

History C (British Social & Economic History)

General Certificate of Secondary Education **GCSE 1936**

Mark Schemes for the Components

June 2007

1936/MS/R/07

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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 SCHEMES FOR THE COMPONENTS

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Mark Scheme 1936/11-14
June 2007

PAPER 1**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.

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, eg 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, eg 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 farming in the early eighteenth 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**

eg 'The fields have no boundaries.'

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

eg 'The crops are blocked into sections.'
'They do not have machinery.'
'They are all growing the same crops.'
'The fields are on the edge of the village.'
'Work is being done by hand.'

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

eg 'They don't have machinery and are cutting the crops by hand making the task difficult / hard.'
'There do not appear to be any boundary fences. This would make it difficult to decide to whom the crops belonged.'
'They only have a cart to take away the cut corn making it a slow process.'
'The crops are blocked into sections. These sections are the strips of land on which crops are grown.'

1 (b) How did Lord Townshend improve farming?

Target: Recall and description (AO1)

Level 1 General answer**1-2**

eg 'He introduced new ideas.'

'He did not waste land.'

'He grew different crops.'

Level 2 Shows how**3-6**

eg 'He introduced the Norfolk Four Course Rotation.'

'The rotation introduced turnips and clover.'

'The rotation removed the need for the wasteful fallow field.'

'He used marl to improve the quality of the soil. This produced more and better crops.' (2)

'He used the clover and turnips from his rotation as fodder for the animals. This reduced the need for the autumnal slaughter.' (2)

'More crops were available from the same amount of land.' (2)

- 1 (c) **Study Source B.**
Does this source fully explain how new ideas in farming were spread? Use the source and your knowledge to explain your answer.

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

Level 1 General answer **1**

eg 'One source cannot tell you everything.'
 'Ideas were spread by different people.'

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

eg 'People went to Woburn Abbey.'
 'They saw demonstrations.'
 'They received prizes.'
 'They saw improved livestock.'

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

eg 'Long leases were introduced.'
 'Books and pamphlets were available.'
 'The Board of Agriculture was set up.'
 'Propagandists travelled the country.'

Level 4 Explains methods in the source or other methods not in the source
5-7

eg 'The rich farmers went to Woburn where they could see the new ideas for themselves.'
 'They were able to see for themselves the impact of the new ideas on the size of animals.'
 'They were encouraged to improve as there were certificates and prizes.'

Level 5 Explains both methods in the source and other methods (not in the source) **7-9**

eg 'Tull published a book called 'Horse-Hoeing Husbandry' in which he describes the benefits of his machinery.'
 'Arthur Young travelled around the country looking at new ideas and wrote about them in the 'Annals of Agriculture'.
 'Young became secretary of the newly established Board of Agriculture. The Board stimulated new ideas and offered advice.'
 'Thomas Coke promoted the ideas on his estates and encouraged his tenants by giving long leases.'
 'Coke held sheep shearing festivals (Coke's Clippings) to encourage the spread of ideas. By 1815 they attracted over 5000 people.'

QUESTION 2

- 2 (a) **Study Source C.**
What can you learn about textile factories from this illustration? 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

eg 'What you can learn is limited as it might be biased.'
'It shows you there were large machines.'
'People had to go under the machines.'
'The machines were run by belts.'

Level 2 Unsupported inference(s) 2-3

eg 'It was noisy.'
'It might be very hot and smelly.'
'It was dangerous.'
'They used spinning mules.'

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

eg 'The machines moved on the rails. This made the factory noisy.'
'It would be difficult to open the windows as they are so high. This would make it very hot and smelly as there was hot oil on the machinery.'
'It was dangerous as it shows a person crawling under the machines and they could get caught by the moving machinery.'
'The belts used to run the machines are not enclosed and people could get trapped.'
'The picture shows spinning mules. I can tell this by the runners and wheels to allow the machine to move backwards and forwards.'

2 (b) How did the work of Richard Arkwright improve the textile industry?

Target: Recall and explanation (AO1)

Level 1 General answer**1-2**

eg 'He developed new machinery.'
'He built mills.'

Level 2 Shows how**3-6**

eg 'He built the Water Frame.'
'He developed spinning.'
'The frame used water and so he had to move to a mill.'
'He produced stronger thread.'
'He saw the benefit of a large-scale operation, employing large numbers and built mills at Cromford.' (2)

If candidate makes a comparison with early efforts of improving spinning allow credit in appropriate level.

- 2 (c) **Study Source D.**
Does this source fully explain how conditions for workers in textile factories were improved in the first half of the 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 **1**

eg 'One source cannot tell you everything.'
 'They worked less.'

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

eg 'Young children were not employed.'
 'They are given education.'
 'They are not punished.'

Level 3 Other actions / improvements (not in source) identified **3-4**

eg 'Hours reduced.'
 'Moving machinery was covered.'
 'The Ten Hour Movement.'
 'Factory Acts were introduced.'

Level 4 Explains improvements in the source or other improvements not in the source **5-7**

eg 'Robert Owen was a factory owner who tried to look after his workers by not employing child labour and ensuring children received free education.' (2)
 'He removed the fear of beatings. It was common for children to be beaten in factories.'

Level 5 Explains improvements in the source AND explains other improvements not in the source **7-9**

eg 'The 1833 Factory Act stopped the employment of children under 9.'
 'The 1833 Act appointed (4) factory inspectors.' (2)
 'The hours of work for women were further cut in 1844 and 1847.'
 'The Ten Hour Movement helped in securing these reductions in hours.'

Section B

QUESTION 3**3 (a) Describe what an enclosed village looked like.**

Target: Recall, description (AO1)

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

eg 'The fields had fences/walls/hedges.'

'Farm houses were built on the land.'

'There was no fallow land, large open fields or strips.' (Max of 3 for anything to do with the OFS.)

3 (b) Explain why some villagers suffered as a result of enclosure.

Target: Recall and explanation (AO1)

Level 1 General answer 1

eg 'Because they lost land.'

Level 2 Identifies why 2-4

eg 'The common was enclosed.'

'Enclosure was expensive.'

'The poor did not have a say.'

'Proof of ownership was required.'

'They had to find employment.'

Level 3 Explains why 4-6

eg 'The common was enclosed and this meant the squatters lost their homes.'

'The poor suffered as their opinions were not listened to and they could not protest as they had to go to London.'

'The poor lost their land as they were unable to prove ownership.'

'The poor lost the land they farmed as they could not afford the cost of enclosure so they had to move to the towns or be employed as a landless labourer.' (2)

'The small landowners did not have a say as enclosure was decided by the owners of four-fifths of the land.'

