

History C (British Social & Economic History)

General Certificate of Secondary Education **GCSE 1936**

Report on the Components

June 2008

1936/MS/R/08

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This report on the Examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the Examination.

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CONTENTS

General Certificate of Secondary Education History C (1936)

REPORT ON THE COMPONENTS

Component	Page
1936/11-14 Paper 1 British Social and Economic History	1
1936/02 Paper 2	5
1936/03 Coursework	8
Grade Thresholds	9

1936/11-14 Paper 1 British Social and Economic History

Generally, the quality of work seen by examiners was similar to that of previous years. Overall candidates were well prepared for the demands of the paper and were able to demonstrate appropriate levels of skills, knowledge and understanding. Candidates must read the questions carefully in order to ensure that their responses match the question. It is important that candidates are able to differentiate between a question which requires a descriptive answer and which needs an explanation. A useful way of encouraging candidates to move from description to explanation is to use the phrase "which means that". Candidates whose answers were largely narrative often were awarded a mark on the lower levels. Good candidates having reached the explanation level failed to achieve full marks because they did not sustain their argument or challenge the hypothesis in the question.

This year the (c) questions in Section B of the paper gave candidates three items to be considered as to whether they were equally important. The best approach was to explain the importance of each person or item and then come to the conclusion on the basis of their contextual knowledge.

Rubric infringements remain at a very low level but greater attention still needs to be paid to the presentation of scripts where on numerous scripts the questions box on the front of the scripts was not completed.

Extract from the mark scheme are not included in this report as these can readily be downloaded from the OCR website.

Paper I (Components 11-14)

The Core

Section A

Candidates have to answer Question 1 or Question 2. This year about half of the candidates opted for question 1 and half for question 2. Some good answers were seen to Q1(a) with many able to make influences from the source supported by detail from the source and/or contextual knowledge. Weaker candidates tended to write more general answers linked to current health and safety issues which were not relevant to the question. The responses to question 2(a) were mixed, more able candidates understood the message that railways were the new mode of transport as shown on the source by contrasting the efficient steam engine with the dilapidated stage coach. Other candidates missed the point and wrote at length about the disadvantages of road travel with minimal reference to the source. The following candidate's answer to question 1(a) received full mark.

Question 1(a)

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

From the source I can see that conditions must have been hard. It must have been hot as the men have no tops on. In addition it also would have been dangerous as the naked flame could have ignited Methane gas which was often present in mines and caused an explosion. Explosions often led to many deaths.

Report on the Components taken in June 2008

Marks were awarded on the part (b) questions for description. Candidates performed well in their responses to Q1 (b) by including details of the 1842 Mines act, Humphrey Davy's Safety Lamp and Newcomen's Steam Engine as well as other improvements. In response to Q2 (b) candidates were much less confident as many did not know the terms of the 1844 Railways Act and just wrote a generalised account of the results of railways. Others confused the 1844 Railways Act with the 1846 Standard Gauge Act.

To achieve high marks from an answer to the part (c) question requires candidates to explain not only the source but also use any related knowledge they possess. All too often candidates do one or the other rather than both. In response to Q1(c) some candidates wrote about the increased demand for iron without linking it to the increased demand for coal.

Below is an answer from a candidate who gained full marks for Q2 (c). The candidate has structured their answer allowing a progression from source explanation in the context of railway development and the Rainhill Trials, to the use of explained contextual knowledge.

Question 2 (c)

Study source D. Does the source fully explain the importance of George Stephenson to railway development? Use the source and your knowledge to explain your answer.

George Stephenson was really important in railways development because as Source D says he won the prize at the Rainhill Trials as his engine The Rocket fulfilled the requirements of the competition and reached speeds of upto 30MPH. This paved the way for steam locomotion rather than the use of stationary engines. However George Stephenson was also important for building the Stockton to Darlington and Manchester to Liverpool lines. On the latter he had to overcome many problems. He had to get the line over Chat Moss, build a tunnel at Edgehill, a cutting at Olive Mount and a viaduct over the Sankey Brock Canal. He also won the 'Battle of Gauges' with Brunel where Stephenson's standard gauge was accepted as the national gauge.

Section B

Candidates had been generally well prepared for presenting their answers in this section of the paper. They have over the years, reduced the length of the answers to part (a) as they are aware that full marks can be obtained by giving four points and where appropriate developing two points. This understanding has resulted in candidates giving themselves more time to answer in detail part (b) and part (c). Question 4 was the most popular choice, followed by Question 3 and then Question 6. Few candidates opted for Question 5.

