

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

General Certificate of Secondary Education **GCSE 1936**

## **Mark Schemes for the Components**

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**June 2006**

**1936/MS/R/06**

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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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### General Certificate of Secondary Education History C (1936)

#### MARK SCHEMES FOR THE COMPONENTS

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**Mark Scheme 1936/11-14**  
**June 2006**

## 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. 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 the domestic system? 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 work was done at home.'  
'The workers are female and children.'  
'One woman is boiling water.'  
'There is a window for light.'

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

e.g. 'Only women worked in the domestic system.'  
'Working conditions were poor.'  
'The machinery could break easily.'  
'It looks very dark.'  
'They are using basic/hand machines.'

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

e.g. 'The women are using hand spinning machines to make thread for the next stage of production.'  
'The raw wool had to be cleaned and a woman is preparing the water for this.'  
'The women worked on the cleaning and spinning of the thread. The men were in another room where they did the weaving.'  
'There is a lot of machinery in the room making it cluttered.'  
'Working conditions were dark/hot as there is only one small window.'



**1(b) How did John Kay's invention of the flying shuttle change the production of cloth?**

Target: Recall and description (AO1)

**Level 1 General answer****1-2**

e.g. 'It was quicker.'  
'It was used by one man.'  
'It increased productivity.'

Allow credit for a description of how the shuttle worked.

**Level 2 Shows how****3-6**

e.g. 'One man could make wider (broad) cloth.' (1 mark)

'Originally the weaving of cloth was limited to the width of a man's arms. If broad cloth was required the production needed two men. Kay invented the Flying Shuttle which allowed the weaver to strike the shuttle resulting in broader cloth being woven by one man.' (2 marks)

'The Flying Shuttle was not in widespread use until 1760 because of the shortage of yarn.' (2 marks)

'Initially production did not increase all that much as weavers now used the spun thread faster there was a shortage coming from the spinners and thread went up in price and a new, faster spinning machine was required to keep pace.' (2 marks)

- 1(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.**

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

**Level 1 General answer not using the source** **1**

e.g. 'One source cannot tell you everything.'  
 'No, as it does not tell you everything about the conditions people had to work in.'

**Level 2 Identifies information in source** **2-3**

e.g. 'The source tells you it was noisy.'  
 'It was smelly.'  
 'Children's bodies were affected by the conditions.'

**Level 3 Other reasons (not in source) identified** **3-4**

e.g. 'They worked long hours.'  
 'It was humid.'  
 'Machinery was dangerous.'  
 'Discipline was harsh.'  
 'Wages were low.'

**Level 4 Describes reasons in the source OR describes other reasons** **5-7**

**Level 5 Describes reasons in the source AND describes other reasons** **7-9**

**Source**

e.g. 'The source partly describes the conditions. It states that the helpless children are made unhealthy from the conditions which might be working long hours and this makes them look old.'  
 'It states that there are a million hissing wheels which suggests that it was very noisy and this could affect the health of the workers by for example making them deaf.'  
 'It says that there were smells all around. This could have been the hot oil, sweaty bodies or the smell of the toilets.'

**Knowledge**

e.g. 'However there are other problems. They had to work long hours especially when the mill was busy. This made them tired and they could fall into machines and be seriously injured.'  
 'The atmosphere was hot and humid to prevent the threads snapping. This made them tired.'  
 'The air was polluted with dust causing irritation of the lungs.'  
 'The machinery was dangerous as the moving parts were not covered. 'Children had to crawl under the machines to clean.'  
 'Discipline was harsh and beatings or fines were common.'  
 'Wages were low especially for women and children. They were often paid in tokens to be used at the factory owner's shop.'

**QUESTION 2**

- 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.**

Target: Source comprehension, inference (AO2)

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

e.g. 'There were mail coaches.'  
'Guards carried guns.'  
'People are shown travelling by coach.'  
'An accident has happened.'

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

e.g. 'The roads must have been bumpy or rutted.'  
'It was dangerous to travel by coach at this time.'  
'Coach travel was for richer people.'  
'It must have been uncomfortable.'

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

e.g. 'It was dangerous as poor roads caused accidents.'  
'The coaches has lost its wheels causing an accident.'  
'Guards carried guns but if the coach had an accident these could harm the passengers.'  
'The guard would be armed as only richer people travelled by coach and this made them a more likely target for robbery.'  
'It is heading to Bath. One of the first mail routes was the one from London to Bath.'

**2(b) How did the work of Thomas Telford improve road transport?**

Target: Recall and explanation (AO1)

**Level1 General answer****1-2**

e.g. 'travel was quicker/smoother.'  
'he built bridges. He built roads' (2 marks)  
'He used solid foundations.'

**Level 2 Shows how****3-6**

e.g. 'He built his roads with a solid foundation which lasted longer.'  
'The solid foundation allowed a better surface.'  
'He used a cambered surface that prevented flooding.'  
'His building of the London – Holyhead road allowed Irish MPs to travel more quickly to Westminster.' (2)  
'His roads around Shropshire helped the growing iron industry.'  
'He improved communications between England and Scotland by building the Glasgow to Carlisle road.' (2)  
'He built the London – Holyhead road and the Menai suspension bridge.' (2)  
'His work allowed better journeys by reducing the gradients.'  
'He built 1000 miles of road.'

2(c) **Study Source D.**

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

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

**Level 1 General answer not using the source** **1**

e.g. 'One source cannot tell you everything.'

**Level 2 Identifies information in source** **2-3**

e.g. 'The turnpike roads were smooth and well kept.'  
'You had to pay to travel on these roads.'  
'The money collected went towards the cost of repair.'

**Level 3 Other effects (not in source) identified** **3-4**

e.g. 'More goods were transported.'  
'There was no national system of roads or repairs.'  
'Travel could be expensive.'  
'There were delays at the gates.'  
'There was dishonesty.'  
'People rioted.'  
'People did not like having to pay.'

**Level 4 Explains reasons in the source OR explains other reasons** **5-7**

**Level 5 Explains reasons in the source AND explains other reasons** **7-9**

**Source**

e.g. 'Turnpike roads were smooth and well kept and this reduced journey times.'  
The quicker journey reduced the cost of goods and mail.'  
'People had to pay a toll as there was no government funding.'  
'You had to stop at a gate to pay and this slowed the journey.'

**Knowledge**

e.g. Because roads had a smoother, drained surface more goods could be moved and this reduced the cost.'  
'These improvements allowed a mail service to start.'  
'The improved condition of the roads encouraged more people to travel and there was the period of the 'golden age of coaching'.  
'There was no national system and so not all roads were covered by turnpikes and therefore parts of the journey would be on poor roads.'  
'It could be expensive as those who owned the stretch of road could charge what they wanted.'  
There were often many gates for the traveller to pass through.'  
'Some turnpike trusts were dishonest and did not spend the toll money on improving the road.'

## Section B

**QUESTION 3**

**3(a) Describe the organisation of arable (crop growing) land in the open-field system.**

**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.'  
 'Everybody had to sow the same crop.'  
 'A field was left fallow each year, (1) meaning one-third was wasted.' (1)  
 'The crops were rotated each year.'  
 'Villagers had strips in different fields.'

