

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936/12

PAPER 1 (CORE CONTENT WITH POVERTY, c.1815-c.1990)

MARK SCHEME

Specimen Paper 2003

See Paper 11 mark scheme for Sections A and B.

Section C: Thematic Study
Poverty, c.1815-c.1990

7(a) Study Source E. What can you learn from this Source about life in the workhouse after the 1834 Act? Explain your answer referring to details of the Source.

Target: Source comprehension, inference (AO2)

Level 1: Use of surface features of Source [1-2]

e.g. 'They had to live to a timetable.'

'They received punishments.'

'They had to listen to the Bible.'

Level 2: Unsupported inferences [2-3]

e.g. 'It was not a very pleasant place to live.'

'Some people misbehaved.'

Level 3: Supported inferences drawn from Source [3-4]

e.g. 'The workhouse was not a nice place to be as they had to eat meals in silence.'

'The inmates were punished severely. Owen Trainor stole some onions and he was flogged.'

'They tried to make people religious by giving religion to the inmates five times a day.'

7(b) What were the main causes of poverty in the early nineteenth century?

Target: Recall, explanation (AO1)

Level 1: General answer [1]

e.g. 'People were not looked after.'

Level 2: Identifies causes [2-3]

e.g. 'Old age.'

'Loss of breadwinner in the family.'

'Illness or injury.'

'Low wages/high prices.'

'Poor harvests.'

Level 3: Explains reasons [3-5]

e.g. 'When people reached old age and were unable to work, they did not receive an old age pension.'

'Wages were often low and changed very little and yet the price of food changed considerably. Often the amount of food that could be afforded was limited.'

7(c) Explain why some people thought the New Poor Law of 1834 was a success.

Target: Recall, explanation (AO1)

Level 1: General answer [1]

e.g. *'It was new.'*
'It was a success because it lasted.'

Level 2: Identifies reasons [2-3]

e.g. *'It reduced costs.'*
'It got rid of a complicated system.'
'It replaced an inadequate system.'
'There were fewer poor people.'

Level 3: Explains reasons [3-6]

e.g. *'The number of people wanting to go into the workhouse decreased and therefore costs were reduced.'*
'It replaced the Poor Law of 1601. This was outdated and difficult to administer.'
'Men worked harder to avoid the shame of the workhouse and this reduced the number claiming poor relief.'
'The cost of dealing with the poor was more evenly spread across the rate payers.'

8(a) Describe the work of Charles Booth in highlighting poverty in London at the end of the nineteenth century.

Target: Recall, description (AO1)

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

e.g. 'He collected information on poverty and on social issues.'

'He raised public awareness to the appalling living conditions and poverty.'

'He indicated that the problems were caused by low wages, trade depressions, old age or illness.'

8(b) Why did the Liberal Governments of the early twentieth century try to help the poor?

Target: Recall, explanation (AO1)

Level 1: Unsupported assertion [1]

e.g. 'Because they cared for them.'

Level 2: Identifies reasons [2-4]

e.g. 'A lot of people were living in poverty.'

'To win votes.'

'Because the problem had been highlighted.'

'To raise an army.'

Level 3: Explains reasons [4-6]

e.g. 'Because of the influence of individuals such as Lloyd George and Churchill who believed it was the duty of the state to look after the poor.'

'Public awareness was raised by people such as Booth and Rowntree who conducted surveys highlighting the problems. This shocked people into action.'

'Recruits for the Boer war were found to be unhealthy.'

'If the working classes were healthy and happy they might not turn from the Liberals to socialism.'

8(c) Explain how the Liberal Governments helped the poor between 1906 and 1914.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

Level 1: Unsupported assertions [1-2]

e.g. 'They introduced new ideas that made them better off.'

Level 2: Identifies how [3-5]

e.g. 'They introduced old age pensions.'

'They provided free school meals.'

'They introduced sick pay.'

'They introduced unemployment benefits.'

Level 3: Explains how [6-10]

e.g. 'They introduced free school meals for children who were not getting meals. This enabled children to at least eat one decent meal per day.'

'Old age pensions were introduced (5/- or 7/6d per week). These helped to remove the threat of the workhouse from the over 70s.'

'During unemployment a worker would receive 7/- this at least meant a small amount of money was coming into the household.'

9(a) Describe how, in the 1930s, the poor attempted to escape from poverty.

Target: Recall, description (AO1)

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

e.g. 'By going to the pub or cinema.'

'Working on allotments.'

'Searching for jobs in more prosperous areas.'

'By doing unemployment relief work.'

9(b) Why was there so much poverty in some areas in the 1920s and 1930s?

Target: Recall, explanation (AO1)

Level 1: General answer [1]

e.g. 'Because there was no money.'

Level 2: Identifies reasons [3-4]

e.g. 'Because they did not have jobs.'

'Because benefits were not enough to live on.'

'There was unemployment.'

Level 3: Explains reasons [4-6]

e.g. 'A drop in world trade caused unemployment in the traditional industries.'

'Benefits were cut by the government to save money.'

'There was little alternative employment available for skilled workers in the worst hit areas.'

9(c) Explain the actions of the government to try and deal with poverty in the 1930s.

Target: Recall, explanation and analysis (AO1)

[Written communication is assessed in this question – see examiner instructions]

Level 1: Unsupported assertions [1-2]

e.g. 'It tried different things but people remained poor.'

Level 2: Identifies actions [3-5]

e.g. 'Encouraged new industries in some areas.'

'Introduced the dole.'

'Introduced the means test.'

'Unemployment relief work was introduced.'

Level 3: Explains actions [6-10]

e.g. 'To reduce the number claiming benefit the government introduced a means test. This was humiliating for the unemployed.'

'Some areas of the country were designated as having special needs and received grants.'

'The government cut benefits to save money but this resulted in increased poverty.'