

History C (British Social & Economic History)

General Certificate of Secondary Education **GCSE 1936**

Mark Schemes for the Components

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MARK SCHEMES FOR THE COMPONENTS

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1936/11-14 Paper 1

Section A

QUESTION 1

1(a) Study Source A.

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

Target: Source comprehension, inference (AO2)

Level 1 Use of surface features of source

1-2

e.g. 'Miners are cutting coal by hand.'
'I can see pillars supporting the roof.'
'I can candles.'

Level 2 Unsupported inference(s) 2-3

e.g. 'The roof might collapse.'
'There might be explosions.'

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

e.g. 'They are cutting coal by hand making the task difficult / hard /dangerous.'
'They are using pit ponies which means the miners do not have to drag heavy loads of coal.'
'The naked flame could cause an explosion if methane was present.'

1(b) How was underground safety in coal mines improved before 1850?

Target: Recall and description (AO1)

Level 1 General answer**1-2**

e.g. 'Laws were introduced.'
'New machinery was used.'

Level 2 Shows how**3-6**

e.g. 'Humphrey Davy introduced the safety lamp which reduced explosions through contact with methane.'

'The Mines Act of 1842 stopped children under 15 being in charge of machinery.'

'Newcomen invented a steam engine to pump out water.'

'Watt developed the 'sun and planet' gear which allowed coal to be lifted to the surface.'

1(c) Study Source B.

Does this source fully explain the increased demand for coal in the years up to 1840? Use the source and your knowledge to explain your answer.

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

Level 1 General answer **1**

e.g. 'They used more for production.'

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

e.g. 'Coal was used for the production of iron.'
'Charcoal was limited.'
'Rails were made of iron.'

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

e.g. 'Railways used coal.'
'It was used more because of the French Wars.'
'It was used in the home.'
'It was used as fuel for the textile mills.'
'Population increased.'

Level 4 Explains reasons in the source OR reasons not in source **5-7**

e.g. 'Because wood was used for ships it was scarce and therefore not available to make charcoal. Coal had to be used to heat the furnaces.'

OR

'After 1830 a railway network developed. The engines used vast quantities of coal.'
'The French Wars increased the demand for iron for weapons and this required coal to heat the furnaces.'
'The population was growing and more coal was used to heat homes.'

Level 5 Both sides of Level 4 **6-9**

QUESTION 2**2(a) Study Source C.**

What can you learn from this source about transport in the 1840s? Use details of the source and your knowledge to explain your answer.

Target: Source comprehension, inference (AO2)

Level 1 Use of surface features of source 1-2

e.g. 'That the coach was in disrepair.'

Level 2 Unsupported inference(s) 2-3

e.g. 'That coach travel was suffering.'
'Railways had been introduced.'

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

e.g. 'That coach travel was declining shown by the dilapidated coach, whilst railways, shown in the background as new, were now more popular.'
'Horses which had been used to pull the coaches were no longer required and are shown with nothing to do.'

2(b) What was the impact of the Railway Act of 1844?

Target: Recall and explanation (AO1)

Level1 General answer**1-2**

e.g. 'It encouraged railway travel.'

Level 2 Shows impact**3-6**

e.g. 'Encouraged workers to use the train.'

'One train a day (1) with fares of no more than one penny a mile.' (1)

'Third class with seats and roofs.'

'Stopping at all stations.'

2(c) Study Source D.

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

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

Level 1 General answer 1

e.g. 'One source cannot tell you everything.'
'He was a railway pioneer.'

Level 2 Identifies information in source 2-3

e.g. 'He was a successful builder of engines.'
'His locomotive performed the task.'

Level 3 Other information (not in source) identified 3-4

e.g. 'He developed the standard gauge.'
'Developed passenger travel.'
'He was engineer of the Liverpool-Manchester Railway and / or Stockton to Darlington.'

Level 4 Explains importance in the source OR importance not in source 5-7

e.g. 'He produced a moving locomotive, 'The Rocket', capable of pulling heavy loads without breaking down.'

OR

'He set the standard for the building of railways by his work on the Stockton to Darlington and Liverpool to Manchester Railways.'

Level 5 Both sides of Level 4 6-9

Section B

QUESTION 3**3(a) Describe how common land was used.**

Target: Recall, description (AO1)

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

e.g. 'Grazing their animals.'

'As a place for squatters to live.'

'Collecting berries.'

'Collecting firewood.'

'Squatters were impoverished farmers who had no where to live. They were able to build huts on the common and live for free.' (2)

3(b) Explain why the open field system of farming lasted so long.

Target: Recall and explanation (AO1)

Level 1 General answer**1**

e.g. 'They liked it.'

Level 2 Identifies why**2-4**

e.g. 'It met the requirements of the villagers.'

'It was traditional.'

'Community spirit.'

'It divided land fairly.'

'Because it worked.'

Level 3 Explains why**4-6**

e.g. 'Most farmers were reluctant to change from a traditional system that had met their needs for so long.'

'The system allowed enough food to be produced to meet the needs of the small population.'