In response to Q3 (b) some candidates wasted time writing in great detail about the features of the open-field system without any relevance to the question, thus gaining no credit. The answer to Q3 (c) produced some good responses with many full explanations of the propagandists allowing access to the top of level 4. Both questions 4(b) and 4(c) were well answered with a number of candidates gaining full marks. The response to questions 5(a) and 5(b) were generally good. In response to 5(c) few students were prepared to produce an effective response. Some candidates tended to think that the water frame was a water wheel placed outside the factories or thought it speeded up weaving. Textile technology seems to confuse all but most able students in exam conditions. Candidates were well prepared to answer Q6 (a) and 6(b) but few candidates were able to go beyond a description of the road in Q6 (c), thus receiving credit in Level 2. In order to access the higher levels it was necessary to explain the importance of the road engineers.

Section C

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

Question 7 was on the twentieth century and although many candidates scored full marks in response to Q7 (a), their knowledge of Q7(b) and Q7(c) was limited. Few candidates were able to extend their answer beyond the fact that the National Health Service was free in Q7(b) and that Alexander Fleming discovered penicillin in Q7 (c). It is a recurring theme that candidates' knowledge is more limited in twentieth century topics than nineteenth century issues.

Questions 8 and 9 were equally popular. Candidates were strong on the work of, Edward Jenner and several achieved full marks for Q8(a) and Q8(b). Q8(c) produced some mixed responses, weaker candidates especially tended to know little more about Pasteur other than he discovered the Germ Theory and their knowledge on the work of Koch was poor. In order to be able to access the higher levels candidates must identify the work of both Pasteur and Koch and explain why they were important.

In response to Q9 (a) rather than refer to 'the work' of barber surgeons many candidates wrote at length about the unhygienic operations thus gaining no credit. Candidates were well versed in the dangers of surgery in Q9(b) and thus many received full marks. Similarly Q9(c) was well answered as candidates were well prepared on the contributions of Lister and Simpson to the development of surgery and thus scored highly in their answers. A small number of candidates confused them and as a result received no credit.

Poverty, c.1815–c.1990

Candidates entered for this option generally answered Q7 well. As with the Medicine, Surgery and Health option the compulsory question was on the 20th century and candidates showed sound understanding of the effects of poverty in the 1920s and 1930s and the link between the Depression and poverty in the 1930s. Question 8 was more popular than Question 9. A number of candidates in response to Q8 (a) were writing about the 20th century instead of the 19th century. It is important that when preparing students for the exam they are told to look at the dares in the question carefully. Candidates displayed a good knowledge of the effects of the

Speenhamland System of poor relief (Q8(b)) and the positive and negative effects of the New Poor Law (Q8(c)) thus gaining credit in the higher levels. In response to Q9(a), a number of candidates muddled 'indoor relief' and 'outdoor relief', thus receiving no credit. Good answers were characterised by linking the role of the parish in providing relief, through the levy of a poor rate and then differentiating between 'indoor' and 'outdoor' relief. Responses to Q9 (b) were very good with many candidates gaining full credit. Candidates found Q 9(c) more challenging and although the stronger candidates were able to successfully identify and explain the work of Rowntree and Booth they could not explain other factors for change thus remaining in level 3. Weaker candidates confused Charles Booth with William Booth and wrote about the Salvation Army.

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

As only 1 candidate was entered for this option it is not possible to provide any feedback on trends within an answer.

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

Most candidates understood the message of the poster in their responses to Q7 (a) and offered support for their inference either contextually or from the source and thus gained full credit. Even weaker candidates who had not understood the message were stimulated by the nature of the source to use the surface features and thus gained 2 marks.

A number of candidates write a general response to Q7(b) as to why people opposed women getting the vote rather than focusing on the question which wanted emphasis on the methods of suffragettes. Others wrote a description of their methods without any linkage to them failing to achieve the vote. A small minority muddled the activated of suffragettes and suffragists and thus gained no credit.

Candidates were well prepared for Q7(c) and produced good answers.

Q8 was more popular than Q9. A number of candidates misinterpreted 'domestic service' in Q8(a) to include features of the domestic system or writing professions that women could do. Q8(b) was well answered and most candidates were well prepared for this question. Q8(c) was a challenging question which really differentiated the candidates and there were some very good responses from high ability students. These responses linked educational advances for women to new job opportunities, as opposed to new jobs opened up by industrial and technological advances which did not require further education. Some candidates included irrelevant information as to why women were not equal to men in job market.

The responses to Q9(a) and Q9(b) were generally sound but the answers to Q9(c) were disappointing. One of the main problems was that candidates had not read the dates in the question and were writing about early government legislation from the nineteenth and early twentieth centuries. To achieve Level 4 candidates needed to discuss aspects of government legislation, for example, the Sex Discrimination Act and the Equal Pay Act against the activities and demands of the Women's Liberation Movement.