- 3 (c) 'The main reason for the introduction of enclosures was that the open-field system was inefficient.'. How far do you agree with this statement?. 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

eg 'No, it was because we needed food.'
'Yes, the open-field system could not cope with the population needs.'

Level 2 Identifies reasons 2-4

eg 'The French Wars.'
'The growth of population/the growth of industrial towns.' (2)
'Profit motives.'
'Opportunities to experiment / introduce new ideas.'

Level 3 Explains inefficiency of open-field system OR other reasons 4-6

Level 4 Explains inefficiency of open-field system AND other reasons 6-9

eg Inefficiency of the open-field system

'Farmers realised the old system was wasteful as part of the land was left fallow.'

'This system did not allow experimentation and new ideas to increase yield were not possible.'

'Land was wasted through baulks between so production could not be increased to meet demand.'

'The common land was wasted as it could have been used to increase output.'

French Wars

'Britain relied on imported corn, as not enough was produced at home, and imports were cut off by the French blockading the English Channel. This encouraged farmers to enclose more land to make Britain self sufficient.'

'As there was no competition from abroad, farmers saw this as an opportunity to increase prices and make large profits.'

The growth of population

'The population was growing quickly. By 1801 it had increased by 2.6 million. These increased numbers needed feeding. A new system was needed as the open-field system struggled to feed the existing population and therefore would be unable to cope with any increase.'

The growth of towns

'The population of towns increased and needed feeding. These people had money to buy food and this encouraged change and the profit motive.'

New Ideas

'New ideas could not be introduced under the existing system as every farmer had to produce the same crops. Enclosure allowed investment in new ideas on land the farmer owned and this increased output, and variety, of food produced.'

Level 5 Explains and reaches a conclusion of 'how far' 9-10

QUESTION 4**4 (a) What were the terms of the Mines Act of 1842?**

Target: Recall, description (AO1)

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

eg 'No women or girls to be employed underground.'
 'No boys under 10 to be employed underground.'
 'No child under 15 to be left in charge of machinery.'
 'Government inspectors appointed.'

4 (b) Explain how problems faced by coal miners were overcome in the years up to 1850.

Target: Recall and explanation (AO1)

Level 1 General answer 1

eg 'They were improved by inventions.'

Level 2 Identifies how 2-4

eg 'A safety lamp was introduced.'
'Flooding was reduced.'
 'Explosions were reduced.'
 'Air quality was improved.'

Level 3 Explains how 4-6

eg 'The problem of **light** was improved by Davy who invented the Miner's Safety Lamp.'
'Explosions were reduced as Davy's lamp had a gauze around the naked flame. This stopped explosive gas making contact with the flame and exploding.'
 Moving **heavy loads** underground was helped by the introduction of rails and pit ponies.'
'Flooding was reduced by Newcomen developing a steam engine to pump water out of the flooded mines. This engine was further developed by Watt.'
'Ventilation was improved by the use of trappers who were used to open and shut ventilation doors to ensure fresh air was allowed to reach all areas of mine.' Later a two shaft system using a burning brazier allowed some air to be sucked through the mine. Buddle invented an exhaust fan to improve ventilation by sucking in clean air.'

- 4 (c) **'The main reason for increased coal production before 1850 was the growth of the iron industry.' How far do you agree with this statement?. 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

eg 'Yes because the iron industry used more coal.'
'No, it was the growth of transport.'

Level 2 Identifies reasons 2-4

eg 'Steam power was increasingly being used.'
'Railways were developing and used lots of coal.'
'Coal fires in houses were more popular.'

Level 3 Explains the iron industry OR other reasons 4-6

Level 4 Explains the iron industry AND other reasons 6-9

eg Iron industry

'There was a shortage of charcoal and Darby found that coke would do the job of smelting iron. As iron was in great demand for making weapons and for the growing population the demand for coal increased.'

'Cort found that a system of puddling would get rid of the coal impurities and so he used large quantities of raw coal for producing iron.'

'Richard Crawshay increased the use of puddling and thus increased the demand for coal.'

'Iron was in greater demand for the production of machinery and on the railways and this increased the demand for coal.'

Steam power

'As the number of factories in Lancashire grew the demand for coal to power the Boulton and Watt steam engines increased. It was also used in Mines for the Newcomen steam engine.'

Transport

'After 1830 railways developed and used large quantities of coal to power the engines as well as increasing demand in terms of the need for iron to build engines and produce rails.'

'Steam shipping was just beginning to develop and this increased the demand.'

Towns

'The invention of gas lighting increased demand as it became popular in the towns.'

'The rapid increase in town population resulted in increased demand for coal to heat houses.'

Level 5 Explains and reaches a conclusion of 'how far' 9-10

QUESTION 5**5 (a) What problems were faced by road users in the early eighteenth century?**

Target: Recall, description (AO1)

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

eg 'The roads were in a poor state of repair with many pot holes.'

'Many roads were just cart tracks.'

'In wet weather the roads were deep mud.'

'In dry / frosty weather they were rutted.'

'There was the danger of highwaymen.'

'Journeys by stage coach were long and uncomfortable.'

5 (b) Explain why roads were in such poor condition in the early eighteenth century.

Target: Recall and explanation (AO1)

Level 1 General answer 1

eg 'No one wanted to be responsible.'

Level 2 Identifies why 2-4

eg 'There was a lack of knowledge of how to improve.'

'The parish system did not work.'

'Lack of government interest.'

'No funds.'

Level 3 Explains why 4-6

eg 'There was lack of knowledge resulting in potholes being filled by loose stones.'

'The parish system did not work as men were not paid.'

'The money available for repair was limited and could only be used to make basic repairs.'

'People did not see why they had to give up six days a year when they were not paid.'

'Not every village repaired their roads and the government did nothing.'

- 5 (c) **'Turnpikes had more benefits than disadvantages.' How far do you agree with this statement? 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

eg 'They had both benefits and disadvantages.'

Level 2 Identifies benefits / disadvantages 2-4

eg 'The quality of the roads improved.'
 'They allowed traffic to increase.'
 'Tolls were charged.'
 'They were dishonest.'
 'They affected local people.'
 'Travel was quicker and more comfortable.'

Level 3 Explains benefits OR disadvantages 4-6

Level 4 Explains benefits AND disadvantages 6-8

eg Benefits

'The quality of roads improved with an increase in the number being better surfaced, drained, wider and straighter.'

'The new roads enabled isolated villages to be linked and this improved communication.'

'The improved surfaces allowed a mail service to be introduced.'

'Improved surfaces reduced journey times and made it cheaper to transport goods as more could be carried.'

'The tolls provided funds to improve the roads.'

Disadvantages

'It did not create a national system and so there was a tremendous difference in quality from trust to trust.'

'Not all roads were covered and so journeys were on both improved and unimproved roads.'