**3(b) Explain why animals were often of poor quality in the open-field system.**

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

**Level 1 General answer**

**1**

e.g. 'They were not looked after properly.'

**Level 2 Identifies reason(s)**

**2-4**

e.g. 'The animals often had disease.'  
 'They were not selectively bred.'  
 'There was not enough food to feed them.'  
 'They were kept on the common land.'  
 'They inter-bred.'

**Level 3 Explains reason(s)**

**4-6**

e.g. 'Healthy and diseased animals often grazed together on the common land and so disease could spread easily.'  
 'Liver fluke and foot rot were common.'  
 'Selective breeding was not possible as animals were not penned in but wandered around the common breeding as they wished.'  
 'Animals were often thin as there was not enough food produced to feed the villagers and the animals particularly in the winter-time.'

**3(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)**

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 think Townshend was more important as he improved the land.'

**Level 2 Identifies contributions 2-4**

e.g. 'Townshend introduced the Four Course Rotation (1) which wasted less land.' (1)

'He grew turnips and clover (1) for winter fodder .(1)

'The diet of animals improved.'

'There was no need for the autumn slaughter.'

'Bakewell introduced selective breeding.'

'He bred selectively the New Leicester sheep.'

'Tull introduced the horse drawn hoe and seed drill.' (2 marks)

'He wrote Horse Hoeing Husbandry.'

**Level 3 Explains importance of ONE 4-6**

**Level 4 Explains importance of EACH 6-9**

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

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

'He used the clover and turnips from his rotation 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 sheep with more meat and this helped to improve the diet of the growing population.'

'The meat was fatty and so not popular.'

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

'He realised the importance of cleanliness in the stalls used by his animals to keep them healthy and also kept records of his breeding so as to continually improve.'

'Tull developed machinery to improve the amount of crops grown. There was the drill which saved seed by planting in rows rather than by broadcasting and the hoe which weeded between the straight rows of crops.'

'He spread his ideas by writing about the hoe and seed drill in his book Horse Hoeing Husbandry.'

'Although his machines were important developments they often broke down and did not come into general use for around a hundred years.'

**Level 5 Compares contribution of all to reach a judgement 9-10**

**QUESTION 4****4(a) In what ways were ordinary villagers affected by enclosure?**

Target: Recall, description (AO1)

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

e.g. 'The community spirit and idea of sharing was lost.'

'Some worked as landless labourers.'

'Many did not hold documents showing their right to the land and therefore did not receive any under enclosure.'

'Many could not afford the cost of enclosure (1) and sold/lost their land.' (1)

'Many left the village and went to the towns to find work.'

'Squatters lost the common land/home.'

'More food was available.'

**4(b) Explain why enclosure was expensive to introduce.**

Target: Recall and explanation (AO1)

**Level 1 General answer****1***e.g. 'Because a lot of people had to be employed to introduce enclosure.'***Level 2 Identifies reason(s)****2-4**

e.g. 'There were legal charges to pay.'

'Field boundaries had to be put in place.'

'Surveyors were expensive.'

**Level 3 Explains reasons****4-6**

e.g. 'There were the legal costs and expenses of the commissioners and surveyors to pay by those allocated land.'

'If an Act of Parliament had to be obtained this was costly and all had to share this.'

'The new fields had to be enclosed by hedges or fences to separate the individual pieces of land and this was expensive.'

'New roads and paths needed to be constructed for access to the new fields.'

'The cost of travel to London, if they wanted to object, had to be met by the individual.'



4(c) **The following were equally important reasons for the introduction of enclosure:**

- (i) **the growth of 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).**

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 are all equally important as they encouraged a new system, enclosure, to be introduced.'

**Level 2 Identifies reasons 2-4**

e.g. 'The population was growing.'  
 'A new market now existed in the towns.'  
 'Food could be sold for profit.'  
 'The French tried to prevent imports.'  
 'The open-field system was wasteful of land and/or time.'

**Level 3 Explains impact of ONE 4-6**

**Level 4 Explains impact of EACH 6-9**

e.g. Growth of population

'The population was growing rapidly and needed feeding. In the forty years before 1801 it had increased by 2.6 million and more food was needed to feed these extra people.'

'More people were moving from the countryside to the towns which were expanding rapidly. These workers needed feeding as they could not produce their own food.'

'The growing markets for food in the towns encouraged farmers to produce more and allowed a profit to be made.'

Wars with France

'Britain had relied on imports of corn. France hoped to starve Britain into surrender by blocking the English Channel to prevent imports of corn. Because of this blockade corn was in short supply as the open-field system could not increase output and so a new method of farming was required.'

'Farmers saw an opportunity to increase profits as there was no competition from abroad and they started to charge high prices for the extra corn they grew.'

The open-field system

'The system had met the needs of a limited population but could not increase output as large quantities of land were wasted including the common and the fallow. This reduced output.'

'Methods were inefficient such as breeding and broadcasting and were wasteful and barely produced enough for the limited population.'

**Level 5 Comparison of impact to reach a judgement 9-10**

**QUESTION 5**

**5(a) What problems faced the iron industry at the beginning of the eighteenth century?**

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

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

**4**

e.g. 'Charcoal was in short supply.'

'The process of producing charcoal was slow.'

'Transporting raw materials was slow and expensive.'

'The production of wrought iron was limited.'

'Coal could not be used as a replacement for charcoal.'

'The demand for iron was increasing and could not be met.'

'There was a shortage of wood to make charcoal.'

**5(b) Explain why the demand for iron increased in the period up to 1850.**

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

**Level 1 General answer**

**1**

e.g. 'Because more use was being made of iron.'

**Level 2 Identifies reason(s)**

**2-4**

e.g. 'More armaments were needed.'

'Iron machinery and tools were in greater demand.'

'The growing population made more use of iron.'

'Transport was developing and needed iron.'

**Level 3 Explains reason(s)**

**4-6**

e.g. 'During this period the country was at war with France and demand for iron to make weapons increased.'

'The industrial and agrarian revolutions increased the demand for iron for tools and machinery, e.g. steam engines, ploughs and fencing.'

'The growing population demanded more pots, pans and iron bedsteads for use in their homes in the towns.'

'Iron was used in the new railways for rails, engines and bridges.'

5(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).**

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 all were equally important as the iron industry grew.'  
 'Henry Cort was more important as his work made the industry grow faster.'

**Level 2 Identifies contributions 2-4**

e.g. 'The Darby family built up Coalbrookdale.'  
 'The Darby family used coke.'  
 'Cort used coal.'  
 'Wilkinson used iron for pipes.'

**Level3 Explains the importance of ONE 4-6**

**Level 4 Explains the importance of EACH 6-8**

e.g. 'The Darby family found that they could coke coal and use this in the smelting process. This helped the industry as it removed the need for charcoal.'  
 'Darby III showed how iron could be used in construction by building a bridge.'

'Wilkinson showed the versatility of iron for using it in pipes for the Paris water supply and for boats.'  
 'He realised the need for accuracy and developed techniques for accurate borings for steam engines and cannon.'

'Cort developed a process called puddling which allowed the use of coal to produce quantities of cheap wrought iron.'  
 'Puddling improved the quality of iron, reduced the cost and speeded up the process.'  
 'He developed a rolling process to produce such things as rails.'