'The system allowed everybody to have a fair share of land as they were given strips in different fields.'

3c. The following were equally important in spreading new ideas:

- (i) Thomas Coke;
- (ii) Arthur Young;
- (iii) King George III.

Do you agree? Explain your answer, referring only to (i), (ii) and (iii).

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertion(s) 1

e.g. 'Yes as there were many new ideas.'

Level 2 Identifies reasons for importance 2-4

e.g. 'Arthur Young spread ideas by word of mouth and writing.'
 'Thomas Coke held festivals.'
 'George III was King and people took note.'

Level 3 Explains importance of ONE 4-6

e.g. 'Thomas Coke held sheep-shearing festivals at which farmers were able to observe the new ideas and also see them being used on his estate.'
 'Coke granted long leases to his tenants so that they could experiment with new ideas.'

OR

'Arthur Young toured the country noting new ideas about enclosure and recorded these for others in his journal 'Annals of Agriculture'.'

OR

George III used many new ideas at Windsor and as he was King he was followed by many. He wrote articles under the name of Ralph Robinson for Arthur Young's journal to spread ideas.'

Level 4 Explains importance of TWO/THREE 6-9

Level 5 Explains and reaches a conclusion of 'most important' 9-10

Level 4 plus looking at comparative importance of at least two.

QUESTION 4**4(a) What were the costs of enclosure for villagers?**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'Costs of going to Parliament.'
'Commissioners' expenses.'
'Surveyors' fees.'
'New roads, paths and buildings.'
'Fencing / hedging.'

4(b) Explain why it was necessary to introduce enclosure.

Target: Recall and explanation (AO1)

Level 1 General answer

1

e.g. 'More food was required.'

Level 2 Identifies why

2-4

e.g. 'Population was growing.'
'Towns were growing.'
'The French Wars.'
'To introduce new ideas.'

Level 3 Explains why

4-6

e.g. 'The population was increasing significantly and the open-field system could not cope with this increased demand.'
'Britain relied on imported corn to supplement home supplies. France stopped this trade by blocking the English Channel.'
'More and more people were living in towns and could not grow their own food. The countryside had to produce food for the ever increasing numbers.'

4(c) The following were equally affected by the introduction of enclosure:

- (i) squatters;
 - (ii) large landowners;
 - (iii) ordinary villagers (cottagers and small landowners).
- Do you agree? Explain your answer.

Target: Recall, explanation and analysis (AO1)

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

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

e.g. 'Yes because enclosure affected everyone in the village.'

Level 2 Identifies effects **2-4**

e.g. 'Squatters lost their homes.'
 'The large landowner got more land.'
 'The ordinary villager could not afford to pay.'

Level 3 Explains ONE **4-6**

e.g. 'When the village was enclosed the common land was included. Squatters lived on the common land and so they became homeless.'

OR

Large landowners were able to buy land relatively cheaply from those who could not afford the costs. With this increase in size the large landowner was able to practise new methods, increase output and make a profit.'

OR

The cost of enclosure was expensive as hedges and fences had to be paid for. The ordinary villager could not afford to pay and had to get rid of his land and either become a landless labourer or go to live in the towns.'

Level 4 Explains TWO / THREE **6-9**

Level 5 Explains and reaches a conclusion of 'most important' **9-10**

Level 4 plus looking at comparative importance of at least two.

QUESTION 5**5(a) What was good about the domestic system?**

Target: Recall, description (AO1)

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

e.g. 'They worked at their own pace.'

'Involved all the family.'

'Families could work together in their own home.' (2)

'The earnings from cloth manufacture supplemented farm work.' (2)

5(b) Explain the disadvantages of working within the domestic system.

Target: Recall and explanation (AO1)

Level 1 General answer **1**

e.g. 'They had animals in the house.'

Level 2 Identifies disadvantages **2-4**

e.g. 'The home was cluttered.'

'Pay was poor.'

'Often without work.'

'Dusty and poor ventilation.'

Level 3 Explains disadvantages **4-6**

e.g. 'The quality of cloth was variable and the clothier was the sole judge of quality and often deducted money.'

'Homes were cluttered with machinery. It was often dusty and the ventilation was poor causing ill health.'

'The work was brought by a clothier on an irregular basis and so the work failed to provide a regular income.'

5(c) The following were equally important to the development of spinning within the textile industry:

(i) the Spinning Jenny;

(ii) the Water Frame;

(iii) the Spinning Mule.

Do you agree? Explain your answer, referring only to (i), (ii) and (iii).

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertion(s) 1

e.g. 'They all changed the industry.'

Level 2 Identifies importance 2-4

e.g. 'The Jenny spun more thread.'

'The Water Frame used waterpower.'

'The spinning Mule improved the quality of thread.'

Level 3 Explains ONE 4-6

e.g. 'The spinning Jenny made the production of thread quicker as it had eight spindles as opposed to the traditional one.'

OR

'The Water Frame changed the source of power and had to be situated in a mill. This meant that there were many frames and many workers and some production increased and surpassed the demands of the weavers.'

