates that there were many other developments before 1900. Regrettably there was little understanding displayed of areas that remained underdeveloped such as X-rays which had only just started to be used. The most able also argued that even for Lister the development took some time to take off.

### **Poverty, c.1815 – c.1990**

A majority of candidates used the source well producing some good answers relating to overcrowding, living in one room and the spread of disease. Candidates were less confident with parts (b) and (c) where they were unable to develop the knowledge gained from their studies to answer two questions that were slightly different in format to previous years. Answers to (b) generally were limited to the introduction of free school meals and medical inspection although better answers contained detail of the Children's Act. Most candidates were aware of the setting up of labour exchanges and their value but often then resorted to writing about sickness benefit.

Speenhamland remains an area where many are confident (Question 8) and many scored well as they did in part (b) where links were made to the impact of enclosure rather than more generalised points. Many were less successful with part (c) on the Old Poor Law where a significant number showed only limited knowledge which was usually limited to the payment of outdoor relief and the cost.

Better responses were seen in Question 9 where candidates were able to write about the workhouse for part (a) and cost and increasing poverty in (b). Part (c) was often limited to generalisations about reducing cost, humiliation and the reduction in numbers claiming. There was little evidence shown by candidates of the impact of the act in any detail or the opposition of people such as Dickens and Oastler or the effect of the Chartist Movement.

### **Trade Unions and Working – Class Movements, c.1800 – c.1990**

The entry for this Thematic Study was, this year, less than twenty. This makes any meaningful summary of performance impossible and therefore, regrettably, comment is not offered.

### **The Changing Role and Status of women, c.1840 – c.1990**

Overall this section produced some very good scripts with candidates able to demonstrate a good grasp of the topics. Question 9(a) posed few problems to those candidates well versed in the techniques required to answer this type of question. Many quickly picked up on the equal pay issue and the cold weather and used contextual knowledge to enhance their inferences. If there is one criticism it was the failure by many to link free contraception to the 'pill' and the idea of being in control. These comments could equally apply to 7(b). Answers 7(c) were again strong and

showed good understanding of the issues and attitudes of the period including the idea that injustice was difficult to prove.

The quality of responses to Question 8 varied considerably. A surprising number ignored the 'domestic service' aspect of part (a) being content to write about a woman in a working class home thus failing to achieve credit. Most were able to explain at least one way that educational opportunities improved and some went into unnecessary detail. Perhaps the more obvious one of elementary education was often ignored. The benefits of wider opportunities were well known and shop working, teaching, telephonists and nursing being prominent in answers. The challenge to the hypothesis was generally less well developed resulting in many answers only achieving a Level 3 mark. It was anticipated that candidates may well have developed arguments around hostility to women progressing, male head teachers and that most female jobs required long hours for which pay still remained poor.

As in the past, questions on women's suffrage produce many good responses and this year was no exception. Parts (a) and (b) were well answered with (b) producing many good explanations relating to changing attitudes, increased education and the right to vote locally. In 9(c) many developed an explanation of the importance of war work although some were content with a description of what women did. The hypothesis was challenged by many through arguments relating to the suffragettes but there was some confusion over why it was necessary to change the law.

## **1936/02: Paper 2**

### **General Comments**

The performance of candidates on Paper 2 has improved steadily over the years and this year it is pleasing to report that the standard was much better than it had been for a long time.

The paper was on nineteenth-century living conditions and candidates were fully prepared and thus produced some high quality answers. There were some excellent responses showing good, relevant contextual knowledge and wide use of evidential skills.

Very few candidates appeared to run short of time. As last year the reduced volume of reading matter and fewer sources and questions appeared to have helped especially the more able candidates to devote a reasonable amount of time and thought to the final question. Occasionally, from some candidates, there was a tendency to cover far too much of the topic in answering the first two questions leaving less time to cover the remaining questions adequately.

All candidates would benefit by being encouraged to read the background information before they start to answer the questions. Many candidates were well versed in dealing with questions on inference, similarity/difference and utility when clearly identified. However, it is important to ensure that they are exposed to a wide range of evidential skills in order to prepare them for the continued evolution of the paper. The weakest skill overall was cross referencing.