'The tolls raised often went on administration rather than improving roads.'

'Some toll owners were dishonest and pocketed the tolls rather than improving the roads.'

'Paying tolls slowed the journey down and many did not like paying as it was expensive. The cost was increased if a number of toll roads had to be travelled on.'

'Local people objected to paying to use roads that previously they had used without charge. This sometimes led to riots.'

Level 5 Explains and reaches a conclusion of 'how far' 9-10

QUESTION 6**6 (a) In what ways did Brunel contribute to the development of railways?**

Target: Recall, description (AO1)

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

eg 'He was chief engineer of the Great Western Railway which linked Bristol to London.'

'Brunel designed the line without bends or steep gradients to ensure a comfortable ride.'

'He fixed the rails at 7 feet 1 inch (broad gauge) to give a smoother, faster ride.'

'He opened up the line to Cornwall with his Royal Albert Bridge between Plymouth and Saltash.'

6(b) Explain why the work of George and Robert Stephenson was important to the growth of railways.

Target: Recall and explanation (AO1)

Level 1 General answer 1

eg 'They both built railways.'

Level 2 Identifies why 2-4

eg 'George Stephenson was engineer of the Stockton to Darlington railway.'

'They built the Rocket.'

'George overcame physical obstacles.'

'Robert built the London-Birmingham line.'

'George introduced a standard gauge.'

Level 3 Explains why 4-6

eg 'George Stephenson was engineer of the Stockton to Darlington railway where he fixed the width of rails at 4 feet 8½ inches. This became the standard gauge for all railways.'

'George showed that moving locomotives could be successful with the Rocket that he and Robert developed.'

'George showed that engineering problems could be overcome such as Chat Moss and Olive Mount.'

'The success of the Liverpool-Manchester line for both passengers and goods resulted in the building of other lines such as the London-Birmingham line which was designed by Robert and included the Kilsby tunnel.'

'George was instrumental in overcoming opposition to the Great Western Railway.'

(Max of 5 marks for one person)

- 6 (c) **'The greatest impact of railways was on the lives of people rather than industry.' How far do you agree with this statement? 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

eg 'Yes because it changed the lives of many people.'

Level 2 Identifies effects 2-4

eg 'Food quantity / quality improved.'
 'There were more jobs.'
 'People could go on holiday.'
 'Raw materials were cheaper.'
 'Other industries such as iron benefited.'

Level 3 Explains the impact on people OR on industry 4-6

Level 4 Explains the impact on people AND on industry 6-9

eg On people

'The coming of railways increased employment opportunities with jobs as drivers, guards, signal-men and booking clerks.'

'It affected some jobs and opportunities in relation to employment on turnpike trusts and canals.'

'The speed of railways enabled fresh produce to be transported to markets and this improved diet and health.'

'As the century progressed suburbs grew and people could live out of the towns and travel to work on the workmen's trains.'

'Greenwich Mean Time was introduced giving a standard time across the country and timetables for journeys.'

'Newspapers could be carried giving up to date news for those in different parts of the country. Letters were also transported.'

'As leisure time increased railways provided transport to seaside resorts. This encouraged the growth of resorts and the opportunity to visit the coast to breath cleaner air.'

Other effects

'The coming of the railways increased the demand from the iron industry for iron for rails, engines, etc.'

'The coal industry benefited as demand increased considerably as railways were heavy users of coal to power the engines.'

'Industry benefited as railways could carry large quantities of heavy goods such as coal and this reduced cost.'

'Mass movements such as trade unions and the Anti-Corn Law League benefited as speakers could go round the country and they were able to distribute leaflets.'

Level 5 Explains and reaches a conclusion of 'how far' 9-10

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

What can you learn from this source about operations in the eighteenth century? 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**

eg 'They wore ordinary clothes.'
'They used tools such as a saw.'
'The patient had to be fastened down.'
'The patient was awake.'

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

eg 'It must have been painful for the patient.'
'Germs could easily spread.'
'Operations were basic.'
'They did not use anaesthetics.'

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

eg 'The patient is awake. This suggests that there was no anaesthetic and this would make the operation painful and the patient could die of shock.'
'As the patient is awake there is a need to stop him struggling so that the limb can be amputated. This is done by securing him to the chair.'
'Those carrying out the operation are wearing ordinary clothes. This could result in the spread of germs into the cut.'

7 (b) **What improvements did Simpson bring to operations?**

Target: Recall, description, explanation (AO1)

Level 1 Identifies improvements **1-2**

eg 'He helped with pain.'
'He made people unconscious.'

Level 2 Explains improvements **3-5**

eg 'He established chloroform as the standard general anaesthetic for the next fifty years. It was more effective than earlier anaesthetics.'
'He reduced the unpleasant effects of earlier anaesthetics such as effects on eyes and throat.'
'Chloroform allowed surgeons to perform longer, more complicated operations without a struggling patient.'
'He proved the connection between pain and clinical shock which was the cause of death of many surgery patients.'
'He made childbirth less painful and safer.'

7 (c) **Explain how Lister attempted to make surgery safer in the second half of the nineteenth century.**

Target: Recall, explanation (AO1)

Level 1 General answer **1**

eg 'He made things cleaner.'

Level 2 Identifies how **2-4**

eg 'Lister introduced an antiseptic spray into operating rooms.'
'He realised that surgeon's hands and clothes carried infection.'
'He killed germs in the air.'

Level 3 Explains how **4-6**

eg 'The work of Pasteur informed him that infection was caused by germs entering the wound and he worked on preventing this by using a fine spray of carbolic acid to kill the germs in the atmosphere.'
'He soon realised that the surgeon's hands and clothes were infected and that they needed washing in carbolic to remove infection and make operations safer.'
'He ensured that the wards were sprayed with antiseptic to reduce the chance of the patients wound becoming infected.'
'He introduced sterile catgut ligatures which sealed wounds without causing infection.'

QUESTION 8**8 (a) What treatments of disease existed at the beginning of the eighteenth century?**

Target: Recall, description (AO1)

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

eg 'Medicines from apothecaries.'

'People believed that the body contained different 'humours' that had to be brought back into balance. To bring the body into balance treatment often involved blood letting or vomiting (purging).' (2)

'Herbal remedies.'

'Treatment by 'wise women'.'

8 (b) Explain why some people opposed vaccination at the beginning of the nineteenth century.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion 1

eg 'New medical ideas are often opposed.'

Level 2 Identifies why 2-4

eg 'There was a fear of something new.'

'Many did not see how it could work.'

'People continued to die from smallpox.'

Level 3 Explains why 4-6

eg 'Some people were sceptical that it would work as Jenner could not explain why vaccination worked.'