OR

'The Spinning Mule produced fine thread that was in great demand for clothing.'

Level 4 Explains TWO / THREE 6-8

Level 5 Explains and reaches a conclusion of 'most important' 9-10

Level 4 plus looking at comparative importance of at least two.

QUESTION 6**6(a) Describe the parish system of road repair.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'It was a local system.'

'Each parish had to elect two unpaid surveyors.'

'Villagers were required to do four (later six) days unpaid labour.'

'The wealthy had to provide tools and materials free of charge.'

6(b) Explain the problems of the turnpike system.

Target: Recall and explanation (AO1)

Level 1 General answer

1

e.g. 'The system did not work properly.'

Level 2 Identifies why

2-4

e.g. 'There were delays.'

'It did not cover all roads.'

'It was expensive.'

'There was dishonesty.'

'It was expensive to travel.'

Level 3 Explains why

4-6

e.g. 'It was not a national system so not all roads were covered. Good stretches of road often changed into poor sections.'

'Turnpikes were expensive to introduce and run. To cover costs tolls were charged and this made travel expensive.'

'Not all Trusts repaired the roads with the money collected. Gate keepers could pocket the money.'

'In some areas the Trusts faced riots as the locals objected to paying for something that had been free.'

6(c) The following were equally important in improving the state of the roads in the eighteenth and early nineteenth centuries:

(i) General Wade;

(ii) John Metcalf;

(iii) Thomas Telford.

Do you agree? Explain your answer, referring only to (i), (ii) and (iii).

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertion(s) 1

e.g. 'Yes because they all improved roads.'

Level 2 Identifies effects 2-4

e.g. 'Wade built roads in Scotland.'

'Metcalf laid heather as a foundation.'

'Telford developed a solid foundation for his roads.'

Level 3 Explains ONE 4-6

e.g. 'Wade was important because he built roads in Scotland so that troops could be moved more easily at the time of Rebellion.'

OR

'Metcalf paid attention to the drainage of his roads using heather as a foundation as he was building over marshy ground in Lancashire and Derbyshire.'

OR

'Telford cambered his roads to allow good drainage and used a solid foundation to ensure they lasted.'

Level 4 Explains TWO / THREE 6-9

Level 5 Explains and reaches a conclusion of 'equally important' 9-10

Level 4 plus looking at comparative importance of at least two.

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

What is the message of this 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

e.g. Diphtheria costs lives.

Level 2 Unsupported inference(s) 3

e.g. 'Diphtheria is a child killer.'

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

e.g. 'The poster's message is that diphtheria will kill children but if you take the offer of immunisation it will prevent this happening. The immunisation is available free. I can see this as 'diphtheria costs lives- immunisation costs nothing'. The source also shows this by using a black hand to threaten a baby.

'In 1938, 3,000 children had died from diphtheria and there was concern over a possible epidemic. The campaign if successful would cut the number of deaths. At that time treatment was not free but in this instance it was being offered free of charge because of the seriousness.'

7(b) Explain why was it important to introduce the National Health Service?

Target: Recall, description, explanation (AO1)

Level 1 Identifies reasons**1-2**

e.g. 'To ensure sick people were treated.'

Level 2 Explains reasons**3-5**

e.g. 'At the time people had to pay for a doctor and for treatment and therefore did not go to the doctor unless it was serious. The NHS made this free.'

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

7(c) Explain why the work of Alexander Fleming was important.

Target: Recall, explanation (AO1)

Level 1 General answer**1**

e.g. 'He made an important medical discovery.'

Level 2 Identifies why**2-4**

e.g. 'He discovered penicillin.'

'His work killed infection.'

Level 3 Explains why**4-6**

e.g. 'Fleming discovered that penicillin mould killed the germs in a culture dish and prevented bacteria from growing.'

'He discovered a drug which killed a range of diseases rather than sulphonamides which attacked specific diseases.'

'His work allowed others to mass produce penicillin, the first antibiotic, and this saved the lives of thousands of soldiers in the Second World War.'

QUESTION 8**8(a) Describe the work of Jenner in relation to smallpox.**

Target: Recall, description (AO1)

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

4

e.g. 'He noticed dairymaids did not catch smallpox.'

'He took some puss from a cowpox sore and injected a young boy. This gave him immunity from smallpox.'

'To test his theory he inoculated the boy but he did not catch smallpox.'

'He was unable to explain his findings.'

8(b) Explain why people opposed vaccination in the nineteenth century.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'It would hurt.'

Level 2 Identifies why

2-4

e.g. '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

e.g. '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.'

8(c) 'Pasteur was more important than Koch in the fight against infection.' 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

e.g. 'Koch was important as he made important discoveries about disease.'

Level 2 Identifies work of Koch or Pasteur 2-4

e.g. '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

e.g. '**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.'