Being a source-based paper, candidates must ensure that they include in their answers the letter of the source to which they are referring. This is vitally important with regard to the final question. It is important that where appropriate contextual knowledge should be used to exemplify an argument. Candidates who achieve high level answers were able to use in their responses information taken from the sources, supported by valid contextual knowledge and sometimes cross referenced with other sources to support their argument. It will be noted that the mark scheme recognises the validity of responses that use relevant contextual knowledge to test the sources. An example of this is in Question 6 where an additional three marks can be allocated for good use of contextual knowledge and/or source evaluation. It was again pleasing to note that fewer candidates were writing, 'I know from my own knowledge that this was true' but instead were using whatever concrete, specific knowledge they possessed either to challenge or verify the claims made by the sources. Weaker candidates tended to repeat the source provenance and paraphrase the sources without any attempt to put them into a context and these answers remained in the lower levels.

Examiners were particularly grateful to those centres that ensured that the scripts were presented in an orderly manner with all the details required on the answer book completed and scripts put in packets in attendance register order. However, there are still some centres where question numbers are not written in the box on the front of the booklet and this is particularly frustrating for examiners. It was especially noticeable that generally the candidates' presentation of their work was of a high standard and examiners hope this will continue.

## Comments on Individual Questions

### Question 1

Study Source A. What can you learn about living conditions in towns in the middle of the nineteenth century from this source? Use details from the source to explain your answer. (5 marks)

This was well answered in most instances. Most candidates are well prepared for this type of question as they have to answer two similar type questions on Paper 1. Few failed to reach Level 3 with many achieving the maximum marks part way through their answer. Full marks were achieved by supporting their inference with reference to the source. Weaker candidates often got distracted by the activities of the men on the opposite side of the water. Issues of water pollution, overcrowding and the state of the buildings were easily identified and explained by the majority. There were still a small minority who persisted in writing in general terms, often with excellent contextual knowledge, but with little or no reference to the source. Some insisted in making the houses 'back to back'.

The mark scheme that follows is the one used for Question 1 and is given in full to aid teaching.

Q1 Target: Source comprehension, inference (AO2)

Level 1	Uses surface features of source only	1-2
	e.g. The water supply was provided by the stream. The houses were in long rows. Some houses had a thatched roof. There is a factory nearby.	
Level 2	Unsupported inferences	2-3
	e.g. There was no piped water supply. They had coal fires. The water supply was not hygienic.	
Level 3	Supported inferences drawn from the source	3-5
	e.g. The water supply was provided by the stream so it would be polluted and lead to disease. The houses are very close together leading to overcrowding. The waste from the privies went into the stream which was then used for the water supply. The fumes from the factory would pollute the atmosphere. Thatching could harbour disease which could make people ill.	

Level 1 Answer  
The houses had privies outside in the garden. (1 mark)

Level 2 Answer

The houses were very basic and had no piped water supply. (3 marks)

Level 3 Answer

From this source I can learn that living conditions would have been very dirty. This is because there is a factory right next to the long row of houses. This would have polluted the whole atmosphere with smoke. I can also learn that disease would spread easily. This is because the privies are right next to the stream and sewage could easily get into the stream from which they drank. This also tells me that living conditions were basic as they drank from the stream they obviously had no piped water supply. (5 marks)

**Question 2**

Study Sources A and B. Are you surprised that these two sources give different impressions about living conditions around the middle of the nineteenth century? Use the sources and your knowledge to explain your answer.

This was a slightly different question to what had been asked in previous years yet resulted in some very good responses. Many candidates were aware of that Saltaire, described in Source B, was a 'Model Village' provided by Titus Salt for his workers and thus their answers achieved a mark within Level 4. Weaker candidates were unable to appreciate the reason why the two sources were different and their answers were confined to comparing surface details of the sources. These candidates were unable to demonstrate any contextual knowledge about Titus Salt and often assumed that Source B must be an advert for selling new houses and therefore exaggerated.