'People could not understand how a disease from cows could protect humans.'

'Doctors were making money out of inoculations and did not want to lose this income.'

'Vaccinations were seen as dangerous as people died from them. This was because some doctors mixed up vaccines or used infected needles.'

'Many people were jealous of the work of Jenner and did not promote his new ideas.'

'Stories were circulated that cow pox itself could be fatal and so they should not be vaccinated'

8 (c) **Was the work of Koch more important than the work of Pasteur in the treatment of disease? 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

eg 'Koch was important as he made important discoveries about disease.'

Level 2 Identifies work of Koch or others 2-4

eg 'Koch identified what caused diseases.'
 'Koch found a way of looking at diseases under a microscope.'
 'Pasteur discovered the 'Germ Theory'.'

Level 3 Explains importance of Koch OR Pasteur 4-6

Level 4 Explains importance of Koch AND Pasteur 6-9

eg '**Koch** developed a process of staining microbes. This enabled them to be clearly seen under a microscope.'

'Koch was able to show how to isolate germs and grow them in a laboratory rather than a living body. This enabled vaccines to be transported long distances.'

'He worked out how the micro-organisms that caused common diseases such as cholera could be identified.'

'He discovered the cause of tuberculosis (1882).'

'He trained Ehrlich who developed a treatment against diphtheria in 1885.'

'By 1900 a host of disease causing bacteria were identified using his methods. These included typhoid, pneumonia, tetanus and plague.'

'It was Koch's isolation of anthrax that enabled Pasteur to create his vaccine.'

eg '**Pasteur** had developed and published his 'Germ Theory' which said that disease was caused by germs in the body and this influenced the work of Lister in relation to antiseptic surgery.'

'Pasteur was lucky in his research into chicken cholera when by chance a weakened solution of the infection made chickens immune. This was the beginnings of vaccines.'

'Pasteur's contributions of vaccines against anthrax and rabies were vital as he knew why his treatments worked.'

'Pasteur realised that germs could be treated by heat and he developed the process of pasteurisation.'

'He introduced a serum that could treat rabies victims.'

Level 5 Explanation and evaluation of 'more important' 9-10

QUESTION 9**9 (a) What improvements in surgery did the First World War bring about?**

Target: Recall, description (AO1)

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

eg 'New techniques for the repair of broken bones were developed.'

'Skin graft techniques were developed and this formed the basis for plastic surgery.'

(2)

'Blood transfusions were used effectively for the first time.'

'The value and use of x-rays was recognised.'

9 (b) Explain how the Second World War helped to improve medicine and health.

Target: Recall explanation (AO1)

Level 1 General answer 1

eg 'It highlighted the problems of health care.'

Level 2 Identifies how 2-4

eg 'The need for a health service / doctors for all.'

'Improved diet.'

'Advances in skin grafts.'

'The use of penicillin.'

Level 3 Explains how 4-6

eg 'The need to treat civilian casualties gave many access to health care they had not received before.'

'The war brought out the importance of the state looking after the health of all and the NHS was introduced in 1948.'

'Awareness of diet and hygiene was highlighted by evacuees and indicated something needed to be done.'

'The value of a balanced diet was highlighted and it was seen that this could be met even through the period of rationing.'

'The need to treat large numbers of burns cases helped the development of skin grafts.'

'The government launched its national diphtheria immunisation campaign.'

- 9 (c) 'The benefits of the National Health Service have been greater than its problems.' How far do you agree with this statement? 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**

eg 'They must have as we still have the NHS.'

Level 2 Identifies issues **2-4**

eg 'It provided free treatment.'
 'A programme of vaccination was introduced.'
 'New surgical techniques by the NHS.'
 'Prevention rather than cure.'
 'Problems over funding.'
 'Staff shortages.'

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

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

eg '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 on the NHS, 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 limited progress here.'

Level 5 Explanation and evaluation of 'how far' **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 poor relief at that time? 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**

eg 'There were workhouses.'
 'People are getting bread.'
 'Some people are well dressed.'

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

eg 'People are hungry.'
 'Families are in poverty.'
 'Outdoor relief is being given.'

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

eg 'Bread is being given out / taken which suggests people were short of money to buy food.'
 'There must have been a shortage of work as people are obviously short of money to buy food.'
 'Many are well dressed so it is not just poor people who need help.'
 'People are protesting about the Poor Law. It is possible there was a trade slump and they did not want to go into the work house as the rules stated.'

7 (b) What were the aims of the New Poor Law of 1834?

Target: Recall, explanation (AO1)

Level 1 Identifies what**1-2**

eg 'To have a better system.'
'To get rid of the old system.'

Level 2 Explains what**3-5**

eg 'To reduce costs.'
'To base the treatment of the poor on up to date laws thus making it appropriate for an industrialised population.'
'To make a national system that is fair to all.'
'To stop the spiralling cost of provision.'
'To reduce the numbers claiming benefit as these were increasing.'
'To treat everybody the same.'

7 (c) Explain why people hated workhouses after 1834.

Target: Recall, explanation (AO1)

Level 1 General answer**1**

eg 'They were unpleasant places.'

Level 2 Identifies why**2-4**

eg 'There were strict rules.'
'Uniforms had to be worn.'
'Families were separated.'
'Food was basic.'

Level 3 Explains why**4-6**

eg 'To deter people from entering the workhouse conditions were made harsh and strict.'
'To avoid more children, and to ensure men worked, families were split up. This was hated as it split up the family unit.'
'Uniforms were worn as in prisons. This was disliked as it treated the poor as criminals.'
'Food was limited, barely enough to live off, and had to be eaten in silence.'
'Boring tasks were given to the inmates to occupy them such as oakum picking.'

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

eg 'Labourers wages were to be made up to subsistence level by the parish.' (2)

'The subsistence depended on the price of bread and the number of children in a family.' (2)

'Employers kept wages low as they knew that the workers' incomes would be made up by the parish.' (2)

8 (b) Explain why there was poverty at the beginning of the nineteenth century.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion 1

eg 'There were fewer jobs available.'

Level 2 Identifies why 2-4

eg 'Because of enclosures.'

'War was affecting imports.'

Level 3 Explains why 4-6

eg 'The process of enclosure led to a number of farm labourers being unemployed.'

'Villagers lost their right to the common under enclosure and for some this meant a loss of home and the loss of food.'

'A shortage of imported corn due to the French Wars and a series of bad harvests resulted in high bread prices.'

'Unemployment happened because of trade cycles resulting in a loss of wages.'

- 8 (c) **'Before 1834 the poor were treated well.' How far do you agree with this statement? Explain your answer.**

Target: Recall, explanation, analysis (AO1)

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

Level 1 Unsupported assertions **1**

eg 'Some were treated better than others.'