OR

e.g. '**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 beginning 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 4 Explains importance of Koch AND Pasteur 6-9

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

QUESTION 9**9(a) Describe the work of barber-surgeons.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'They were people who trimmed beards, shaved people and cut hair. This gave them simple tools such as scissors and razors to carryout surgical tasks.'
'They mainly worked for poor people pulling teeth, bleeding and even cutting off limbs.'

9(b) Explain why surgery was dangerous in the early 1800s.

Target: Recall explanation (AO1)

Level 1 General answer

1

e.g. 'Because there was a lack of knowledge.'

Level 2 Identifies why

2-4

e.g. 'There were no anaesthetics or antiseptics.'
'They used dirty equipment.'
'There was a high death rate.'

Level 3 Explains why

4-6

e.g. 'People died from shock as they were operated on without being unconscious as there were no anaesthetics that were effective.'
'There was a danger that patients would die from infection as the surgeon used dirty equipment and worked in everyday outdoor clothes.'
'There was nothing to stop the flow of blood resulting in a patient bleeding to death.'

9(c) **'Simpson had a greater impact than Lister on surgery in the nineteenth century.'**
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**

e.g. 'They were both important as surgery improved.'

Level 2 Identifies improvements **2-4**

e.g. 'Simpson discovered chloroform.'
'Lister developed antiseptics.'
'Not everybody used the developments.'

Level 3 Explains success AND/OR explains problems of ONE **4-6**

e.g. 'With the use of chloroform longer, more complicated operations could be performed without the patient struggling.'

OR

'Lister developed the antiseptic spray to be used during operations killing infections.'
'Surgeons did not like the spray as it burnt their hands and so did not use it at first.'

Level 4 Explains success AND/OR explains problems of BOTH **6-9**

Level 5 Explanation and evaluation of 'greatest impact' **9-10**

As Level 4 with supported evaluation.

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

What is the message of 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

e.g. 'The government were going to charge the worker 4d.'
'The worker, employer and state have to pay.'

Level 2 Unsupported inference(s) 3

e.g. 'By paying, you get protection from the Liberals.'
'If you support the government, you will get something in return.'

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

e.g. 'The message is saying that If you support the government and pay the amount quoted into the scheme you will get money during illness. This is shown by the return travel ticket. This is saying you get a 'return' on your investment. If you pay 4d. you get 9d. of benefits in return. The benefits include 10 shillings per week if ill and off work.'

'It was one of the measures of welfare introduced by the Liberals whereby the worker, employer and state contribute weekly to a stamp on the worker's National Insurance card. This was important help for low-paid workers who had no money if they were ill.'

7(b) Explain how people affected by poverty in the 1920s and 1930s tried to improve life for themselves and their families.

Target: Recall, explanation (AO1)

Level 1 Identifies how **1-2**

e.g. 'Hunger marches.'
 'Growing food.'
 'Going to the pub.'
 'Going to the pictures.'
 'Hunting for a job.'
 'Applied for 'dole'.'

Level 2 Explains how **3-5**

e.g. 'Many had an allotment where they could grow vegetables for the family. This occupied their time and produced fresh food more cheaply.'
 Some went on hunger marches, such as Jarrow. The intention was to raise government awareness of the plight of people in towns that had been badly hit by the Depression.'
 'Dole was available but applying for this was humiliating for many as they were accepting charity and had to have people prying into their family finances and belongings.'

7(c) Explain why the Depression caused so much poverty in the 1930s.

Target: Recall, explanation (AO1)

Level 1 General answer **1**

e.g. 'People were short of money.'

Level 2 Identifies why **2-4**

e.g. 'There was unemployment.'
 'Older industries were declining.'
 'There was a loss of trade.'

Level 3 Explains why **4-6**

e.g. 'Unemployment was high, particularly in the older industries as the need for coal, iron, textiles and shipbuilding declined.'
 'Following the Wall Street Crash there was a world depression which caused many people to lose their jobs.'
 'The government reduced benefits and families had little money to live on.'

QUESTION 8**8(a) What were the main causes of poverty at the beginning of the nineteenth century?**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'People losing land under enclosure.'

'Food shortages caused by the French Wars and poor harvests.' (2)

'Unable to work because of old age, sickness or disability.'

'The high price of food and low wages.'

8(b) Explain the effects of the Speenhamland System of poor relief.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'People were helped.'

Level 2 Identifies effects

2-4

e.g. 'Costs increased.'

'It encouraged idleness.'

'It reduced wages.'

'It increased family size.'

Level 3 Explains effects

4-6

e.g. 'More people claimed Speenhamland benefits and this increased the cost to the taxpayer.'

'It was helpful as it ensured that those in poverty received some help to prevent starvation.'

'It encouraged some idleness as they knew they would receive some money.'

'Workers' wages were deliberately kept low as employers knew the parish would make up the wage.'

8(c) 'The New Poor Law of 1834 was successful.' 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**

e.g. 'The poor were helped so it must have been successful.'

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

e.g. 'Costs were reduced.'
 'The numbers claiming was reduced.'
 'The form of treatment often depended on area.'
 'People feared the workhouse.'