(For questions 2-6, only an outline mark scheme is given in this report.)

Level 1	Generalised answer with no support from the source	1
Level 2	Answers based on source type/surface detail/provenance	2-3
Level 3	Answers based on purpose	4-5
Level 4	Answers based on contextual knowledge	6-7

Level 4 Answer

I'm not surprised that these sources give different impressions about living conditions. I know that living conditions in most towns were like the ones shown in Source A, because towns were often crammed into small spaces and most houses had more than one family living in them. On the other hand Source B is an example of a model village. This was built by Titus Salt for his workers at his factory at Saltaire. To improve the quality of work at Saltaire he ensured that his workers had comfortable living conditions. He built houses with gardens, running water and inside toilets. (7 marks)



### Question 3

Study Source C. What message is this source trying to give? Use the source and your knowledge to explain your answer.

This question differentiated effectively between the weaker and stronger candidates. Most answers made it at least to the unsupported but correct inference that the River Thames was causing disease. Many candidates achieved marks in Level 4 by giving excellent answers which included good background contextual knowledge relating to the 1848 Public health Act, Edwin Chadwick, John Snow and the Great Stink. Some weaker candidates missed the message and saw it as an issue of rich versus poor.

Level 1	Describes surface detail	1-2
Level 2	Valid but unsupported inferences	3-4
Level 3	Valid supported inferences	5-6
Level 4	Message of the cartoon supported in context	7-8

#### *Level 2 Answer*

*The message that Source c is trying to give us is that the river Thames is causes disease to spread. (3 marks)*

#### *Level 4 Answer*

*Source C is trying to show that the River Thames is causing disease. In London, all the sewage and waste from houses was dumped in the River Thames and this lead to the spread of diseases such as cholera. One of the results of this pollution of the River Thames was the Great Stink when London was affected by an overpowering smell which actually stopped Parliament from sitting. (8 marks)*

### Question 4

Study Sources D and E. Which of these sources is the more reliable in telling us about the importance of Joseph Chamberlain's work? Use the sources and your knowledge to explain your answer.

Many candidates had difficulty answering this question because they struggled to test reliability and their contextual knowledge of the work of Chamberlain in Birmingham was weak. Weaker candidates became pre-occupied with face value comparison. However, most candidates were able to reach Level 2 by recognising that Chamberlain would want to promote his work in Source D and the ratepayer would have to pay for the improvements. Good answers utilised the date context of the two sources and had a good understanding of Chamberlain's work and the Artisans Dwellings Act, 1875.

Level 1	Face value use of sources	1-2
Level 2	Reliability based on source provenance	3-4
Level 3	Tests source(s) for reliability by reference to other sources	4-5
Level 4	Tests source(s) for reliability by reference to contextual knowledge	5-8

Level 2 Answer

*Neither is very reliable. This is because Joseph Chamberlain is talking about his own work in Source D so maybe exaggerating. The ratepayer in Source E is giving the positive and negative aspects of Chamberlain's work but this may be a one-sided viewpoint because as a ratepayer he would have to pay for some of these changes.*

(4 marks)

Level 4 Answer

*I think that Source E is the most reliable because it was written after the reforms had been undertaken and so had the advantage of hindsight. Source D was written immediately after the improvements so would not see the long-term effects. On the other hand Source D is also reliable as Joseph Chamberlain took advantage of the 1875 Artisans Dwellings Act to pull down slums in the centre of Birmingham and re-design the area around Corporation Street.*

(7 marks)

**Question 5**

Study Sources F and G. Which of these sources is the more useful to an historian studying living conditions around 1900? Use details from the sources and your knowledge to explain your answer.

Many candidates were well prepared for this utility question and as a result produced some high quality answers. A large number of candidates were awarded marks within Level 3 as a result of commenting on the purpose of the sources. Surprisingly few candidates used cross referencing with other sources, for example, Cadbury's houses in Source F were supported by another factory owner Salt at Saltaire in Source B. It may be worth emphasising to candidates to try and identify other sources on the paper which support the source(s) in the question. Weaker candidates were unable to demonstrate their ability to achieve the highest level because they either just paraphrased the source(s) or produced a rote answer which posed a list of statements as to why the sources were, or were not, useful. For example, 'Source F is more useful as it is photograph and we can see what it is like' or 'Source G is a primary source'. Answers such as these remained in Level 1.