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

eg 'The system was more adaptable.'
 'They were given outdoor relief.'
 'It was administered by non-professionals who often did not understand poverty.'
 'The form of treatment often depended on the area where a person lived.'

Level 3 Explains positive OR negative **4-6**

Level 4 Explains positive AND negative **6-9**

eg 'It was positive 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 knew each other and knew the 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.'
 'The Speenhamland system gave enough to poor families to ensure the basics were met.'

'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 or treatment.'
 'The Impact of the French Wars meant the system could not cope particularly in the south.'
 'The Speenhamland System was blamed for forcing wages down as money was made up by the Poor Rate.'

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

QUESTION 9**9 (a) How did Dr. Barnardo help the poor?**

Target: Recall, description (AO1)

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

eg 'He showed concern about the large numbers of children roaming London's streets.'

'He set up a home for twelve boys in Stepney in 1866.'

'In 1870 he set up the first Barnardo's Children's Home.'

'His aim was to care for, discipline and educate children.'

'By 1900 he had opened over 100 homes providing shelter for homeless and orphaned children.'

9 (b) Explain why the Liberal welfare reforms of 1906–1914 were introduced.

Target: Recall, explanation (AO1)

Level 1 General answer 1

eg 'Because the Liberals wanted to help the poor.'

Level 2 Identifies why 2-4

eg 'A lot of people were living in poverty.'

'Incomes were too low to support a family.'

'Attitudes towards the poor were changing.'

'Important, well known figures were highlighting the problem.'

'They wanted votes.'

'The Boer War had highlighted unhealthy people.'

Level 3 Explains why 4-6

eg 'The government was influenced by changing ideas. Socialism was a growing movement arguing that the country's wealth should be more equally spread.'

'The Labour Party was founded to represent working classes in Parliament and the Liberals were concerned that a poor population might turn to socialism.'

'The newer unskilled trade unions had held successful strikes and this helped to prompt reform.'

'By 1900 most working class men had the vote and were going to vote for whichever party was going to improve their living conditions.'

'In 1902 half of the new recruits for the Boer War were found to be suffering from malnutrition and something needed to be done about this.'

'There was strong influence from people such as Lloyd George and Winston Churchill in addition to the evidence of poverty from surveys produced by Booth and Rowntree.'

- 9 (c) **The government introduced the following to help children.**
 (i) **School Meals Act, 1906**
 (ii) **School Medical Service, 1907**
 (iii) **The Children's and Young Persons Act (Children's Charter), 1908.**
Was any one of these more helpful than the others in improving the lives of children? 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 assertions **1**

eg 'All were important as they helped children.'

Level 2 Identifies actions **2-4**

eg 'School meals made available.'
 'Health was checked'
 'Children's lives were protected.'

Level 3 Explains benefits of one **4-6**

Level 4 Explains benefits of two / three **6-9**

eg School Meals Act, 1906

'Local Authorities were allowed to provide free school meals. This ensured that children would eat at least one decent meal per day.'

'In a single year 14 million meals were served. This large number highlighted the problem.'

School Medical Service, 1907

'Many parents were not able to afford medical care and this Act enabled children to be examined.'

'Every local authority had to set up a school medical service that at first only provided regular medical checks.'

'From 1912 this was extended to provide treatment in school clinics.'

Children's and Young Persons Act, 1908

'This Act was inspired by a terrible social evil of the past. Insurance companies paid out money on the death of young children even in suspicious circumstances. The Act gave children special status as protected persons and parents could be prosecuted for neglect. It made insuring a child's life illegal.'

'The Act set up special courts to deal with child crime and special homes or Borstals to house young offenders instead of them having to go to an adult prison.'

'Children were stopped from dangerous activities such as begging, going to pubs and buying cigarettes.'

Level 5 Explanation and evaluation of 'more helpful' **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 about the demands of the Chartists from this poster? 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

eg Lists anything from the Charter.

Level 2 Unsupported inference(s) 2-3

eg 'Many males could not vote.'
 'Ballots could be rigged.'
 'Anybody to be able to stand for parliament.'
 'You had to be wealthy to be an MP.'
 'They had six demands.'
 'They wanted a chance to become MPs.'

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

eg 'Not everyone had the vote and the 1832 Act had not improved this. They wanted the vote for every man over the age of 21.'
 'Ballots were open and subject to bribery. They wanted to have secret ballots to protect the elector in the exercise of his vote.'
 'To be an MP required that you owned property the Chartists wanted this barrier removed so that they could elect the right man to represent the working classes.'

7 (b) How did the Chartist movement try to achieve its aims?

Target: Recall, explanation (AO1)

Level 1 Identifies how**1-2**

eg 'By using petitions.'
 'By using moral force.'
 'By using physical force.'

Level 2 Explains how**3-5**

eg 'Moral force was through petitions to Parliament in 1839, 1842 and 1848. (2)
 'There a massive meeting at Kennington Common in 1848.'
 'Physical force was evident in Newport in 1839 and through local disputes called the Plug Plots.' (2)

7 (c) Explain why the Chartist Movement failed.

Target: Recall, description, explanation (AO1)

Level 1 General answer**1**

eg 'It was not focused on its aims.'

Level 2 Identifies why**2-4**

eg 'People did not like the methods used.'
 'There was a lack of clear leadership.'
 'Economic conditions were improving.'

Level 3 Explains why**4-6**

eg 'Many opposed the use of violence and physical force and left the movement.'
 'The leadership was split and indecisive and this brought about a lack of progress.'
 'The Government remained strong and did not give in and this discouraged many as they were frightened of losing their job.'
 'The 1840s was relatively prosperous with many jobs and so there was less need for the movement.'
 'There were other causes for people to follow such as the Anti-Corn Law League and the Ten Hour Movement.'
 'Many signatures on the petitions were proved to be forgeries and this affected the credibility of the movement.'

QUESTION 8**8 (a) Describe the main features of New Model Unions.**

Target: Recall, description (AO1)

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

eg 'They were for skilled, or semi-skilled, workers.'

'They charged members a high subscription.'

'Provided benefits such as unemployment and sickness pay, old age pension and death benefits.'

'They had paid officials working from permanent headquarters.'

'They aimed to improve conditions for members through negotiation rather than strike action.'

8 (b) Explain why unions for unskilled workers grew in the 1870s and 1880s.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion 1

eg 'To help workers increase bargaining power.'

Level 2 Identifies why 2-4

eg 'To represent the working class.'

'To fight for better conditions and pay.'

'To get the message of the working class heard.'

Level 3 Explains why 4-6

eg 'The number of unskilled workers was growing due to the technical changes in industry and transport.'

'Unskilled workers were receiving higher wages giving them a sense of independence and power and these unions reinforced this.'