Level 3 Explains successful OR unsuccessful **4-6**

e.g. 'The regime in the new workhouses was made deliberately harsh ('bastilles') and many feared this and so did not enter the workhouse.'
 'The law was ignored in unavoidable cases of poverty such as temporary slumps. In the northern areas outdoor relief was paid.'
 'There was much opposition, highlighted by people such as Dickens and scandals such as Andover.'
 'Attitudes were not changed and people were held responsible for their own poverty.'

OR

'Costs were reduced as the numbers claiming benefit decreased.'
 'Costs were reduced as outdoor benefit was stopped and many did not want to go into the workhouse.'
 'The different systems were abolished and treatment was standard across the country.'

Level 4 Explains successful AND unsuccessful **6-9**

Level 5 Explanation and evaluation **9-10**

QUESTION 9**9(a) What do the terms 'indoor relief' and 'outdoor relief' mean?**

Target: Recall, description (AO1)

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

(Up to three for one definition)

e.g. 'Indoor relief was poor rate / accommodation / support paid to those in poverty in the workhouse. They had to give up everything they had. This was one of the terms of the New Poor Law of 1834'

'Outdoor relief was where the poor received help within the community. An example of this was the Speenhamland System.'

9(b) Explain why people hated the workhouse.

Target: Recall, explanation (AO1)

Level 1 General answer **1**

e.g. 'Because they were frightened of what would happen to them.'

Level 2 Identifies why **2-4**

e.g. 'The conditions were harsh.'

'The rules were strict.'

'Because of the stigma.'

'They might never come out.'

Level 3 Explains why **4-6**

e.g. 'To put people off claiming relief they made the conditions in the workhouse harsher than the worst conditions outside.'

'Families were split up and might never get back together again.'

'Uniforms had to be worn making it like prison.'

'Food was limited and of very poor quality and often little better than outside.'

9(c) How important was the work of Rowntree and Charles Booth in bringing change to the way the poor were treated? Explain your answer.

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertions **1**

e.g. 'They were important as they raised awareness.'

Level 2 Identifies actions **2-4**

e.g. 'They highlighted the problems of the poor.'

'They helped to change attitudes.'

'Surveys were conducted.'

'The Liberal governments helped.'

Level 3 Explains importance of Booth and Rowntree OR others **4-6**

e.g. 'They both carried out surveys which highlighted the plight of the poor London and York respectively. Their reports indicated large percentages that were in poverty and the reasons for their plight. The reports provided enough evidence of the widespread poverty in the country that needed the government to be involved in helping to improve things.'

OR

Changes were brought about by the Liberal governments who were influenced by Lloyd George and Churchill and who reacted to the health of people highlighted by the Boer War recruits. They introduced reforms that provided greater care for children (e.g.), national insurance for sick and unemployed and Old Age Pensions.

Level 4 Explains importance of Booth and Rowntree AND others **6-9**

Level 5 Explanation and evaluation **9-10**

Section C: Thematic Study**Trade Unions and Working-Class Movements, c.1800 – c.1990****QUESTION 7****7(a) Study Source E.**

What message are these protestors sending to the Government? Use the source and your knowledge to explain your answer.

Target: Source comprehension, inference (AO2)

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

e.g. 'People are protesting.'
'Food prices are going up.'

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

e.g. 'Workers are unhappy with the Social Contract and how it is affecting them.'

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

e.g. 'The workers are unhappy at the Social Contract introduced by the Labour Government as they are shown with placards on which are messages of unhappiness such as 'Smash the Social Contract'.

'The Contract was brought in by the Labour Government to negotiate fair annual pay increases. Judging by the placard which says they get 'mini wages' it is not working.'

7(b) What was the 'Winter of Discontent'?

Target: Recall, explanation (AO1)

Level 1 Identifies what **1-2**

e.g. 'A period of strikes.'

Level 2 Explains the 'Winter of Discontent' **3-5**

e.g. 'The Social Contract was not working as the Government was unable to keep prices down. In January and February 1979 there were strikes by ambulance drivers, health workers, teachers and local government workers. This caused much anti-union feeling as the hospital workers' strikes led to longer waiting lists. As a result a general election was called by Callaghan.'

7(c) Explain how the coal miners' strikes of the 1970s affect the country.

Target: Recall, description, explanation (AO1)

Level 1 General answer **1**

e.g. 'There was a crisis.'

Level 2 Identifies how **2-4**

e.g. 'Limited working.'
'Power cuts.'
'Flying pickets.'

Level 2 Explains how **4-6**

e.g. 'There was an energy crisis as supplies of oil were cut drastically and less coal was available.'
'Because of the shortage of energy shop displays and advertising was banned and television ended at 10.30 p.m.'
'Regular power cuts meant being without electricity every other night.'
'As it was winter and there was a need to conserve energy, many workers went on a three day week.'
'There was a General Election based on who should govern the country.'
'The use of flying pickets resulted in a breakdown in law and order.'

QUESTION 8**8(a) What were the aims of the Co-operative Movement?**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'To sell groceries.'

'To sell good food, at reasonable prices. (2)

'To allow members to share in the trading profit.'

