

OXFORD CAMBRIDGE AND RSA EXAMINATIONS
General Certificate of Secondary Education

HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936/14

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

Friday **9 JUNE 2006** Afternoon 2 hours

Additional material:
8-page answer booklet

TIME 2 hours

INSTRUCTIONS TO CANDIDATES

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

INFORMATION FOR CANDIDATES

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

This question paper consists of 8 printed pages.

Section A

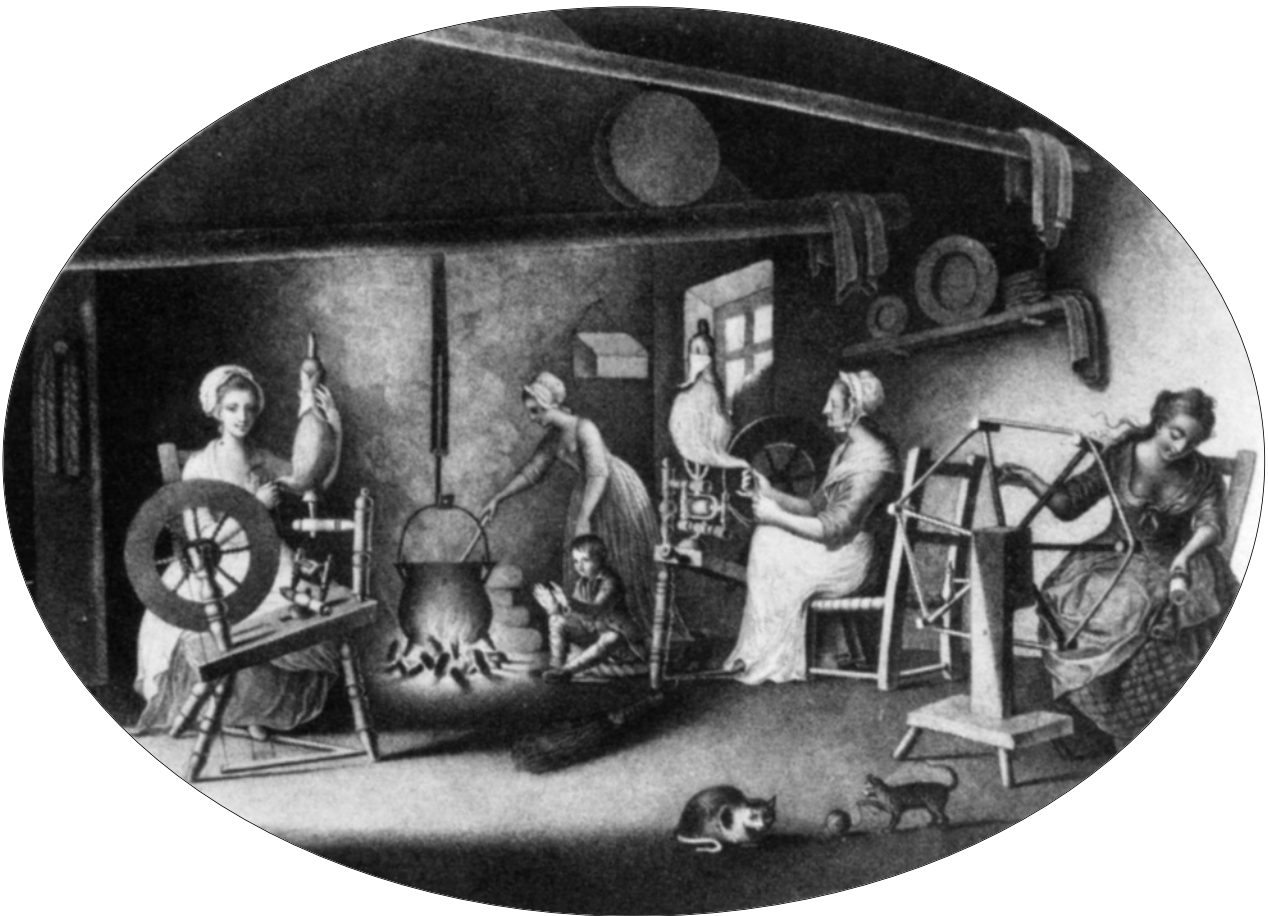
Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

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

Answer EITHER Question 1 OR Question 2.