'Unskilled workers were more aware of their rights through education but still needed the strength of a union led by the strong-willed, determined leaders that were emerging including Tillett and Mann.'

'Workers thought that trade unions were one way of fighting high unemployment and low wages.'

'As trade improved, the workers realised that unions put them in a stronger position to bargain.'

'The success of the Match Girls encouraged others.'

8 (c) **How successful were unions for unskilled workers between 1872 and 1900?**
Explain your answer.

Target: Recall, explanation, analysis (AO1)

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

Level 1 Unsupported assertions **1**
 eg 'Some were successful as conditions improved.'

Level 2 Identifies successes / failures **2-4**

eg 'Successes included the match-girls and the dockers.'
 'The NALU failed.'

Level 3 Explains successes OR failures **4-6**

Level 4 Explains successes AND failures **6-9**

eg Successes

'The match-girls of Bryant and May went on strike because of low wages and dangerous working conditions. Annie Besant used a newspaper article to highlight the working conditions. This got public opinion on the side of the match-girls and their strike was successful in improving conditions.'

'The London dockers were paid low wages and not always guaranteed work. A claim for 6d an hour was rejected and a five week strike followed (1889). The strikers picketed the docks so that non-union members could not work. This brought the docks to a standstill with food rotting on the ships. Funds were raised on marches through London and an unexpected donation of £30,000 from Australia. After five weeks the dock owners listened to Cardinal Manning and the mediating committee and the dockers won.'

'The London gas workers threatened to strike and this was enough to reduce the working day from 12 to 8 hours without loss of pay.'

'These strikes brought the formation of a number of large unions based on a whole industry including the railway workers and the miners. Total membership of the trade union movement doubled.'

Failures

'The National Agricultural Labourers' Union was founded in 1872 and quickly had 100,000 members. The landowners were against unions and organised a lock-out in 1874. Many went on strike against the lock-out but because of hardship gave up the struggle. The main problem was that many labourers lived in tied cottages and could be thrown out of their home. The NALU collapsed.'

'Despite the work of the unions, the employers often held the upper hand because workers were frightened of losing their jobs. In the 1890s the economic situation became worse and the gas, dockers' and the revived NALU folded.'

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

QUESTION 9**9 (a) What was 'Black Friday' (15 April 1921)?**

Target: Recall, description (AO1)

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

eg 'By 1921 the coal industry was under pressure from foreign competition and needed to reduce costs.'

'The mine owners proposed a cut in wages and extending the working day.'

'The miners refused to accept these measures and came out on strike.'

'They expected support from the Triple Alliance but this support was withdrawn on 15th April 1921.'

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

Target: Recall, explanation (AO1)

Level 1 General answer 1

eg 'Because the dispute could not be settled.'

Level 2 Identifies why 2-4

eg 'Because of the attitude of the mine owners.'

'Because of the trade slump.'

'Because of increased radical views.'

Level 3 Explains why 4-6

eg 'Between 1921 and 1925 relations between the Labour Party and the trade union movement on one hand and the government and employers on the other steadily deteriorated as British industry went through the post war slump.'

'Workers had to take pay cuts, particularly the miners, dockers and rail workers and this caused unrest.'

'The government was suspicious about the radical nature of some unions, the Labour Party and AJ Cook the miners' leader and feared the impact.'

'In June 1925 ('Red Friday') there was again trouble in the mines as there was a further cut in pay and increase in hours. This time the Triple Alliance held firm. The government agreed to pay a subsidy to mine owners for nine months to stop the pay cut and disaster was averted.'

'The Samuel Commission reported in March 1926 but its findings were not acceptable to either side. The General Strike loomed.'

'The Daily Mail refused to print a leading article criticising the TUC. All negotiations were broken off and the General Strike began.'

- 9 (c) **'The failure of the General Strike was the main reason for the decline in union membership in the late 1920s and the 1930s.' How far do you agree with this statement? 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**

eg 'It was just the fact that the role of unions changed.'

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

eg 'The Trade Disputes Act, 1927.'

'High unemployment.'

'The effects of the Depression.'

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

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

eg The General Strike

'Because of the failure of the General Strike, many people left the unions. The strike had left miners and the families living on the edge of starvation. When they returned to work they had to accept longer hours and lower pay so many viewed the unions as unsuccessful.'

'The more active unionists were not taken back into employment and this changed the view of many.'

'In the aftermath some unionists turned to the Communist Party.'

Government action

'The government reduced the power of the unions and so many saw little point in being members. They introduced in 1927 the Trade Disputes Act which made sympathy strikes illegal and placed severe restrictions on picketing. Union members had now to make a positive decision to pay into a political fund.'

Trade

'Up to 1933 membership fell by about 1.5 million although this was as a result of unemployment following the Wall Street Crash.'

'Unions in new industries such as electronics and car manufacture grew but these were more moderate unions.'

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 can you learn from this source about the changing attitude of some women at that time? 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**

eg 'Some women are claiming 'Women's rights and 'voting'.
 'A man is shown leaning on a door.'
 'It shows some well dressed people.'

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

eg 'Some women want to be treated equally.'
 'Men do not like women's changing attitudes.'
 'Changing attitudes were thought by some to be undignified.'
 'It shows some disinterested women.'

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

eg 'Men had been given the vote and some women thought that it was their right as well and they are trying to 'open the door' of resistance.'
 'Men are strongly opposed to the changing attitude of women and this is shown by the man keeping the door closed.'
 'Some women thought the actions of the few women were undignified and the source shows well dressed women 'turning up their noses' at the actions.'

7 (b) **How did educational opportunities for women improve in the second half of the nineteenth century?**

Target: Recall, description (AO1)

Level 1 General answer **1-2**

eg 'There were more opportunities.'

Level 2 explains how **3-5**

eg 'Elementary education was made compulsory in 1880.'

'Ladies colleges such as North London Collegiate founded by Frances Mary Buss provide good all round education.' (2)

'Some women wanted to enter the professions and so attended private education for girls in schools such as Cheltenham Ladies' College founded by Dorothea Beale in 1858.' (2)

'This improved education allowed access to teacher training colleges, women's colleges and universities such as London. In 1848 Queen's College London was founded for training women teachers.' (2)

'In 1876 all medical qualifications were made available to women.'

7 (c) **Explain how the legal position of married women changed after 1857.**

Target: Recall, explanation (AO1)

Level 1 General answer **1**

eg "Laws were passed."

Level 2 Identifies change **2-4**

eg 'Women could hold property.'

'They could keep their income.'

'They could get maintenance.'

If a specific Act is named correctly, but without detail, credit in this level.