'To pay a dividend according to how much was spent in the shop.' (2)

8(b) Explain why Owen set up the Grand National Consolidated Trades Union (GNCTU).

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'To help workers.'

Level 2 Identifies why

2-4

e.g. 'To stop pay cuts.'

'To reduce hours.'

'To destroy the capitalist system.'

Level 3 Explains why

4-6

e.g. 'To form one large union that could put pressure on the government to bring changes in terms of hours worked which were long and to stop employers bringing in pay cuts if trade was bad.'

'To stop all work for a month so that industry would be ruined, the capitalist system destroyed, and the government would collapse.'

'To give workers more say in the production of goods.'

8(c) How important was government action in the failure of the GNCTU? Explain your answer.

Target: Recall, explanation, analysis (AO1)

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

Level 1 Unsupported assertions **1**

e.g. 'Government caused the downfall as they caused fear.'

Level 2 Identifies actions **2-4**

e.g. 'Lock-outs.'
 'The Tolpuddle Martyrs.'
 'Poor leadership.'
 'Membership costs.'
 'Poor communications.'
 'Lack of support.'

Level 3 Explains government OR other actions **4-6**

e.g. 'In March 1834 some farm workers were enrolled into the Agricultural Labourers Union by secret oath. Six men were tried and found guilty of swearing secret oaths and as an example to deter others were sentenced to seven years transportation to Australia.'

OR

'Some employers used lock outs, refusing to allow workers work until they agreed to certain conditions. This some times involved the signing of a 'document'.
 'Owen was not a successful leader. The union was badly organised and its aims were not clear to its members.'

Level 4 Explains government AND other actions **6-9**

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

QUESTION 9**9(a) Describe the benefits of being a member of a New Model Union.**

Target: Recall, description (AO1)

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

e.g. 'They represented the craft skills such as Engineers.'

'They paid unemployment and sickness benefit, old age pensions and death grants.' (2)

'Well organised with paid officials.'

'Aimed to improve wages and conditions of work by negotiation.' (2)

9(b) Explain why strikes by unskilled workers in the late nineteenth century were successful.

Target: Recall, explanation (AO1)

Level 1 General answer **1**

e.g. 'They were represented.'

Level 2 Identifies why **2-4**

e.g. 'Larger groups of workers.'

'Supported by outsiders.'

'Gained public support.'

Level 3 Explains why **4-6**

e.g. 'Provided a large organisation to fight for a whole industry rather than one skilled craft.'

'They offered bargaining powers for large numbers for a small subscription.'

Specific examples of successful strikes to be given credit.

9(c) **How successful were Parliament and the courts in reducing the power of the unions between 1867 and 1909? Explain your answer.**

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertions **1**

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

Level 2 Identifies impact **2-4**

e.g. 'The Criminal Law Amendment Act (1871) affected the power of the unions.'
'The Taff Vale case affected the right to strike.'
'The Trade Union Act, 1871 protected unions.'

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

e.g. 'In Hornby v Close (1867) the union were refused permission to prosecute their treasurer for funds he stole. This meant they could not sue for money stolen from a union.'

OR

'The Trades Disputes Act changed the Taff Vale ruling by stating that unions were not liable for losses caused by strike action.'

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

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

Section C: Thematic Study**The Changing Roles and Status of women, c1840 – c.1990****QUESTION 7****7(a) Study Source E.**

What is the message of 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

e.g. 'Women think about chocolates, husbands and writing letters.'

Level 2 Unsupported inference(s) 3

e.g. 'A woman's mind is not conditioned to think about politics.'

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

e.g. 'Some women were trying to get the vote. Many men were against this and used different methods to try to ensure it did not happen. Here a poster issued by those against women's suffrage are arguing that women only think about men, family, children and other feminine things. Politics is not something they think about. It was the time of a general election and many men were still trying to stop women gaining the vote.'

7(b) Why did the methods used by the suffragettes fail to achieve the vote for women before 1914?

Target: Recall, description (AO1)

Level 1 General answer **1-2**

e.g. 'They were violent.'

Level 2 explains reasons **3-5**

e.g. 'They aimed to attract publicity for their cause and this annoyed members of the government.'

'They were prepared to use violent methods as opposed to the more peaceful approach of the suffragists. Many became increasingly concerned as they thought the campaign was out of control.'

'Violence played into the hands of people like Prime Minister Asquith. He argued that to give into threats would encourage others like the miners and dockers to try similar methods.'

7(c) Explain how the First World War helped women to get the vote.

Target: Recall, explanation (AO1)

Level 1 General answer **1**

e.g. 'They did men's work.'

Level 2 Identifies how **2-4**

e.g. 'They worked in munitions.'

'They became nurses.'

'They worked on public transport.'

Level 3 Explains how **4-6**

e.g. 'The factories had lost male workers and so women filled in, particularly in heavy industry and munitions. These were very heavy jobs which previously women had not been considered capable of doing.'

'Women kept transport moving by acting as drivers of buses and trains and also as conductors.'