**Level 5 Comparison of importance to reach a judgement 9-10**

**QUESTION 6****6(a) What was 'railway mania'?**

Target: Recall, description (AO1)

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

**4**

e.g. 'A period during the 1840s when the pace of railway development increased significantly with many new lines opening.'

'It was a period that saw the setting up of the first major railway companies like the Midland and the North Western.'

'It was a period of investment in the railways where the public speculated and bought shares.'

'One of the leading figures was George Hudson. He was found out to be a fraud.'

**6(b) Explain why some people objected to the development of the early railways.**

Target: Recall and explanation (AO1)

**Level 1 General answer**

**1**

e.g. 'It was based on fear and lack of understanding.'

**Level 2 Identifies why**

**2-4**

e.g. 'They thought they would lose money.'

'They thought the crops would be affected.'

'There was a fear of the noise.'

'There was a fear of being attacked.'

'Because they had a vested interest.'

**Level 3 Explains why**

**4-6**

e.g. 'Landowners and farmers objected to the noise and smell saying that the engines would set fire to crops, frighten cattle and stop hens laying.'

'Really what was feared was the value of their land falling.'

'Canal, turnpike and stage-coach owners feared a loss of income as people would travel by train as it was quicker.'

'There were people who thought it was dangerous and that the human body would not be able to stand the speed.'

'Many travelled in open carriages and thought they would be suffocated in the tunnels by the smoke.'

'Ladies felt they might be vulnerable if on their own in a carriage with a man who might attack them.'

'Some town officials did not want the atmosphere of the town polluted and argued for the railways to be on the outskirts of towns.'

- 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.
- Explain your answer, referring only to (i), (ii) and (iii).**

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 all helped to develop railways but the Stockton to Darlington Railway was the most important.'

**Level 2 Identifies importance 2-4**

e.g. 'The Stockton to Darlington was the first railway.'  
 'The Rainhill Trials was a locomotive competition.'  
 'Brunel built the Great Western Railway.'  
 'Brunel used the broad gauge.'

**Level 3 Explains the importance of ONE 4-6**

**Level 4 Explains the importance of EACH 6-9**

e.g. The Stockton to Darlington Railway

'This provided a solution for the colliery owners who wanted a quicker and cheaper method of transporting their coal to the port of Stockton.'

'It was the first railway and was built to carry coal. Passengers were carried but had to have their carriages put on a wagon.'

'It showed that a moving steam powered locomotive would work.'

'It set the standard gauge that eventually was to be used for all railways.'

The Rainhill Trials

'Stephenson had persuaded the directors to use locomotives and this was a trial to select the best.'

'The competition was won by the 'Rocket' which reached speeds of up to 30mph proving that locomotives would work.'

Isambard Kingdom Brunel

'He was hired by a group of business people to link London and Bristol by rail as they feared that Manchester would gain more trade as it already had a rail link to a port.'

'To ensure passenger comfort Brunel used the broad gauge. He kept the line straight and without steep gradients so as to increase speed.'

'He succeeded in taking his railway into Cornwall by building the Royal Albert Bridge.'

**Level 5 Comparison of importance to reach a judgement 9-10**

**Section C: Thematic Study****Medicine, Surgery and Health, c.1750 – c.1990****QUESTION 7****7(a) Study Source E.**

**What is the message of this cartoon? Use 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 deformed people.'  
'It shows people were vaccinated.'

**Level 2 Unsupported inference(s) / contextual knowledge****2-3**

e.g. 'Vaccination does not work.'  
'People wanted protection against smallpox.'  
'Vaccination is dangerous.'  
'People should accept change.'  
'People should be vaccinated.'

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

e.g. 'The message is that Jenner's vaccination will deform your body.'  
'It is giving a message of support for Jenner's work by making those who disbelieve look stupid.'  
'How can a disease from a cow cure a killer disease like smallpox?'  
'Take your chance with smallpox as vaccination can cause deformity.'  
'As Jenner could not explain why cowpox worked, people should be wary.'

**7(b) Why was smallpox such a feared disease in the eighteenth century?**

Target: Recall, description, explanation (AO1)

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

e.g. 'They were afraid.'  
 'Anybody could get it.'

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

e.g. 'Because it killed people.'  
 'It left scars.'  
 'It could disfigure.'  
 'It replaced the plague as the major killer of the time.'  
 'Smallpox was highly infectious and could spread very quickly among communities.'  
 'No person was immune and it attacked rich and poor.'  
 'There was no known cure and inoculation was often not effective.'

**7(c) Explain why the work of Pasteur was important to the treatment of disease.**

Target: Recall, explanation (AO1)

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

e.g. 'He changed understanding.'

**Level 2 Identifies work of Pasteur****2-4**

e.g. 'He developed a germ theory.'  
 'He discovered pasteurisation.'  
 'He influenced the development of vaccines.'

**Level 3 Explains why****4-6**

e.g. 'He understood how his treatment worked unlike others such as Jenner.'  
 'Through his work with the French wine industry he developed pasteurisation using heat to kill germs.'  
 'Using the developing microscope he studied micro-organisms linking these to decay and developing the 'germ theory'.  
 'He grew microbes in the lab and injected weak doses into animals. This created antibodies providing protection against stronger forms of the disease.'  
 'His work resulted in the development of vaccinations against cholera, anthrax and rabies and his work encouraged others such as Koch who identified the causes of TB/cholera.'

**QUESTION 8****8(a) Describe the dangers facing a patient having an operation in the early part of the nineteenth century?**

Target: Recall, description (AO1)

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

**4**

e.g. 'The theatre and wards were dirty (1) and this could spread infection.' (1)  
'They might bleed to death.'  
'Anaesthetics were limited (1) and this could cause death from the shock.' (1)  
'There were no antiseptics (1) and so they could get an infection in the wound.' (1)  
'Doctors did the operation in their ordinary clothes (1) often infected with germs.' (1)

**8(b) Explain why the work of Florence Nightingale was important.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion**

**1**

e.g. 'She showed she cared for the sick.'

**Level 2 Identifies why**

**2-4**

e.g. 'She set up a nurses' training school.'  
'She improved cleanliness.'  
'She improved the status of nurses.'

**Level 3 Explains why**

**4-6**

e.g. 'Up to then nurses had been untrained and FN set up a training school where nurses were trained to ensure that they were able to look after the patients.'  
'She ensured that the patient, bedding, wounds, dressings and ward were kept clean so as to prevent infection spreading and reduce the death rate.'  
'By improving the status of nurses, nursing was viewed as a respectable profession.'



**8(c) How important was the development of anaesthetics in improving surgery in 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. 'The development was very important as people were put to sleep during the operation.'

**Level 2 Identifies work of Simpson AND / OR other issues 2-4**

e.g. 'Simpson developed chloroform.'  
 'His work helped women in childbirth.'  
 'He helped reduce pain.'  
 'Lister developed the carbolic spray.'

**Level 3 Explains importance of anaesthetics OR other developments 4-6**

**Level 4 Explains importance of anaesthetics AND other developments 6-9**

e.g. Anaesthetics

'When Simpson discovered chloroform longer, more complicated operations could be performed without a struggling patient. Earlier anaesthetics had more side-effects and did not last very long.' (2 marks)

'Women were able to reduce the pain in childbirth by using chloroform including the Queen.'