1936/02 Paper 2

Centres are well aware that the questions for Paper 2 sample across the whole identified content area. This year the paper was on twentieth century public health and housing. Although not as popular an area as the nineteenth century, candidates performed similarly to previous examinations. This was pleasing because it was very evident that they had been taught the skills of how to successfully approach questions of evaluation and analysis. Very few candidates appeared to run short of time. Good use was made of reading the background knowledge in order to support and extend their written responses. There were some excellent responses showing good, relevant contextual knowledge and wide use of evidential skills. It is important to emphasize that in order to achieve the higher levels candidates must include some contextual knowledge relevant to the source. It was pleasing to note that this year there was more evidence of explanation of the provenance of sources and cross referencing and clearly candidates had been directed to consider the use of any other sources if they are relevant. If candidates are able to support their answer by identifying information in another source with which to compare or contrast they will be able to access the higher levels.

There were some outstanding overall responses this year. Not only from very able candidates, but equally from less able candidates, who used their limited contextual knowledge to good effect on what was not an easily transparent time period, with its increasingly political involvement in a more demanding economic and socially aware society, particularly as far as housing was concerned.

Some candidates suffered by using their detailed knowledge of nineteenth century Public Health Legislation and conditions in order to explain Twentieth century housing developments! This led to uneven answers where the sources were often ignored or given only a passing comment.

Being a source based paper, candidates must ensure that they include in their answers the letter of the source to which they are referring. This is very important with regard to the final question. It is important that where appropriate contextual knowledge should be used to exemplify their argument. Candidates who achieved high level answers were able to use in their answers information taken from the sources, supported by valid contextual knowledge and often cross referenced. It should be noted that the mark scheme recognises the validity of responses that use contextual knowledge to test the sources. Higher level candidates use whatever concrete, specific knowledge they have either to challenge or verify the claims made by the sources. Weaker candidates tended to repeat the source provenance and paraphrase the sources without any attempt to put them into context and these answers remained in the lower levels.

Examiners were particularly grateful to centres who ensured that the scripts were presented in an orderly manner with all the details on the answer booklet completed and the scripts put in packets in attendance register order. It was especially noticeable that generally, candidates' presentation was of a high standard and examiners hope that this will continue.

Comments on Individual Questions

Question 1

Study Source A. What is the message of this source? Use the details of the source and your knowledge to explain your answer. [6]

This question was very well answered by most. There were many detailed answers linking future housing with soldiers from the First World War. Many made good use of the source showing the two types of housing and the need to pressurize the Government into action. Candidates were awarded marks in Level 3 by linking the idea that soldiers who fought in the First World War deserved good housing.

Question 2

Study Sources B and C. Are you surprised that these two sources give different impressions about housing in the 1920s? Use the sources and your knowledge to explain your answer.

Candidates should be familiar with this style of questioning and good answers were characterised by sound knowledge of the post First World War Housing Acts, for example, Addison's Act, Chamberlain Act. Candidates remained in the lower levels as a result of simple comparison of the sources.

Question 3

Study Sources D & E. How far do the views expressed in Source D agree with the views expressed in Source E? Use the sources and your knowledge to explain your answer.

This proved a challenging question for some candidates and some answers were based on provenance only or detailed descriptions only thus remaining in the lower levels. However, the stronger candidates were able to compare the two sources in order to tease out the similarities and differences. They saw that the idea of loss and expenses was an inferred issue with Source D.

Question 4

Study Source F. Does this source prove that housing was improving in the 1930s? Use the source and your knowledge to explain your answer.

This question was generally well done and even weaker candidates were able to reach level 4 by understanding that however attractive the houses may look the working classes would not have been able to afford them. It was also pleasing that many candidates took the opportunity to cross reference to either support the fact that housing was improving or challenge the point. E.g. Not all housing was like that portrayed in the advert. Poor housing still existed as can be seen in Source B. Answers which used cross referencing and a contextual knowledge to support both sides of the question were awarded marks in level 5.

Question 5

Study Sources G & H. How useful are these sources to an historian studying housing after the Second World War?

It is pleasing to note that candidates are well prepared to answer utility questions and realise that contextual knowledge is the key to accessing the higher levels. Most students realised the significance of the construction of pre-fabs and were able to use their knowledge about the bombing in World War II and a temporary solution being found in the form of pre-fabs. Answers which included such knowledge were awarded a mark in Level 4. Candidates had more difficulty interpreting Source G; they had not read the date of the 1880s under the photos and thought they were built after World War II. Other candidates were awarded credit for mentioning other housing developments after 1950, for example, the extension of new towns and the growth of high-rise flats.