'Women joined branches of the armed forces. Although they were not allowed to fight they carried out essential tasks such as nurses at the front and in military hospitals.'

QUESTION 8**8(a) Describe the work of women in domestic service in the second half of the nineteenth century.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'Women worked long hours(1), being on call all the time.' (1)

'They had to carryout heavy household chores (1) such as lighting fires, cleaning carpets.'

(1)

'They had to clean all the silverware and cutlery.'

'Washing/scrubbing clothes.'

8(b) Explain how women's legal rights were improved in the period 1857-1891.

Target: Recall, explanation (AO1)

Level 1 General answer

1

e.g. 'By introducing laws.'

Level 2 Identifies how

2-4

e.g. 'They could own property.'

'They could get a divorce.'

'They could receive maintenance.'

Level 3 Explains how

4-6

e.g. 'The Matrimonial Causes Act of 1857 introduced a simpler and cheaper system of divorce after women campaigned. Women could now divorce their husband for cruelty, desertion and adultery.'

'The status of women was changing. The Married Women's Property Act of 1870 gave married women the right to own property and keep their earnings. This was strengthened by another Act of 1882.'

8(c) **'At the end of the nineteenth century employment opportunities for women increased because educational opportunities had increased.' 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**

e.g. 'Women were able to receive education.'

Level 2 Identifies reasons **2-4**

e.g. 'Universities were available.'
 'Job training was available.'
 'Technology was important in providing new jobs.'

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

e.g. 'In 1848 Queen's College was founded to provide training for women teachers.'
 'Ladies colleges were set up to provide good all round education for girls.'
 'Women were allowed to attend university and in 1878 London University allowed women to take degrees on a par with men.'
 'After 1870 more teachers were required and these posts were taken mainly by women.'
 'The work of Florence Nightingale and the availability of training made nursing a popular career for women.'

OR

'The growth in commerce, shops and department stores provided opportunities for telephonists, clerks and shop assistants. These traditionally were less well paid and taken by women.'

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

Level 5 Explanation and evaluation **9-10**

QUESTION 9**9(a) Describe the greater freedoms that women had in the 1920s and 1930s.**

Target: Recall, description (AO1)

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

e.g. '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 why the work of Marie Stopes was important.

Target: Recall, explanation (AO1)

Level 1 General answer**1**

e.g. 'She gave advice.'

Level 2 Identifies why**2-4**

e.g. 'She educated women on matters not normally raised.'
'She opened clinics.'

Level 3 Explains why**4-6**

e.g. 'Many women were ignorant of the options available as birth control was a delicate issue. She educated women about ways of control.'
'In 1918 she published two books that gave sensible advice about family planning. She brought the issue of family planning into the open.'
'In 1921 she opened a birth control clinic in north London to give advice.'
'In 1930 she joined with others to form the National Birth Control Council (later the Family Planning Association) to give advice and by 1939 there were 60 clinics.'
'Smaller families made good economic sense and also improved the mother's quality of life having fewer pregnancies.'

9(c) **'In the years since 1960 the Women's Liberation Movement have done more to promote equality than government legislation.' 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**

e.g. 'Changes by the government were more important.'

Level 2 Identifies developments **2-4**

e.g. 'Women got equal pay.'
'Women had equal opportunities.'
'Women could not be discriminated against.'
'Women's liberation gave confidence.'

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

Women's Liberation movement

e.g. '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 campaigned against discrimination and had a major impact on public opinion.'

OR

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.'

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

Level 5 Explanation and evaluation **9-10**

1936/02 Paper 2

1 Study Source A.

What is the message of this source? Use details of the source and your knowledge to explain your answer.

Target: Source comprehension, inference (AO2)

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

e.g. 'The source shows a soldier coming back from war.'

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

e.g. 'A soldier wants a house to live in.'
'There is good and bad housing.'
'Newer housing is better.'
'Heroes need good homes.'

Level 3 Valid inferences / purpose of cartoon supported by the poster or contextual knowledge **5-6**

e.g. 'The author wants to give the message to the authorities that the soldiers who fought in the war are heroes and deserve to come home to good housing. This is shown by the soldier pointing to good housing. It is also saying that if you want a happy population you cannot expect them to live in poor quality homes.'

2 Study Sources B and C.

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

Target: AO1 and AO2.

Level 1 Unsupported assertions **1**

e.g. 'No, because they are different houses.'
 'No because they are from different areas.'
 'No because Source C shows council houses.'

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

e.g. 'No I am not surprised as one is from Nottingham and one is from York.'
 'One picture was taken in the early 1920s and the other in the late 1920s.'

Level 3 Uses content of sources to explain surprise OR no surprise **4**

Level 4 Uses content of sources to explain surprise AND no surprise **5**

e.g. 'I am not surprised as Source B shows houses that were built in the 19th century when house building was different. The houses shown in Source C are built much later (in the 1920s) and are council houses built to a standard.'

'Yes I am surprised that the housing shown gives different impressions of quality as older houses (Source B) should have been demolished as they did not have the facilities that were now being demanded.'