'Simpson established chloroform as the standard general anaesthetic for the next fifty years.'

'Critics argued that more complex operations were performed and thus the death rate did not decrease.'

'From 1853 with the invention of the glass syringe with a hollow needle attached local anaesthetics could be administered often using cocaine, but this was addictive.'

Other developments/drawbacks

'Germs still existed until Lister developed the antiseptic spray that killed germs in the operating theatre and the recovery ward.'

'This was supposed to reduce infection but often it affected the surgeon, burning his hands and affecting eyes.'

'Surgeons towards the end of the century began to use rubber gloves, their instruments were sterilized using steam and they wore masks and gowns to stop the spread of infection.'

'New industrial technology meant it was possible to manufacture steel implements which could be easily boiled and sterilized.'

**Level 5 Explanation and evaluation of 'how important' 9-10**

**QUESTION 9****9(a) Describe Fleming's work on penicillin.**

Target: Recall, description (AO1)

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

**4**

e.g. 'He was looking for a drug that killed a range of diseases rather than sulphonamides which attacked specific diseases.'

'He worked at St. Mary's hospital, London where he discovered a dish where the penicillin bacteria was killing bacteria that caused blood poisoning.'

'He could never make the antibiotic in large quantities as he was unable to grow a pure culture.'

'He recognised the significance but did not have the support or facilities to test the idea.'

**9(b) Explain why the National Health Service was introduced in 1948.**

Target: Recall explanation (AO1)

**Level 1 General answer**

**1**

e.g. 'It was the policy.'

'It was needed.'

**Level 2 Identifies reasons**

**2-4**

e.g. 'It was the policy of the Labour government.'

'It was based on Beveridge.'

'It was after the war.'

'Because many could not see a doctor.'

'To provide free treatment.'

'To make Britain a better place to live.'

'To look after those injured in the war.'

**Level 3 Explains reasons**

**4-6**

e.g. 'The Labour government elected in 1945 set in motion an extensive programme of welfare measures, including the National Health Service.'

'The Beveridge Report of 1942 set out the future of health care and created interested public opinion which the government could not ignore.'

'Why 1948? It took time to deal with the opposition of the medical people who resented their loss of freedom. There was opposition from the Conservative Party over the cost.'

'Wartime had highlighted the health of people in poorer areas who could not afford medical treatment and where it was often difficult to find a doctor.'

'There was a general feeling of unity within the nation following the war and that a new era was beginning and having had their lives controlled this did not seem strange.'

**9(c) How successful was the National Health Service in its first fifty years? 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 has been very successful as it is still in existence.

**Level 2 Identifies progress** **2-4**

e.g. 'It provided free treatment.'  
'A programme of vaccination was introduced.'  
'New surgical techniques by the NHS.'  
'Prevention rather than cure.'

**Level 3 Explains success OR explains problems** **4-6**

**Level 4 Explains success AND explains problems** **6-9**

e.g. 'Many will argue that its main success has been the availability of doctors/hospital treatment at no cost. This has resulted in increased life expectancy.'  
'Vaccination programmes from the NHS have been successful in dealing with whooping cough, measles and TB.'  
'New surgical techniques, including transplants and hip replacements, have improved the quality of life for many.'  
'Health education programmes have increased awareness of the dangers of drugs, smoking and over eating.'  
'Advances in the treatment of the mentally ill have been huge.'

'Waiting lists have increased and this has resulted in some seeking private treatment creating a two-tier system.'  
'The cost is significant and this resulted in charges for prescriptions and dental treatment.'  
'Killer illnesses still exist including heart and cancer and the NHS has made little impact here.'

**Level 5 Explanation and evaluation of 'how successful'** **9-10**

**Section C: Thematic Study****Poverty, c.1815 – c.1990****QUESTION 7****7(a) Study Source E.**

**What can you learn from this source about workhouse life? Use 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 workhouse held lots of people.'

'They are all women.'

'They are wearing a uniform.'

'They received meals.'

**Level 2 Unsupported inference(s) / contextual knowledge****2-3**

e.g. 'People who lived in a workhouse were not happy.'

'It was regimented.'

'There were a lot of poor people.'

'They had to follow rules.'

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

e.g. 'It shows the women sat in silence as this was one of the rules of a workhouse.'

'It shows all women as the men were kept separate from women in the workhouse.'

'They are all dressed in uniform as this is what happened when they entered the workhouse.'

'The picture portrays a bleak, dismal, sad scene. This was the intention of the Act.'

**7(b) Explain how the work of William Booth helped the poor.**

Target: Recall, explanation (AO1)

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

e.g. 'He founded the Salvation army.'  
'He raised money to help the poor.'  
'He provided food for the poor.'

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

e.g. 'Booth was a Methodist Minister in London's East End trying to convert people to Christianity.'  
'He realised the poor did not attend church as they felt uncomfortable mixing with the well dressed.'  
'To get round this problem he founded the Salvation Army in 1876 to wage war on sin and poverty.'  
'His aim was to take the 'gospel of love' to the slums.'  
'He recruited a group of 'soldiers' who set out to make religion cheerful.'  
'He published a book called 'Darkest England' in which he said more was known about Africa than the slums of Britain.'  
'He raised £100,000 from book sales to set up shelters and soup kitchens and provide help for the sick.'

7(c) **Explain why the Liberal governments introduced reforms to help the poor in the early years of the twentieth century.**

Target: Recall, explanation (AO1)

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

e.g. 'Because they needed help.'

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

e.g. 'There were many people living in poverty.'  
'The problems of the poor were highlighted.'  
'To stop socialism.'  
'To keep pace with other countries.'

**Level 3 Explains why** **4-6**

e.g. 'Because of the influence of individuals such as Lloyd George and Churchill who believed it was the duty of the state to look after the poor.'  
'People like Booth and Rowntree conducted surveys and raised public awareness of the plight of the poor. They showed that over 20% of the population were living in poverty.'  
'Medical examination of recruits for the Boer War highlighted the state of malnutrition of many men.'  
'Germany was forging ahead industrially and Lloyd George wanted Britain to keep pace. To do this required a healthy workforce.'  
'The Liberals were in power and they wanted to keep out socialism. To do this they needed to keep the electorate happy. This change was taking place in countries including France, Germany and Russia.'

**QUESTION 8****8(a) Describe how the poor were treated under the Old Poor Law.**

Target: Recall, description (AO1)

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

**4**

e.g. 'In some areas they were sent to the workhouse.'

'In others they were paid outdoor relief.'

'In some areas allowance systems were adopted such as the Speenhamland System.'

'They were often sent back to the parish of their birth as it was responsible.'

**8(b) Explain why some people thought the Old Poor Law needed to be reformed.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion**

**1**

e.g. 'It was not working properly.'

**Level 2 Identifies why**

**2-4**

e.g. 'Because of cost.'

'Because of different interpretations.'

'It was based on outdated laws.'

'The system encouraged idleness.'

'The number of poor was increasing.'

'Costs were increasing.'

**Level 3 Explains why**

**4-6**

e.g. 'The Law was based on the Poor Laws of 1601 and failed to meet the needs of an industrial society.'

