

History

General Certificate of Secondary Education **1936/11-14**

British Social and Economic History c.1700 – The Present Day

Mark Scheme for June 2010

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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APPLICATION OF THE MARK SCHEME**1. Use of the Mark Scheme**

- 1.1. It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2. Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3. The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4. Be consistent from script to script and from batch to batch.
- 1.5. Indicate that all answers have been seen.
- 1.6. Do not transfer marks from one part of a question to another.
- 1.7. If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8. Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- 1.9 **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.10 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

2. Marking

- 2.1. All marking should be in red.
- 2.2. The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- 2.3. At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4. The total mark for each question should be transferred to the front page of the script. The marks for the four questions should be totalled and indicated.
- 2.5. It is not necessary to tick the body of an answer and examiners should refrain from doing so.
- 2.6. Examiners must indicate, in the body of the response, where a level has been achieved and, where appropriate, marks are gained.

- 2.7. Any written comments should be kept to a minimum and should always be specifically related to the award of a mark, or marks and be taken from statements in the mark scheme. Any annotation should be as near as possible to the relevant section of the candidate's answer.

3. Note:

- 3.1 In marking responses, examiners must reward relevant examples drawn from the histories of England, Ireland, Scotland and Wales, and relevant examples of diversity in society, e.g. in regional differences.
- 3.2 Specific, and relevant, examples of local history should be given credit.
- 3.3 Written communication will be assessed in the (c) part of the questions in Section B and the (c) part of questions 8 and 9 in Section C.

Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

Section A

QUESTION 1

1(a) Study Source A.

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

Target: Source comprehension, inference (AO2)

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

e.g. 'The source shows what enclosure cost.'
'It cost £1030 to build roads and paths.'

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

e.g. 'The process of enclosure was expensive.'
'There were a lot of different groups of people involved.'
'They had to build new roads and put fences around the fields.'

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

e.g. 'The process was expensive. This was because the cost of getting an Act of Parliament had to be paid for. Surveyors had to be paid to plan the new fields and new roads. People had to be employed to build new roads, dig ditches and plant boundary hedges.'

1(b) What were the bad effects of enclosure on the people of a village?

Target: Recall and description (AO1)

Level 1 General answer**1-2**

e.g. 'They had to find a new home.'

'They lost their rights.'

Level 2 Shows impact**3-6**

e.g. 'They lost the common land where they lived.'

'They had to go and work as labourers for the large landowner.'

'They had to leave the village to find work often in the towns.'

'The community spirit was lost as they no longer worked together and shared tools.'

'If they could not prove ownership they lost their land.'

1(c) Study Source B.

Does this source fully explain the reasons for enclosure? 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.'
'They were able to see the benefits.'

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

e.g. 'There were more people.'
'There were wars with France.'

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

e.g. 'Profit could be made.'
'The population in towns was growing.'
'The Open Field System had many disadvantages.'
'So that new methods could be introduced.'

Level 4 Explains reasons in the source OR explains other reasons (not in the source)**5-7**

e.g. 'When the French Wars broke out there was concern that there would not be enough food to feed the people of Britain. This was because they imported corn. These imports were blocked by the French and so it was necessary to introduce enclosures so that more food could be produce as the open-field system could not increase output.'

OR

e.g. 'New crop growing ideas could be introduced under enclosure. These included the four-course rotation developed by Townshend which removed the need for a fallow field and increased the amount grown. Townshend grew turnips which could be fed to the animals in winter thus removing the need for the autumnal slaughter.'
'Under enclosure, healthier animals were bred such as the New Leicester sheep. This provided more mutton which was sold at a profit making the farmers wealthy. This new breed could be seen and was recognisable by its greater size.'

Level 5 Explains reasons in the source AND explains other reasons (not in the source)**7-9**

Both sides of Level 4.

QUESTION 2**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.

Target: Source comprehension, inference (AO2)

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

e.g. 'The source shows steam trains.'

'The source shows people being carried on the train.'

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

e.g. 'The railway was very popular with people who wanted to travel.'

'The railway must have been a financial success.'

'There were different classes of travel.'

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

e.g. 'The Liverpool and Manchester Railway was a financial success. The Directors were amazed at the number of passengers, heavy goods and livestock they were carrying. By being used to carry goods producers reduced costs. This was particularly relevant in the cotton trade.'