Level 5 Uses contextual knowledge to explain surprise AND/OR no surprise **6-8**

e.g. 'I am surprised as the government began to clear away slum houses in the 19th century. After the war they promised 'homes fit for heroes' and Source C shows these in the form of council houses. The houses in Source B are ready to be demolished.'

'I am not surprised as despite their promises the government was unable to deliver enough new houses to satisfy demand. This was despite both council building and private building. This meant houses like the ones in Source C had to remain. Even with poor quality housing like this there were still people living in much worse conditions.'

3 Study Sources D and 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.

Target: AO1, AO2 and AO3.

Level 1 Description of surface detail/general assertions 1

e.g. 'Yes they do as the writer in D doesn't want to lose his home.'
'They would not agree as people see things differently.'

Level 2 Answers that use provenance 2-4

e.g. 'They would disagree because Source D is from a person living in a property whilst Source E is written by the author of a book who just visited the area.'
'They would disagree because one is about York and the other is about Wigan.'
'They would not agree as Source D is about how a person does not want to have to leave their house whilst Source E is putting forward the virtues of new housing.'

Level 3 Answers based on explanation of similarity or difference – supported by sources or contextual knowledge 5-6**Level 4 Answers based on explanation of similarity and difference – supported by sources or contextual knowledge 7-8**

e.g. 'They do not agree because of the circumstances. In order to improve housing local councils had permission to clear away older housing (slums) which lacked even the basic amenities. However, some people who lived in these properties looked upon the taking of the home and them losing something personal. They may have agreed that the newer houses were better but they did not want change.'

'Where the two writers might have agreed would be in relation to increased costs in terms of rent, heating, food and transport.'

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.

Target: AO1 and AO2.

Level 1 Answers which describe surface detail 1-2

e.g. 'The poster shows a nice house.'
'The poster shows houses with lots of space.'

Level 2 Answers based on provenance and/or face value of source 3

'It is 1933 so housing must be getting better.'
'The poster is trying to sell houses.'
'It cannot prove this as it is an advert.'

Level 3 Answers which identify other issues not in source 4

'These sources fail to mention other council building in the 1920s and the slow removal of slums.'

Level 4 Answers which use cross referencing and/or contextual knowledge to support improvement or lack of improvement 5-6

e.g. 'Improvements in housing were a joint effort between private developers and councils. Source F is by a private developer, and probably produced without subsidy, and is an encouragement for people to buy a new house in a suburb of London. As it is being built outside of a town it is more spacious and has gardens, probably a garage and all facilities.'
'Source F does show nice housing but housing that was built by private builders which was expensive and not everybody could afford it.'

'Housing was improving and this can be seen in the picture of council houses in York in Source C.'

Level 5 Answers which use cross referencing and/or contextual knowledge to support both sides of Level 4 7-8

e.g. 'Even by 1933 the quality of housing varied considerably. Councils built houses but had to be helped with government money. People paid a weekly rent. Because these houses cost less they were not a spacious and only had basic facilities. Because the housing shortage remained many people still lived in slums.'
'Not all housing was like Source F. Poor housing still existed as can be seen in Source B.'

5 Study Sources G and H.

How useful are these sources to an historian studying housing after the Second World War? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Usefulness based on provenance 1-2

e.g. H is useful as it still being used in 1950.
'It is not useful as it is just one place.'
'Source G is not useful as it is a memory.'

Level 2 Usefulness based on face value 2-4

e.g. 'Source G is useful as it tells us a prefab was hot in summer.'
'Source H shows overcrowded living conditions.'

Level 3 Considers authenticity/purpose of the source 5-6

e.g. 'Source H is a photograph and might have been taken to shock people into action.'

Level 4 Interprets and evaluates sources for usefulness using contextual knowledge 7-8

e.g. Local Authorities had to produce a slum clearance plan in the 1930s but the implementation was interrupted by the Second World War. At that time there were not enough houses to rent and poorer housing like the one shown could not be demolished until new housing was built. The prefabs were only a temporary solution.'

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. Remember to identify the sources you use.

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

e.g. 'Yes government action improved housing as new houses were built.'

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

e.g. 'The sources show that new houses were built in the suburbs but London still had many slums.'

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**

e.g. 'Source B shows that a problem with poor quality housing existed in the middle of the period and Source H shows that this was still a problem in 1950.'

'Source F shows that good quality new houses were being built in south east England. These were expensive and only in one area and so are not solving the problem.'

'Source C shows that improvements were taking place as early as 1920 as it shows well built houses with gardens. This shows improvement from Source B which shows poor quality housing.'

Source E supports this view of council houses as it states they had a bathroom and garden. The gardens of council houses can be seen in the picture (Source C).'

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, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the source is not enough.
- Higher marks in Levels 3 and 4 to be awarded on numbers of sources used. Any genuine source evaluation in context to be rewarded highly in the level.
- When marking, indicate each valid source use for 'improved housing' with 'Y' and 'no improvement' with 'N'.

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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