'The allowance system encouraged idleness and large families as the payment depended on the wage earned and the number of children in the family.'

'Costs were increasing the poor rate and ratepayers were objecting to having to pay more.'

'The numbers claiming was increasing and this was increasing the cost.'

**8(c) How successful was the New Poor Law of 1834 in its first fifty years? 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.'  
'It lasted a long time and therefore must have been successful.'

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

e.g. 'Costs were reduced.'  
'The numbers claiming reduced.'  
'Treatment was the same for everyone.'  
'It did not deal with the causes of poverty.'  
'People feared the workhouse.'  
'Poverty remained.'

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

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

e.g. 'Costs were reduced as the numbers claiming benefit decreased.'  
'Costs were reduced as outdoor benefit was stopped and many did not want to go into the workhouse.'  
'The different systems were abolished and treatment was standard across the country.'  
  
'The regime in the new workhouses was made deliberately harsh ('bastilles') and many feared this and so did not enter the workhouse.'  
'The law was ignored in unavoidable cases of poverty such as temporary slumps. In the northern areas outdoor relief was paid.'  
'There was much opposition, highlighted by people such as Dickens and scandals such as Andover.'  
'Attitudes were not changed and people were held responsible for their own poverty.'

**Level 5 Explanation and evaluation of 'how successful'** **9-10**



**QUESTION 9****9(a) Describe how the poor reacted to the problems of poverty in the 1930s.**

Target: Recall, description (AO1)

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

e.g. 'Joined hunger strike marches. The most famous was Jarrow.'

'They were often humiliated by the means test.'

'They used the cinema as a form of escapism.'

'They grew fruit and vegetables on allotments.'

'They looked for work.'

'They spent time in the pub.'

'They became depressed.'

**9(b) Why did the unemployed dislike the Means Test?**

Target: Recall, explanation (AO1)

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

e.g. 'It upset them.'

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

e.g. 'It affected the amount of money they received.'

'It was an intrusion of privacy.'

'It affected their way of life.'

'It was humiliating.'

**Level 2 Explains why****4-6**

e.g. 'The long-term unemployed could only receive assistance after being 'tested' and this might result in benefit being reduced or refused.'

'Wide-ranging family circumstances were taken into account not just the situation of the bread winner.'

'It made more people ashamed of poverty often when it was not their fault.'

'It often resulted in men feeling degraded having to virtually beg for help.'

**9(c) How successful was government action in dealing with poverty in the 1930s?  
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 were not successful as people's lives did not improve.'

**Level 2 Identifies actions 2-4**

e.g. 'A National Government was set up.'  
'There was no money to pay benefits.'  
'A 'means test' was introduced.'  
'Special areas were created.'  
'Unemployment began to fall.'

**Level 3 Explains success OR lack of progress 4-6**

**Level 4 Explains success AND lack of progress 6-9**

e.g. 'The Special Areas Act was introduced for depressed areas such as South Wales and Tyneside.'  
'Firms starting factories in these depressed areas were given tax and rate rebates as well as financial grants.'  
'By 1934 the southern areas were recovering but full employment did not return until the outbreak of the Second World War.'  
'In 1934 unemployment benefit was returned to its 1931 level.'  
'Training schemes were set up and some were able to find jobs in other areas.'

'The Special Areas had limited success but its progress was hindered by a lack of government money.'  
'By 1931 the Labour government was in trouble because employment benefit cost more than the money available.'  
'In August 1931 a National Government was set up with the aim of keeping spending to a minimum. To do this they introduced a budget in September.'  
'By this budget unemployment benefit was reduced by 10% and income tax increased. The 'dole' was introduced. To receive the dole a person had to be means tested.'  
'The means test was, for many, humiliating as an unemployed person's family income and savings were investigated.'

**Level 5 Explanation and evaluation of 'successful' 9-10**

**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 Peterloo Massacre? Use 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. 'A lot of people attended and some were carrying banners.'  
 'Some people were on a raised platform.'  
 'The military attacked people with their swords.'

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

e.g. 'It was a dangerous place to be as you could get injured or killed.'  
 'There seems to be a lack of control.'  
 'Those present are making demands.'

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

e.g. 'It was a dangerous place as the magistrates had panicked and ordered in the yeomanry who drew their sabres.'  
 'There are many people there and the soldiers appear to be charging through the crowd indiscriminately.'  
 'The people present are making demands and these demands are shown on their banners.'  
 'Some people have been injured, or killed, as they can be seen lying down in the crowd.'  
 'The people on the platform are above the crowd so they can be seen when making their speeches.'

7(b) **Explain how the Grand National Consolidated Trades Union (GNCTU) was expected to benefit working people.**

Target: Recall, description, explanation(AO1)

**Level 1 Identifies how**

**1-2**

e.g. 'By creating a large union.'  
'Able to take on the government.'  
'It would help to improve conditions.'  
'Better for a national strike.'

**Level 2 Explains how**

**3-5**

e.g. 'As large numbers worked together it was an opportunity to form one large union to negotiate on pay and hours.'  
'One of its aims was to increase pressure on government to change things.'  
'To come together to have a national strike for a month so that industry would be ruined, the capitalist system destroyed and the government would collapse.'  
'To increase the say of the workers in production.'

**7(c) Explain why the GNCTU failed.**

Target: Recall, explanation (AO1)

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

e.g. 'It was weak.'

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

e.g. 'Because of the treatment of the Tolpuddle Martyrs.'  
'The GNCTU was poorly organised.'  
'It was expensive to join.'  
'Poor communications did not help.'  
'Workers were only interested in themselves.'

**Level 3 Explains how****4-6**

e.g. 'Workers were reluctant to join a trade union as the harsh punishments given to the Tolpuddle Martyrs.'  
'The union was poorly organised and its aims unclear. The leadership of Owen was weak.'  
'Many failed to pay the 5p a week subscription as they could not afford it. This resulted in a lack of funds to sustain a long strike.'  
'Poor communications countrywide made a national organisation impossible at this time.'  
'Workers from different trades were only interested in their own demands and not interested in the demands of other unions.'  
'The workers were more interested in immediate gains, such as more pay, than Owen's long-term ideas.'  
'Four of the biggest unions of the time did not give their support.'

**QUESTION 8****8(a) What were the aims of the Chartists?**

Target: Recall, description (AO1)

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

**4**

e.g. 'To represent the views of working class people.'  
 'To improve living and working conditions through the control of Parliament.'  
 'The vote for all men over the age of 21.'  
 'Secret ballots.'  
 'No property qualification for MPs.'  
 'The payment of MPs.'  
 'Equal sized constituencies.'  
 'Annual parliamentary elections.'

**8(b) Explain why many workers supported the Chartist Movement.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion**

**1**

e.g. 'It gave hope to the poor.'

**Level 2 Identifies why**

**2-4**

e.g. 'Disappointment at the 1832 Reform Act.'  
 'Trade unions were not effective.'  
 'The problem of poverty.'  
 'The harshness of workhouses.'

