



GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY C (BRITISH SOCIAL AND ECONOMIC)

1936/13

Paper 1 (Core Content with Trade Unions and Working-Class Movements,
c.1800–c.1990)

Candidates answer on the Answer Booklet

OCR Supplied Materials:

- 8 page Answer Booklet

Other Materials Required:

None

Wednesday 9 June 2010
Morning

Duration: 2 hours



INSTRUCTIONS TO CANDIDATES

- Write your name clearly in capital letters, your Centre Number and Candidate Number in the spaces provided on the Answer Booklet.
- Use black ink.
- Read each question carefully and make sure that you know what you have to do before starting your answer.
- This paper consists of three sections.
In **Section A**, answer **either** Question 1 **or** Question 2.
In **Section B**, answer any **one** question.
In **Section C**, answer **Question 7** and **one** other question.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.
- Do **not** write in the bar codes.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **75**.
- You will be awarded marks for quality of written communication in part **(c)** of the following questions: Section B, Questions 3, 4, 5 and 6; Section C, Questions 8 and 9.
- This document consists of **8** pages. Any blank pages are indicated.

Section A

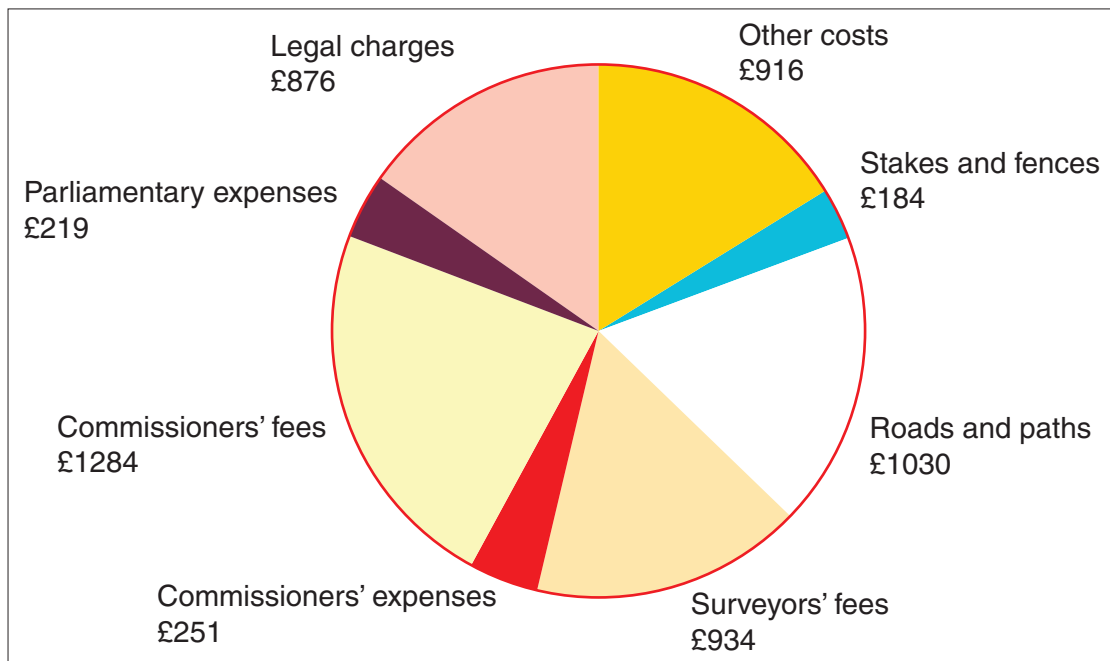
Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You should spend about 25 minutes on this section.

Answer EITHER Question 1 OR Question 2.

- 1 Study the sources carefully and then answer the questions which follow.

SOURCE A



The cost of enclosing a village in 1791.

SOURCE B

After 1750 the situation began to change. There was a rapid increase in the number of people in Britain and this put pressure on industry and agriculture. Additionally in 1793 the war against France broke out.

Adapted from a school history textbook published in 1971.

1 (a) Study Source A.

What can you learn from Source A about the process of enclosure in the eighteenth century? Use details of the source and your knowledge to explain your answer. **[5]**

(b) What were the bad effects of enclosure on the people of a village? **[6]**

(c) Study Source B.

Does this source fully explain the reasons for enclosure? Use the source and your knowledge to explain your answer. **[9]**

- 2 Study the sources carefully and then answer the questions which follow.

SOURCE C



An illustration of the Liverpool and Manchester Railway in 1831.

SOURCE D

In the grey mists of the morning the train arrived with produce for the London markets. Goods being unloaded from the night trains included fish, butter, apples and vegetables.

From a magazine published in 1864.

- 2 (a) Study Source C.

What can you learn from this source about the Liverpool and Manchester Railway? Use details of the source and your knowledge to explain your answer. [5]

- (b) What reasons were given by those people opposing the early railways? [6]

- (c) Study Source D.

Does this source fully explain the benefits of railways? Use the source and your knowledge to explain your answer. [9]

Section B

You should spend about 35 minutes on this section.

Answer ONE question.

You must answer ALL parts of the question you choose.

- 3** (a) Describe how arable (crop growing) land was organised under the open-field system of farming. [4]
- (b) Explain why animals were often of poor quality under the open-field system of farming. [6]
- (c) 'Selective breeding was the most important improvement in farming in the eighteenth century.' How far do you agree with this statement? Explain your answer. [10]
- 4** (a) What were the disadvantages of the Domestic (Cottage) System? [4]
- (b) Explain why many textile mills were built in Lancashire. [6]
- (c) 'Crompton's Spinning Mule was the most important development in the textile industry in the eighteenth century.' How far do you agree with this statement? Explain your answer. [10]
- 5** (a) What problems faced the iron industry at the beginning of the eighteenth century? [4]
- (b) Explain why the demand for iron increased in the period up to 1850. [6]
- (c) 'Cort's puddling process was the most important development in the iron industry up to 1850.' How far do you agree with this statement? Explain your answer. [10]
- 6** (a) What problems faced those using river transport in the eighteenth century? [4]
- (b) Explain why businessmen such as Bridgewater and Wedgwood financed the building of canals. [6]
- (c) 'The work of Macadam was more important to road building than the work of other engineers up to 1850.' How far do you agree with this statement? Explain your answer. [10]

Section C: Thematic Study

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

You should spend about 1 hour on this section.

Answer Question 7 and ONE other question.

When answering Question 7, you will need to use your knowledge of the topic to interpret the source.

- 7 Study the source carefully and then answer the questions which follow.

SOURCE E



A cartoon published in 1861. The man on the left is a trade union member. The man on the right is wearing a hat on which are the words 'non-unionist'. The trade union member is shown standing at the door of a workhouse.

- 7 (a) What is the message of this cartoon? Use the source and your knowledge to explain your answer. [4]
- (b) How did New Model Unions benefit workers? [5]
- (c) Explain how unskilled workers benefited from the actions of their unions in the period 1888–89. [6]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 8 (a) Describe the work of friendly societies and trade clubs in the early nineteenth century. [4]
- (b) Explain why the government passed the Combination Acts. [6]
- (c) 'The Grand National Consolidated Trades Union (GNCTU) failed because of the Tolpuddle Martyrs.' How far do you agree with this statement? Explain your answer. [10]
- 9 (a) Describe the events which led to the 1926 General Strike. [4]
- (b) Explain why the General Strike failed. [6]
- (c) 'The trade union movement lost power after 1970 because of the actions of coalminers.' How far do you agree with this statement? Explain your answer. [10]

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations, is given to all schools that receive assessment material and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.