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

SOURCE A



An illustration of the domestic system in the early eighteenth century.

SOURCE B

The unending noise of the million hissing wheels, the smells that are all around. All this is terrible but what upsets me most are the hundreds of helpless children whose thin and distorted limbs and dim hollow eyes give each tiny, trembling body an unrealistic look of premature old age.

A description of children working in the mills, from a novel written in 1840.

1 (a) Study Source A.

What can you learn from Source A about the domestic system? Use details of the source and your knowledge to explain your answer. [5]

(b) How did John Kay's invention of the flying shuttle change the production of cloth? [6]**(c)** Study Source B.

Does this source fully describe the poor working conditions in mills in the early nineteenth century? Use the source and your knowledge to explain your answer. [9]

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

SOURCE C



An eighteenth-century cartoon about road travel.

SOURCE D

The turnpike roads are magnificent being wide, smooth and well kept. In this country, everyone who uses these roads is obliged to contribute towards the cost of repair. At equal distances there are gates called 'Turnpikes' where you have to pay. The keeper of the turnpike gives you a ticket and a token, so that you need not pay a second time on your way back that same day.

A French visitor to England writing in the early eighteenth century.

- 2 (a) Study Source C.

What can you learn about road travel from this cartoon? Use details of the source and your knowledge to explain your answer. [5]

- (b) How did the work of Thomas Telford improve road transport? [6]

- (c) Study Source D.

Does this source fully explain the impact of turnpikes? Use the source and your knowledge to explain your answer. [9]

Section B

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

Answer ONE question.

You must answer ALL parts of the question you choose.

- 3** (a) Describe the organisation of arable (crop growing) land in the open-field system. [4]
- (b) Explain why animals were often of poor quality in the open-field system. [6]
- (c) The following were **equally important** in increasing agricultural production:
- (i) Lord Townshend (crop rotation);
 - (ii) Robert Bakewell (animal breeding);
 - (iii) Jethro Tull (machinery).
- Do you agree? Explain your answer, referring only to (i), (ii) and (iii). [10]
- 4** (a) In what ways were ordinary villagers affected by enclosure? [4]
- (b) Explain why enclosure was expensive to introduce. [6]
- (c) The following were **equally important** reasons for the introduction of enclosure:
- (i) the growth in population;
 - (ii) the wars with France;
 - (iii) the inefficiency of the open-field system.
- Do you agree? Explain your answer, referring only to (i), (ii) and (iii). [10]
- 5** (a) What problems faced the iron industry at the beginning of the eighteenth century? [4]
- (b) Explain why the demand for iron increased in the period up to 1850. [6]
- (c) The following were **equally important** to the growth of the iron industry:
- (i) the Darby family (cast iron);
 - (ii) John Wilkinson (promoting the use of iron);
 - (iii) Henry Cort (wrought iron).
- Do you agree? Explain your answer, referring only to (i), (ii) and (iii). [10]
- 6** (a) What was 'railway mania'? [4]
- (b) Explain why some people objected to the development of early railways. [6]
- (c) The following were **equally important** to railway development:
- (i) the Stockton to Darlington railway;
 - (ii) the Rainhill Trials;
 - (iii) the work of Isambard Kingdom Brunel.
- Do you agree? Explain your answer, referring only to (i), (ii) and (iii). [10]

Section C: Thematic Study

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

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

Answer Question 7 and ONE other question.

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

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

SOURCE E



Dressmaking in a sweatshop in 1868.

- 7 Study Source E.

- (a) What message is the artist trying to give about the working lives of some Victorian women? Use the source and your knowledge to explain your answer. [4]
- (b) Explain the role and status of an upper-class lady in a Victorian household. [5]
- (c) Explain why there were new job opportunities for women towards the end of the nineteenth century. [6]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 8** (a) Who were the Suffragists? [4]
- (b) Explain why women failed to gain the vote by 1914. [6]
- (c) How far did getting the vote bring improvements in the roles and status of women before 1939? Explain your answer. [10]
- 9** (a) Describe the work done by women during the First World War. [4]
- (b) Explain how the Second World War affected the lives of women. [6]
- (c) 'By the end of the twentieth century women had won equal rights with men.' How far do you agree? Explain your answer. [10]

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