Level 3 Explains change **4-6**

eg 'The Matrimonial Causes Act, 1857 gave women the opportunity to bring a divorce case against her husband for cruelty, desertion or adultery.'

The Married Women's Property Acts of 1870 and 1882 gave women the right to own property and keep their earnings from work.'

'In 1886 the Married Women's Act meant a man who deserted his wife had to pay maintenance.'

'Also in 1886 the Guardianship of Infants Act allowed widowed mothers to become the legal guardian of their children.'

Naming Act – 1 mark + 1 mark for development

QUESTION 8**8 (a) What were the arguments against women getting the vote?**

Target: Recall, description (AO1)

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

eg '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.'

'Men believed the woman's place was in the home.'

'The Queen and some members of Parliament were against it.'

8 (b) Explain why some women thought they should be given the vote in the early twentieth century.

Target: Recall, explanation (AO1)

Level 1 General answer 1

eg 'Because it was their right.'

Level 2 Identifies why 2-4

eg 'Because their status was changing.'

'Women were now educated.'

'They had important jobs.'

'To make them equal to men.'

Level 3 Explains why 4-6

eg 'The status of women was changing. The Acts passed in the 1870s and 1880s gave women important rights in marriage and in relation to property.'

'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.'

'Women were able to vote in local elections so why not national ones?'

- 8 (c) **'The First World War was the main reason for women getting the vote.' How far do you agree with this statement? Explain your answer.**

Target: Recall, explanation, analysis (AO1)

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

Level 1 Unsupported assertions **1**

eg 'They worked in heavy jobs instead of the men.'

Level 2 Identifies reasons **2-4**

eg 'Because of the suffragettes and their actions.'
 'Because the work in the war keeping the factories working.'
 'No it was because the law was changed.'
 'Because attitudes of politicians were changing.'

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

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

eg '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 proved 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' **9-10**

QUESTION 9

- 9 (a) **Describe the increased social freedom available to some women during the 1920s and 1930s.**

Target: Recall, description (AO1)

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

eg 'The use of birth control inside marriage became more acceptable.'
'Younger women wore clothing that was much simpler and less restrictive.'
'Make-up became acceptable.'
'Women went to the cinema and dances with boyfriends and without chaperone.'

- 9 (b) **Explain the effects of World War Two on the roles of women.**

Target: Recall, explanation (AO1)

Level 1 General answer 1

eg 'The effects were different than World War One.'

Level 2 Identifies effects 2-4

eg 'They had to deal with rationing.'
'The evacuation of children.'
'Conscription.'
'Jobs as First World War.'
'Many remained in work after the war.'
'Women were encouraged to work.'

Level 3 Explains effects 4-6

eg 'Strict food rationing was in place and women had to juggle rations and coupons to ensure that food was available.'
'In some areas the evacuation of children greatly affected women's lives.'
'From 1941 every woman had to register for war work, a form of conscription.'
'The task of rebuilding after the war required a labour that the men could not meet and many women were retained in the workforce.'
'Working hours became more flexible and together with support allowed women to work and changed working patterns.'

- 9 (c) **'The following have been equally important in changing women's roles since 1960:**
(i) The women's liberation movement.
(ii) Government legislation.
(iii) Readily available contraception.'
How far do you agree with this statement? Explain your answer by reference 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 assertions **1**

eg 'Each one has played its part.'

Level 2 Identifies developments **2-4**

eg 'Women got equal pay.'
 'Women had equal opportunities.'
 'Women could not be discriminated against.'
 'Women got good jobs.'
 'Women can plan a family.'

Level 3 Explains one **4-6**

Level 4 Explains two / three **6-9**

Women's liberation movement

eg 'Many women take advantage of increased educational opportunities at university giving them an opportunity to gain highly important jobs such as judges.'
 'Women began to challenge what they saw as traditional male assumptions such as the woman would be the home maker.'
 'A national conference was held in 1970 at which four demands were agreed – equal pay, equal education and opportunity, twenty-four hour nurseries, free contraception and abortion on demand.'
 'Over the next two decades its leaders' campaign against discrimination had a major impact on public opinion.'

Government legislation

'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.'
 '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.'

Readily available contraception

eg '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.'

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

Mark Scheme 1936/02
June 2007

British Social and Economic History**Paper 2****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, eg 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.

HOW FAR DID GOVERNMENT ACTION IMPROVE PUBLIC HEALTH BEFORE 1900?**1 Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: Source comprehension, inference (AO2)

Level 1 Uses surface features of cartoon**1-2**

eg 'The Thames has dead animals in it.'
 'A person has been bathing in the River Thames.'

Level 2 Valid unsupported interpretation**3**

eg 'The Thames was very smelly.'
 'Sewage was emptied into the Thames.'
 'The River Thames is very unhealthy.'
 'Bathing in the River Thames is not good for you.'

Level 3 interpretation supported by detail of the cartoon OR contextual knowledge**4-5**

eg 'As the young boy is holding his nose the smell of the Thames must have been bad and was polluting the air.'

'There are dead animals in the river which would make the water dirty and polluted.'

Level 4 interpretation supported by detail of the cartoon AND contextual knowledge**6**

eg 'This cartoon was to highlight the problems of public health that existed. The sewers went into the Thames making it polluted and smelly. Nothing had improved since parliament complained about the smell the year before.'

'There was a Great Stink in 1858 when the smell from the River Thames hung over London. This cartoon shows that nothing had improved since Parliament complained about the smell.'

- 2 **Study Source B. What can you learn from this source about government attitudes in 1875 towards improving housing? Use the sources and your knowledge to explain your answer.**

Target: Source comprehension, evaluation and inference (AO2)

Level 1 Generalised answer **1**

eg 'The government passed laws to clear slums.'

Level 2 Answers based on surface detail **2-3**

eg 'It was not the government's duty to provide decent houses.'
'The state can interfere in matters relating to public health.'

Level 3 Valid unsupported inferences **4**

eg 'The government would intervene when the death rate was high.'
'The government wanted the working class to help themselves and not be dependent on others.'

Level 4 Inferences supported by details from the source AND/OR Contextual knowledge **5-7**

eg 'In Manchester the death rate was 30 per thousand which was higher than the whole country, therefore the state would interfere as there was obviously a problem.'

eg 'To provide the working classes with homes at very low rents would make them depend on others too much. This meant that they wanted the working classes to help themselves more.'

eg 'In the 1860s definite links had been made between dirt and disease and as the population in Manchester and Liverpool was growing rapidly, overcrowding was common. Government therefore started to pass laws to improve conditions in these towns, such as the 1875 Artisans' Dwellings Act.'