Question 6

Study all the sources. 'Housing problems were solved between 1918 and 1950.' How far do you agree with this statement? Use the sources and your knowledge to explain your answer.

The type of question is familiar to candidates and in general they handled it well. Many candidates took the opportunity to consolidate their response by grouping sources. This enabled them to produce responses which were concise and fully related to the question. There were several good, strong answers which both challenged and supported the question's hypothesis, using evidence from the sources, supported by explanations of purpose and contextual knowledge. Other candidates went through each source in turn. Whilst this is acceptable, it often

Report on the Components taken in June 2008

resulted in a descriptive, narrative response rather than an answer which both challenged and supported the hypothesis.

Good answers were also characterised by use of a 'planning' grid and the beginning of the response to identify the view expressed by the sources, and this led to effective grouping in the answer. There was a pleasing number of carefully constructed, well argued responses sowing sound contextual knowledge to reinforce source analysis and evaluation. A small number of candidates failed to refer directly to the sources, despite having a detailed knowledge of the period. These answers were confined to level 2. there were some answers across the ability range which were characterised by extensive description of nineteenth century conditions and government legislation. No credit was given to responses such as these.

Weaker answers usually remained in the lower levels as a result of one of the following errors:

- knowledge-dominated descriptions at the expense of evidential support from the sources
- sources not identified by letter
- sources referred to by letter but no detail from the source(s) provided to support the argument. For example, Sources B, D and H show that housing problems were not solved between 1918 and 1950
- sources described alphabetically with no reference to the question
- testing only one side of the hypothesis.

1936/03 Coursework

Administration

As in previous years coursework moderation proceeded smoothly. Centres coped well with the demands of OCR's deadlines and the vast majority of MS1 forms were received by the due date. This assisted moderators in sending requests promptly to Centres for coursework samples. As a result, moderators received coursework samples in good time to carry out the moderation. The inclusion of the additional form requesting specific documentation from Centres, including details of assignments and mark schemes ensured that moderators had all the required information. It also ensured that the moderation process operated smoothly.

Assignments

As in previous years, almost all Centres used the assignments laid out in OCR's Coursework Guide. Many Centres continue to develop the exemplar assignments further as a number of years have now passed since these assignments were first designed. Centres should be aware that most exemplar assignments may require exemplifying with indicative content to ensure that teachers can implement the mark scheme with ease.

Marking and the use of mark schemes

With regard to the marked assignments, very few adjustments were necessary again this year, suggesting that Centres continue to be confident and familiar with the requirements and demands of coursework. Most Centres continue to accurately mark in line with the accompanying mark schemes and OCR's standards. The mark schemes submitted were relevant and appropriate to the assignments. Teacher annotation continues to assist the moderation procedure considerably. It is hoped that such good practice continues into 2009 and beyond.

Grade Thresholds

General Certificate of Secondary Education
British Social and Economic History 1936
June 2008 Examination Series

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	59	59	39	32	26	20	14
12	75	56	48	40	32	24	17	10
13	75	59	50	39	32	26	20	14
14	75	55	45	35	29	23	17	11
02	50	41	35	30	26	22	16	12
03	50	43	38	34	28	22	17	12

Options (weighted marks)

Option A (depth study Medicine)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	177	157	137	117	98	79	60	41
Percentage in Grade		5.15	14.9	21.2	21.2	14.4	10.0	7.52	4.00
Cumulative Percentage in Grade		5.15	20.1	41.3	62.5	76.9	86.9	94.4	98.4

The total entry for the examination was 1228.

Option B (depth study Poverty)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	150	134	118	97	77	57	37
Percentage in Grade		1.04	11.5	19.8	20.8	17.7	16.7	8.33	3.13
Cumulative Percentage in Grade		1.04	12.5	32.3	53.1	70.8	87.5	95.8	99.0

The total entry for the examination was 97.

Option C (depth study Trade Unions)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	186	163	140	117	98	79	60	41
Percentage in Grade		0.0	0.0	100	0.0	0.0	0.0	0.0	0.0
Cumulative Percentage in Grade		0.0	0.0	100	100	100	100	100	100

The total entry for the examination was 1.

Option D (depth study Women)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	152	132	112	93	75	57	39
Percentage in Grade		2.85	13.8	19.3	22.5	13.6	11.9	8.4	5.4
Cumulative Percentage in Grade		2.85	16.6	35.9	58.4	72	83.9	92.2	97.6

The total entry for the examination was 640.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	4.19	14.4	20.54	21.51	14.31	10.94	7.87	4.39
Cumulative Percentage in Grade	4.19	18.55	39.09	60.6	74.91	85.85	93.71	98.11

The total entry for the examination was 1971.

Statistics are correct at the time of publication.

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