Level 1	Usefulness based on provenance	1-2
Level 2	Accepts information at face value as being useful	3-4
Level 3	Usefulness based on source type	5-6
Level 4	Cross references with other sources to establish usefulness	7-8
Level 5	Interprets and evaluates usefulness using contextual knowledge	9-10

Level 5 Answer

I believe that both sources are useful to an historian studying living conditions in 1900. Source F is a photograph of Bournville built by George Cadbury for his workers. He, like Titus salt in Source b, believed that if you provided better living conditions for your workers they would be more contented and work better. Therefore he built model villages for his workers. However, some people may say that Source f is not a useful source to an historian because there are only a few model villages and the majority of people lived in the conditions described by Charles

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Booth in his report. This report may be exaggerated as he is trying to bring the living conditions of the poor to the attention of the government. However problems of overcrowding and poor living conditions were still very prevalent in 1900 even though the government had taken action through Acts such as the 1875 Public Health Act and the 1875 Artisans Dwellings Act. (10 marks)

**Question 6**

This type of question is familiar to candidates who generally handled it well. Candidates scored highly by grouping sources together according to their support or challenge of the interpretation. It is pleasing to note that the candidates who describe the sources in alphabetical order are decreasing. A small amount of time spent on identifying the point of view of the sources in relation to the hypothesis benefited many candidates. This meant that they were able to make a comprehensive response that used the material within sources as evidence upon which to construct an argument or challenge, or indeed support the hypothesis. Candidates who did this scored well. There were a notable number of carefully constructed and thoughtful responses well argued and showing sound cross referencing and evaluation. The answers of weaker candidates usually remained in the lower levels as a result of one of the following.

- Sources not identified by their reference letter.
- No reference to the sources.
- Sources referred to by letter but no detail from the source(s) provided to support the argument, for example 'Sources A, C and G show that conditions had not improved'.
- Sources described alphabetically with minimal reference to the question.
- Only one side of the argument tested, usually that of agreement with the question hypothesis.

Level 1	Answers which do not use sources	1-2
Level 2	Generalised source use	3-4
Level 3	Explicit use of sources EITHER to support OR challenge the interpretation	5-7
Level 4	Explicit use of sources to support AND challenge the interpretation	8-10

(Up to three bonus marks available for source evaluation and/or good use of contextual knowledge up to the question maximum of 12.)

**Level 3 Answer**

Living conditions had not improved by 1900. Both Sources A and C show the problems of dirty water. Source A illustrates how diseases such as cholera would spread as a result of drinking water from the stream which is contaminated by sewage. Source C supports this view point by showing how the River Thames helped to spread disease. (5 marks)

**Level 4 answer**

Living conditions for some people had begun to be improved by 1900. Source b mentions houses in Saltaire having running water, wide streets, indoor toilets and wash houses. Source D supports the improvements by stating that Birmingham has

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been parked, paved and watered. Source F also shows improvements as the houses are of good quality with gardens and space. However, Sources B and F

does not show the type of housing that the majority of people lived in as they were built by philanthropic factory owners like Salt and Cadbury for their workers. In addition although it is true Chamberlain did use the powers of the Artisans Dwellings Act and knocked down the slums in the centre of Birmingham there was more overcrowding in the outskirts of the city as not enough new housing was built to re-house people.

There is evidence in Sources A, C, G and H to show conditions had not improved by 1900. Sources A and C illustrate the problems of a polluted water supply. Even though the 1848 Public Health Act had been passed it was not compulsory and thus conditions had not improved for everyone by 1900. Source G states that there was still a problem with overcrowding and polluted water and although this was written with the purpose of highlighting problems decent housing for the working classes was still an issue as in 1909 an Act was passed declaring back to back houses illegal (Source H).