**Level 3 Explains why**

**4-6**

e.g. 'A Reform Act passed in 1832 left many working class supporters of reform disappointed as they did not receive the vote.'  
 'The 1834 Poor Law Act failed to deal with poverty and it introduced harsh workhouse conditions which were bitterly resented.'  
 'They hoped that the movement would improve living and working conditions in the towns.'  
 'There was concern about the high bread prices caused by the Corn Laws.'

**8(c) How far was violence the most important reason for the failure of the Chartist Movement? 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. 'Yes it was because many did not like violence.'

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

e.g. 'There was a split between moral and physical force.'  
 'The government took firm action.'  
 'Prosperity improved.'  
 'There were other causes to follow.'  
 'The credibility of the Chartists was questioned.'  
 'Petitions were rejected.'

**Level 3 Explains impact of violence OR other reasons** **4-6**

**Level 4 Explains impact of violence AND other reasons** **6-9**

e.g. 'O'Connor wanted a general strike leading to an armed uprising and even revolution. This contrasted with the views of the majority of chartists who favoured processions, demonstrations and petitions.'  
 'A mass march on Parliament in 1848 was turned back by special constables.'  
 'In 1839 there were riots in Birmingham and Newport. In Newport fourteen died. The rejection of the 1842 petition sparked the 'plug' riots in Lancashire. This approach lost many supporters.'

'In the 1840s there was increased prosperity which brought jobs and so many did not see the need for the Chartists.'  
 'As time went on other causes such as the Anti Corn Law League and the Ten Hours Movement became more important.'  
 'Petitions were presented to Parliament in 1839, 1842 and 1848 but were rejected. The 1848 Petition was said to contain 5 million signatures but actually only had 2 million as many were false or forged.'  
 'Following Newport several Chartists were imprisoned or transported. These firm measures discourage many from joining.'

**Level 5 Explanation and evaluation of 'how successful'** **9-10**

**QUESTION 9****9(a) What was the 'Social Contract' of 1974?**

Target: Recall, description (AO1)

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

**4**

e.g. 'It was a government policy which replaced the Industrial Relations Act of 1971.'

'Under the contract, the Government and the unions were to negotiate a fair pay increase every year.'

'In return the Government agreed to increase pensions, state benefits and child allowances.'

'It did not work as it failed to keep down prices and this coupled with strikes resulted in the 'Winter of Discontent.'

**9(b) Explain how people were affected by the actions of the coal-miners in the 1970s.**

Target: Recall, explanation (AO1)

**Level 1 General answer**

**1**

e.g. 'There was a constant threat of disruption.'

**Level 2 Identifies how**

**2-4**

e.g. 'Energy crises existed.'

'There was violence.'

'The working week was shortened.'

'Non essential services were hit.'

'There were fuel shortages.'

**Level 3 Explains how**

**4-6**

e.g. 'In January 1972 the miners went on strike. Through the use of flying pickets and violence there was a great fear for safety for many. There was an attempt to cut the supplies to the power stations.'

'At the same time as the miners introduced an overtime ban in November 1973, a massive energy crisis hit the country as supplies of oil went down drastically.'

'From January 1974 a three-day week was introduced.'

'Display lighting and advertising was banned and television transmissions ended at 10.30 p.m.'

'Regular power cuts meant people were spending every other night without electricity.'

'The miners went on strike on the 5<sup>th</sup> February and this resulted in a general election being called partly on who should govern the country.'

'Labour gained power and immediately settle the strike and introduced the Social contract.'



**9(c) How far did Conservative governments reduce the power of the unions in the 1980s? 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. 'It was just the fact that the role of unions changed.'

**Level 2 Identifies issues** **2-4**

e.g. 'They defeated the miners.'  
 'Power was reduced through the use of government legislation.'  
 'Changes in working practices.'  
 'The economic situation.'  
 'Decline in need of large unions representing one trade.'

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

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

e.g. 'The government was determined to defeat the miners who held strikes in 1984-85. This was achieved with the miners gaining very little.'  
 'The Employment Act, 1980 reduced union power by restricting the use of flying pickets, giving legal protection to those who did not wish to join a union and made funds available for secret ballots.'  
 'The Employment Act, 1982 removed closed shops by making it illegal to dismiss a worker for not being a member of a union and that they could be fined heavily for illegal strikes.'  
 'The Trade Union Act, 1984 forced unions to hold secret ballots before all strikes and ensured members voted on their trade union official every five years.'  
 'The Conservatives came to power with the aim of reducing inflation and this affected the number of jobs and involved strict economic controls which involved high unemployment. The unions played a limited part.'

'Many jobs now involve flexible working much of which is carried out by women who are less inclined to join a union.'  
 'Trade unions are well established with millions of members who rely on them for a range of benefits.'  
 'Unions have retained their strength in the public sector although this sector is less important today.'  
 'In the private sector there have been increasing numbers of no-strike agreements to meet the needs of foreign companies who have been encouraged to invest in this country.'  
 'The role of the large unions has declined as in many industries it is more acceptable for one union to represent a wide range of workers.'

**Level 5 Explanation and evaluation of 'how far'** **9-10**

## Section C: Thematic Study

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

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

**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.**

Target: Source comprehension, inference (AO2)

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

e.g. 'lots of women worked together.'  
'Women did jobs such as sewing.'

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

e.g. 'It was hard work.'  
'It might be the only work available.'  
'They worked late into the night.'  
'The work exhausted them.'

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

e.g. 'The work exhausted them as they worked long hours. The lights are on and the time indicates the early hours.'  
'The artist shows two girls looking exhausted suggesting that they have been working for a very long time.'  
'Working conditions were poor. It was in a small workshop where they are sewing with little space and gloomy atmosphere. This could cause the distress shown in the picture.'  
'The wages in the factories had fallen for women and they were pushed into the poor working conditions of the sweatshop.'

**7(b) Explain the role and status of an upper-class lady in a Victorian household.**

Target: Recall, description (AO1)

**Level 1 General answer****1-2**

e.g. 'women ran the house.'  
'They did not work.'

**Level 2 explains view****3-5**

e.g. 'She should be a dutiful wife and companion to her husband looking after his needs whilst hers were secondary.'  
'The man saw it his responsibility to earn enough money so that the wife did not have to work.'  
'The church reinforced the view that the woman was the subordinate partner in the marriage.'  
'Servants were often employed to carry out the household tasks.'  
'Women were encouraged to carryout lady like activities such as needlework.'  
'They were expected to learn social skills and graces.'

7(c) **Explain why there were new job opportunities for women towards the end of the nineteenth century.**

Target: Recall, explanation (AO1)

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

e.g. 'The role of women workers and how it was viewed was changing.'

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

e.g. 'Because of the Education Act of 1870.'  
'Shops changed.'  
'There was new technology.'  
'Businesses were growing.'  
'Nursing was respectable.'

**Level 3 Explains reasons** **4-6**

e.g. 'To meet the increasing demand after the 1870 Act many more women teachers were employed.'  
'Educational training opportunities also opened up such as teachers.'  
'Increased communication changed the nature of shops with department stores being established and these required shop assistants.'  
'The expansion of the postal service required increased counter assistants.'  
'As new technology developed and businesses developed there were opportunities for typists and telephone operators.'  
'Nursing became a respectable profession following the work of Florence Nightingale.'