3 **Study Source C. How useful is this source to an historian studying public health in the late nineteenth century? Use the source and your knowledge to explain your answer.**

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

Level 1 Utility based on provenance

1-2

eg 'It is useful as it is a photograph.'
'It is not very useful as it is only about Manchester.'
'It is useful as it was taken in 1890.'

Level 2 Accepts source at face value as evidence of public health issues

3-4

eg 'It is useful as it highlights poor living conditions.'
'It shows us the water tap is outside.'
'It shows us rubbish in the street.'
'It is useful as it shows that they had gas lighting.'
'Washing is being dried in the street.'

Level 3 Cross references with other sources to establish utility

5-6

eg 'It is useful because it is supported by Sources E and G to show that there was still overcrowding and Source G confirms that one water tap was often used for large numbers of houses.'

'Source B indicates the death rate in Manchester to be high suggesting there must be a problem and this source confirms this.'

Level 4 Interprets and evaluates utility using contextual knowledge

7-8

eg 'It isn't useful as it is only a picture of Manchester. Some authorities such as Birmingham acted on the powers given to them by the Artisans' Dwellings Act and cleared slum areas in the centre of Birmingham.'

'It doesn't show me the work of individuals such as Cadbury and Lever, who tried to improve living conditions for their workers.'

'They would want to take a photograph such as this because it shows how poor housing and living conditions were for many people. This would help raise the issue with government and people such as Booth, who were putting pressure on the government to improve conditions.'

'It is useful as it does show that despite the increased intervention of the government in passing laws such as the 1875 Public Health Act, progress was slow and results disappointing.'

4 Study Sources D and E. How reliable are these sources to an historian studying the effects of the Artisans' Dwellings Act? Use the source and your knowledge to explain your answer.

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

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

eg 'Both sources are reliable as they are primary sources.'
'Source D says the town has been parked, paved, gas and watered.'
'Source E says the rents of decent houses are high.'

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

eg 'Source D is more reliable as it was written at the time by Joseph Chamberlain, who was Mayor of Birmingham, talking about the work he had done.'
'Source E is written by someone who is concerned about conditions for the poor and the title of the article could indicate bias.'

Level 3 Reliability based on cross referencing with other sources **5**

eg 'Source E indicates that the Artisans' Dwellings Act has resulted in no improvements and this is supported by Sources G and C which both indicate a problem with overcrowding.'

Level 4 Tests for reliability supported by contextual knowledge **(6-8)**

eg 'Source D is reliable as it does state what Joseph Chamberlain achieved under the Artisans' Dwellings Act when he pulled down slums in Birmingham and re-designed the area around Corporation Street and which resulted in the type of conditions it describes in Source D. What it hides is that the rents of the new houses were often too high for the poorer inhabitants of the towns, some of whom had been turned out of their old houses, to make way for development.'

'Source E records the views of a person working for the church and he visited these places. There were still many places in existence like this despite the Artisans' Dwellings Act. He challenges, through emotive language and purpose the effectiveness of the Act, making it less reliable.'

'Source E tells me that houses were still overcrowded after the Artisans' Dwellings Act. This was because the problem of clearing the slums was huge as the population of towns continues to grow at a tremendous rate.'

5 Study Sources F and G. Are you surprised these two sources give different views of houses for the working classes? Use the sources 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 with no support from source **1-2**

eg 'Yes, as conditions were improving.'
 'No, because they are about different places.'

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

eg 'I am not surprised as one is a picture and one a Report.'
 'I am not surprised as one is about Bournville and one is about York.'
 'Yes I am surprised as both sources are from the same time.'

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

eg 'I am not surprised as Rowntree's Report was an official document in which he wanted to highlight bad conditions.'
 'The artist's impression may be inaccurate as he may have over exaggerated the conditions at Bournville.'

Level 4 Answers based on contextual knowledge **6-9**

eg 'I am not surprised as Cadbury was well known for providing houses for his workers which gave open spaces and wide streets and were bigger to avoid overcrowding.'
 'Cadbury was one of a number of industrialists who felt their workers deserved better housing. These included Salt at Saltaire and Lever at Port Sunlight.'
 'There still remained many towns where the conditions had not improved. People lived without running water and proper sanitation. Toilets were not connected to sewers and had to be emptied. This was because all towns had not acted on the Artisans' Dwellings Act.'

- 6** **Study all the sources.**
How far did government action improve public health before 1900?
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**

eg 'Yes government action improved public health as the death rate fell.'

Level 2 General source use with or without specific identification of sources **3-4**

eg 'Source I proves it was effective as they built reservoirs.'
 'Public health didn't get better because Source G mentions overcrowding.'

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

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

eg 'Government action did improve Public Health because Source B gave government the right to interfere if the death rate was high and Source D shows how effective this was with the improvements in Birmingham.'

'Source C shows that government action had made little impression as there was still overcrowding and this is supported by Source E which mentions overcrowding and Source G which mentions inadequate water supplies and shared privies.'

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

Notes:

- To score a mark within L3 or L4 there must be source use, ie 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.
- When marking, indicate each valid source use for 'improved knowledge' with 'Y' and 'no improvement' with 'N'.

General Certificate of Secondary Education History C 1936

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	62	52	42	36	30	24	18
12	75	57	49	41	34	27	20	13
13	75	56	47	38	32	27	22	17
14	75	58	48	39	33	27	21	15
02	50	41	35	29	26	21	16	12
03	50	43	38	34	28	22	17	12

Option Thresholds (weighted marks)

Option A

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	184	162	140	119	101	83	65	47
Percentage in Grade		2.57	17.77	23.11	20.61	13.65	10.81	6.55	3.45
Cumulative Percentage in Grade		2.57	20.34	43.45	64.05	77.70	88.51	95.07	98.51

The total entry for the examination was 1487.

Option B

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	154	136	118	98	79	60	41
Percentage in Grade		1.70	10.17	22.03	16.95	16.10	16.95	6.78	5.93
Cumulative Percentage in Grade		1.70	11.86	33.90	50.85	66.95	83.90	90.68	96.61

The total entry for the examination was 119.

Option C

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	182	159	136	114	97	80	63	46
Percentage in Grade		0	60	20	0	20	0	0	0
Cumulative Percentage in Grade		0	60	80	80	100	100	100	100

The total entry for the examination was 5.

Option D

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	154	134	115	97	79	61	43
Percentage in Grade		3.35	14.31	23.05	21.19	16.54	8.92	7.99	3.16
Cumulative Percentage in Grade		3.35	17.66	40.71	61.90	78.44	87.36	95.35	98.51

The total entry for the examination was 546.

Specification Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	2.71	16.57	23.02	20.54	14.52	10.64	6.91	3.50
Cumulative Percentage in Grade	2.71	19.20	42.30	62.84	77.36	88.00	94.91	98.41

The total entry for the examination was 2263.

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