Moves had been made to improve housing by 1900 by enlightened factory owners like Cadbury and Salt, enterprising town officials such as Chamberlain and Government Acts such as the 1875 Public Health Act but as these sources show many people still lived in poor conditions. (12 marks)

## **1936/03: Coursework**

### **Administration**

As in previous years all aspects of the coursework moderation again proceeded very smoothly even though there was another fall in candidate numbers this year. Generally, Centres coped well with the demands of OCR's deadlines and the vast majority of MS1 forms were received by the due date or sooner. This greatly assisted moderators in sending requests promptly to Centres for coursework samples. Moderators then received Coursework samples with the accompanying mark schemes and assignment details in good time to carry out their moderation procedures. However there continues to be a small number of Centres who find difficulty in meeting the deadlines which then can hold up the whole process.

### **Assignments**

In the vast majority of cases, most Centres used the assignments laid out in OCR's Coursework Guide. As in previous years, the exemplars of Thematic Studies B (Poverty c. 1815 – c. 1990) and C (The changing roles and status of women c.1840-c.1990) were widely used. Where Centres submitted their own assignments they had made good attempts to use local materials effectively with appropriate levels of response mark schemes. Many Centres are beginning to develop the exemplar assignments further according to their particular circumstance which is a pleasing development.

As ever, all Centres would benefit by submitting details of their coursework assignments for 2006 and beyond to their assigned Coursework Consultant for continued advice.

### **Marking and the use of mark schemes**

With regard to the marking of assignments, there were very few adjustments made again this year, suggesting that Centres continue to be confident and familiar with the requirements and demands of coursework. Most Centres are continuing to accurately mark in line with the accompanying mark schemes and OCR's standards. The mark schemes submitted were relevant, appropriate and rigorously applied to the assignments. It is evident that Centres continue to heed the guidelines given by Coursework Consultants and the annual Report as well as acting upon the advice given at yearly INSET meetings. Work that was well annotated again helpfully aided the moderation procedure considerably. It is hoped that these examples of good practice continue into 2006 and beyond.

**General Certificate of Secondary Education  
History 1936  
June 2005 Assessment Session**

*Component Threshold Marks*

Component	Max Mark	A	B	C	D	E	F	G
11	75	53	44	36	31	26	21	16
12	75	49	40	32	27	22	17	14
13	75	53	44	36	30	25	20	15
14	75	53	44	36	31	25	20	15
02	50	39	33	28	24	20	16	12
03	50	42	37	32	27	22	17	12

**Syllabus Options**

**Option A**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	128	109	93	77	61	45
Percentage in Grade		4.8	14.5	21.3	19.6	14.2	11.3	7.8	3.5
Cumulative Percentage in Grade		4.8	19.3	40.6	60.2	74.4	85.8	93.5	97.1

The total entry for the examination was 1954.

**Option B**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	143	121	100	85	71	57	43
Percentage in Grade		0.8	15.5	17.1	15.5	24.8	11.6	6.2	5.4
Cumulative Percentage in Grade		0.8	16.3	33.3	48.8	73.6	85.3	91.5	96.9

The total entry for the examination was 132.

**Option C**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	176	149	122	96	82	68	54	40
Percentage in Grade		0.0	21.4	14.3	28.6	21.4	7.1	0.0	7.1
Cumulative Percentage in Grade		0.0	21.4	35.7	64.3	85.7	92.9	92.9	100

The total entry for the examination was 14.

**Option D**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	168	148	128	109	92	76	60	44
Percentage in Grade		3.5	17.2	22.8	18.5	15.9	9.9	7.8	3.2
Cumulative Percentage in Grade		3.5	20.7	43.5	61.9	77.9	87.7	95.5	98.7

The total entry for the examination was 628.

**Overall**

	A*	A	B	C	D	E	F	G
Percentage in Grade	4.3	15.2	21.4	19.2	15.1	11.0	7.7	3.6
Cumulative Percentage in Grade	4.3	19.5	40.9	60.1	75.2	86.2	93.9	97.5

The total entry for the examination was 2730.



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