**QUESTION 8****8(a) Who were the suffragists?**

Target: Recall, description (AO1)

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

**4**

e.g. 'Early campaigners for the vote for women.'  
 'Often middle-class women.'  
 'Brought the issues to the attention of people.'  
 'Led by Millicent Fawcett.'  
 'Believed in constitutional campaigning / policy of persuasion.'

**8(b) Explain why women failed to gain the vote by 1914.**

Target: Recall, explanation (AO1)

**Level 1 Unsupported assertion**

**1**

e.g. 'People did not like change.'

**Level 2 Identifies why**

**2-4**

e.g. 'Because of the attitudes of men who oppose a change.'  
 'Because of the suffragettes.'  
 'Opposed by the Liberal leaders.'

**Level 3 Explains why**

**4-6**

e.g. 'Many important people opposed women's suffrage including the Queen and Gladstone.'  
 'When female suffrage was proposed it was suggested they were too emotional to make rational decisions and that the mental strain would be too great for women.'  
 'Many men felt that as they were the earners, women should not have a say in politics.'  
 'Many were opposed to the violence of the suffragettes and thought that such people were unfit to receive the vote.'  
 'The Liberal Leaders were opposed as they feared that the better off women would vote conservative.'

**8(c) How far did getting the vote bring improvements in the roles and status of women before 1939? 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. 'The legal position improved.'

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

e.g. 'They had to leave work if they married.'  
 'New jobs were available.'  
 'Contraception was available.'

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

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

e.g. 'The right to vote in 1918 was only given to women over 30. They had to wait until 1928 when the right to vote was granted to all those over 21.'  
 'In 1918 only seventeen women stood as candidates whilst by 1931 only 67 women stood as candidates.'  
 'At the end of the First world war women were expected to return to looking after the home or to traditional low paid work. As women's pay was around half that of men there was a fear that women were a threat to men's jobs.'  
 'Equal pay did not apply and women could lose their jobs if they married.'

'As a result of the Sex Disqualification Removal Act of 1919 women were able to hold public office, enter university and become lawyers and magistrates. In 1925 they were allowed to work in the civil service for the first time.'  
 'In the 1930s new industries brought new jobs of assembling radios and telephones. Banking and office jobs continued to increase.'  
 'In 1923 women gained equal rights in divorce cases, and the use of birth control and contraception increased giving women the right to make a choice.'  
 'Greater freedom developed with women wearing make-up and going to the cinema and dances with a boyfriend and without a chaperone.'  
 'Women were gaining greater confidence helped by role models such as Amy Johnson.'

**Level 5 Explanation and evaluation of 'how far'** **9-10**

**QUESTION 9****9(a) Describe the work done by women during the First World War.**

Target: Recall, description (AO1)

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

**4**

e.g. 'Many women filled the jobs of the men who had gone to fight.'

'Women worked keeping transport going as drivers and conductors.'

'Munitions factories and heavy industry was very important and these were kept going by women.'

'Women joined the armed forces and served as nurses in military hospitals.'

'Women worked on the land producing food.'

**9(b) Explain how the Second World War affected the lives of women.**

Target: Recall, explanation (AO1)

**Level 1 General answer**

**1**

e.g. 'Women were encouraged to work.'

**Level 2 Identifies how**

**2-4**

e.g. 'Dealing with rationing.'

'The evacuation of children.'

'Conscription.'

'Jobs as First World War.'

'Many remained in work after the war.'

**Level 3 Explains how**

**4-6**

e.g. 'Bombing raids on towns and cities, strict food rationing and the evacuation of children greatly affected women's lives.'

'From 1941 every woman had to register for war work.'

'The task of rebuilding after the war required a labour force that the men could not meet and many women were retained in the work force.'

'Working hours became more flexible and together with support allowed women to work and changed working patterns.'

9(c) **'By the end of the twentieth century women had won equal rights with men.' How far 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 assertions** **1**

e.g. 'They are now equal.'

**Level 2 Identifies developments** **2-4**

e.g. 'Women got equal pay.'  
 'Women had equal opportunities.'  
 'Women could not be discriminated against.'  
 'Women got good jobs.'

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

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

e.g. 'In 1970 it became illegal to pay women less than men for the same job and yet the vast majority of women still earn less than men.'  
 'The Sex Discrimination Act of 1975 outlawed discrimination in jobs, housing and other areas.'  
 'Many women take advantage of increased educational opportunities at university giving them an opportunity to gain highly important jobs such as judges. We have had a woman Prime Minister.'  
  
 'Some jobs are still closed to women particularly those giving access to real power for example in the civil service.'  
 'Average earnings are still low as many women are still in the lower paid jobs.'  
 'The view of the traditional role can still cause discrimination in for example looking after children although the number of 'house fathers' is increasing.'

**Level 5 Explanation and evaluation of 'how far'** **9-10**



**Mark Scheme 1936/02**  
**June 2006**

## 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.
- 1.4. 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.
- 1.9. 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 from this source about public health problems at the time? Use the source to explain your answer.

Target: Source comprehension, inference (AO2)

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

**1-2**

e.g. There is a lot of smoke.  
The houses are close together.  
There are gasometers.  
There is rubbish dumped in the road.

**Level 2 Unsupported valid inferences from source**

**2-3**

e.g. It looks unhealthy.  
There is pollution.  
The washing will be dirty.  
There is overcrowding.

**Level 3 supported valid inferences from source**

**3-5**

e.g. There is a lot of smoke which will pollute the atmosphere.  
There are piles of rubbish in the street which would spread disease.  
The houses are close together and small resulting in overcrowding.

**2 Study Sources B and C. How similar are these two sources? Use the sources and your knowledge to explain your answer.**

Target: Comprehension and cross-referencing of sources (AO2)  
Source comprehension and inference (AO2)

**Level 1 Description of surface detail – no comparison 1-2**

e.g. Source B says that the council put forward a plan for sewers to be built in every street.

**Level 2 Compares surface detail 3-4**

e.g. They are about cost.  
Both are about the work of official bodies.  
They are about sewers.

**Level 3 Explains similarity OR difference of message 5-6**

**Level 4 Explains similarity AND difference of message 7-8**

e.g. Source B says that the people of Leeds had very little idea of the need to improve whereas the Board of Health (Source C) is saying that by using their ideas the sanitation would be improved. Edwin Chadwick was keen to improve public health because of the number of working days lost through illness.

They are both about cost. The only concern in Source B was the cost of improvement. The people who would pay were the ratepayers and they didn't see why their taxes should go to improving public health. In source C it shows how the costs can be reduced and this resulted in more sewer pipes.

- 3 **Study Sources D and E. Both of these sources are about improvement in public health. Which source is the more reliable? 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. Source C is reliable as it tells us the Board's inspectors were bullies and expensive. They are both reliable as they are written at the time. They are reliable as they reflect attitudes of the time. Source D is reliable as it tells us the death-rate has fallen.

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

e.g. Source D is reliable because it is an official report. Source E is less reliable as it is from a newspaper article and might be biased.

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

e.g. Source D is reliable because it emphasises the effects of new sewers. The importance of sewers to carry waste away from the town is stressed in Source B.

**Level 4 Tests sources for reliability supported by own knowledge** **6-8**

e.g. Source E is reliable because the Times was against the Board of Health and reflected the views that many held at the time that they did not like being told what to do. They particularly did not like being told by Chadwick who many thought was pompous. Also they did not realise the link between dirt and disease. This reflects the views of many wealthy people who were not hit as hard as the poor.

Source D is reliable as it is an official report and Darlington was one of the few towns that set up a Local Board of Health as a result of the 1848 Act. However, this Act was permissive and not all towns set up Local Boards.

Many local councils were not keen to improve their areas as it cost money that often they did not have. Some did take note of the findings of Chadwick in 1842 but others only acted if there was an epidemic. Source D is probably more reliable as it is promoting the benefits of the Act and showing what can be achieved.

**4 Study Source F. How useful is this source as evidence of better public health for the poorer classes? Use the source and your knowledge to explain your answer.**

Target: Selection and deployment of knowledge (AO1)  
Comprehension, evaluation and analysis of source for utility (AO2)

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

e.g. It is useful as it was written at the time the act was in force.  
It is useful as it is from an official report.

**Level 2 Accepts source at face value as evidence of improvements in public health at the time 3-4**

e.g. It is useful as it tells me about improvements that were taking place.  
It is useful as it tells me that the water supply was improving.

**Level 3 Considers authenticity/purpose of the source 5**

e.g. Source F is not very useful as it is only about the improvements in one place, Manchester.  
It is not very useful as it is only telling me about improvements to the water supply for some of the poor and does not mention other public health problems.

**Level 4 Cross references with other sources to establish utility 5-6**

e.g. Source F is useful as it reports on the improvements in the water supply for the poor in Manchester and the cost of these improvements and this is supported by the improvements taking place in Darlington (Source B).

**Level 5 Interprets and evaluates source for usefulness using contextual knowledge 7-8**

e.g. The provision of clean drinking water was one of the problems faced. This led to many epidemics and deaths and resulted in the passing of the 1848 Act. This source is useful as it tells me of the improvements that were taking place at the time of the Act to improve public health.

It is not useful as it only tells of improvements being made to some of the housing of the poorer classes. Many people were against improving conditions because of the cost and also they felt that public health was not the concern of government. Problems of overcrowding, disease and refuse disposal did not begin to be solved until 1875.

**5 Study Source G. Are you surprised that this cartoon was published in 1858? Use the source and your knowledge to explain your answer.**

Target: Selection and deployment of knowledge (AO1)  
 Comprehension, evaluation and analysis of source for utility (AO2)  
 Comprehension and evaluation of historical interpretation (AO3)

**Level 1 Generalised answer without support** **1-2**  
 e.g. Yes, as conditions were improving.  
 No, as it was a warning.

**Level 2 Answers based on source type / surface detail / provenance** **3-4**

e.g. I am not surprised as the River Thames was dirty and so the artist has drawn it like that.  
 I am not surprised as cartoons were drawn to show bad conditions.  
 I am not surprised as the source shows the dead animals that were in the river.  
 I am not surprised because it was the year of the Great Stink.

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

e.g. I am surprised. This is a cartoon and these were exaggerated to highlight the insanitary conditions of the town so that action would be taken.

**Level 4 Answers that show an understanding of the message of the cartoon** **6-7**

e.g. I am not surprised as this cartoon was published to warn people that the filthy state of the River Thames would kill people. The highwayman shown as a skeleton represents death.

This cartoon tells people that if they are not prepared to pay for improved sewage to keep the Thames cleaner they will pay with their lives as the filthy water will kill them.

**Level 5 Answers based on contextual knowledge** **8-9**

e.g. I am surprised as the Board of Health had been working hard to improve the sewers in various places including London.

I am not surprised as 1858 was the year of the Great Stink and the House of Commons business had to be suspended because of the stench from the River Thames.

I am not surprised. Even though the 1848 Act had set up the Board of Health it had been disbanded.



- 6** Study all the sources. How far do these sources prove that the Public Health Act of 1848 was effective?  
Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: Selection and deployment of knowledge (AO1)  
 Comprehension, analysis and evaluation (AO2)  
 Comprehension, analysis and evaluation of an historical interpretation (AO3)

**Level 1 Answers on public health – no valid source use** **1-2**

e.g. Yes it was effective as waterworks were built.

**Level 2 Descriptive with valid reference to source(s)** **3-4**

Source D proves it was effective as the death rate had fallen.

**Level 3 Uses two or more sources to argue that the Act was OR was not successful** **5-7**

**Level 4 Uses two or more sources to argue that the Act had BOTH successes and failures**  
**8-10**

The Public Health Act was effective because improvements were being made. Source C is discussing the value of sewers being made of glazed earthenware and the effects of new sewers and drains are confirmed in Source D which states that the death rate had fallen. Source H supports that improvements were being made by showing the building of sewers.

However the Act wasn't totally effective because it was permissive and not all towns were like Darlington in Source D. Many had the attitude displayed in Source E that public health was a private matter.

If the Act had been effective conditions shown in Source G would not have existed.

**At Levels 3 and 4 allow up to three bonus marks for any qualification of a source in terms of its reliability, sufficiency, contextual knowledge, etc. but total mark must not exceed 12.**

Notes:

- To score a mark within L3 or L4 there must be source use, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the source is not enough.
- Higher marks in Levels 3 and 4 to be awarded on numbers of sources used. Any genuine source evaluation in context to be rewarded highly in the level.

**General Certificate of Secondary Education  
History C 1936  
June 2006**

**Component Thresholds (raw marks)**

Component	Max Mark	A	B	C	D	E	F	G
11	75	57	49	41	35	29	24	19
12	75	52	44	36	31	26	21	16
13	75	54	46	38	32	27	22	17
14	75	56	47	39	33	27	22	17
02	50	40	36	30	27	23	18	15
03	50	43	38	33	27	22	17	12

**Option Thresholds (weighted marks)**

**Option A**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	175	156	137	118	101	84	67	50
Percentage in Grade		3.4	15.8	21.2	22.0	14.5	10.4	6.7	4.1
Cumulative Percentage in Grade		3.4	19.2	40.4	62.4	76.9	87.3	94.0	98.1

The total entry for the examination was 1741.

**Option B**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	160	143	126	109	94	79	64	49
Percentage in Grade		4.5	11.6	23.2	18.8	20.5	14.3	3.6	1.8
Cumulative Percentage in Grade		4.5	16.1	39.3	58.0	78.6	92.9	96.4	98.2

The total entry for the examination was 114.

**Option C**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	153	139	125	112	96	80	65	50
Percentage in Grade		14.3	14.3	28.6	14.3	14.3	14.3	0	0
Cumulative Percentage in Grade		14.3	28.6	57.1	71.4	65.7	100	100	100

The total entry for the examination was 7.

**Option D**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	153	134	116	99	82	65	48
Percentage in Grade		3.8	15.5	23.3	19.1	14.9	11.0	6.7	4.2
Cumulative Percentage in Grade		3.8	19.2	42.5	61.6	76.5	87.4	94.1	98.3

The total entry for the examination was 698.

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	3.6	15.6	21.9	21.0	14.9	10.8	6.5	4.0
Cumulative Percentage in Grade	3.6	19.1	41.0	62.0	76.9	87.6	94.2	98.1

The total entry for the examination was 2571.



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