'This was the first passenger railway. The number of passengers was amazing. Only the rich in their carriages (top picture) were in covered carriages. The poorer passengers (second picture) were in trucks open to the elements.'

2(b) What reasons were given by those people opposing the early railways?**Target: Recall and explanation (AO1)****Level 1 General answer****1-2**

e.g. 'They were noisy.'

Level 2 Shows opposition**3-6**

e.g. 'Landowners and farmers objected by saying the steam engines would set fire to crops and that their noise would frighten cattle and stop hens laying. Really what they feared was the value of their land falling.'

'Canal, turnpike and stage-coach owners feared loss of income.'

'Some thought the human body would not stand the speed of travel, people would suffocate in the tunnels and ladies might be attacked in the carriages.'

'Some town officials did not want railways in their towns as they would damage buildings and be too noisy and dirty.'

2(c) Study Source D.

Does this source fully explain the benefits of railways? 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.'

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

e.g. 'Food for the markets came by train.'

'Fish, butter and vegetables arrived in London.'

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

e.g. 'The building of railways increased demand for iron from the iron industry.'

'More coal was needed.'

'Bulky, heavy goods could be carried.'

'The number of jobs available increased.'

'The leisure industry grew.'

'Standard time was introduced.'

Level 4 Explains benefits in the source OR explains other benefits (not in source)**5-7**

e.g. 'Fresh foods such as milk, fish and vegetables were carried quickly by trains from market areas to the growing towns such as London to be sold on the markets. This increased availability of fresh food help to improve diet and health.'

OR

e.g. 'The railways encouraged the leisure industry. Special excursion trains were introduced at reduced costs to encourage family outings. Trips to the seaside were offered and this encouraged the growth of resorts such as Blackpool.'

'The source tells you that the cost of coal was reduced. This was because railways could carry more. This benefited industry as steam engines were used and these consumed vast amounts of coal. Also it benefited householders as coal for fires was cheaper.'

'More people travelled as railways were quicker thus reducing travel time and they were also cheaper as they could carry more passengers thus reducing costs.'

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

Both sides of Level 4.

Section B

QUESTION 3

- 3(a) Describe how arable (crop growing) land was organised under the open-field system of farming.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'There were three (four) large fields.'
'Land in the fields was divided into strips.'
'Everybody had to sow the same crop.'
'The crops were rotated each year.'
'Villagers had strips in different fields.'
'As there were no fertilisers, one field was left fallow each year to allow it to regain its fertility.' (2 marks)

- 3(b) Explain why animals were often of poor quality under the open-field system of farming.**

Target: Recall and explanation (AO1)

Level 1 General answer

1

e.g. 'They were not looked after properly.'

Level 2 Identifies why

2-4

e.g. 'The animals often had disease.'
'They were not selectively bred.'
'There was not enough food to feed them.'
'They were kept on the common land.'

Level 3 Explains why

4-6

e.g. 'Healthy and diseased animals often grazed freely on the common land and so disease could spread easily.'
'Selective breeding was not possible as animals were not penned in but wandered around the common breeding as they wished.'
'Animals were often thin as there was not enough food produced to feed the villagers and the animals particularly in the winter-time.'

'Healthy and diseased animals often grazed freely on the common land and so disease could spread easily. Liver fluke and foot rot were common diseases.' (2 marks)

- 3c. 'Selective breeding was the most important improvement in farming in the eighteenth 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 assertion(s) **1**

e.g. 'I think crop rotation was more important.'

Level 2 Identifies impact of selective breeding or other improvements **2-4**

e.g. 'Selective breeding improved the quality and quantity of food.'

'Crop rotation improved the quality of the land.'

'New farming implements were introduced.'

'Enclosure changed farming completely.'

Level 3 Explains importance of selective breeding OR explains other improvements

4-6

e.g. 'Selective breeding was developed by Bakewell to produce sheep (New Leicester) with more meat and this helped to improve the diet of the growing population. His ideas were taken up by the Colling brothers who developed Short Horn cattle. Bakewell realised the importance of cleanliness in the stalls used by his animals to keep them healthy and also kept records of his breeding so as to continually improve.'

OR

e.g. 'Crop rotation was introduced by Townshend who used marl to improve the quality of the soil to produce more and better crops. He introduced his Four Course Rotation which removed the need for the wasteful fallow field. He used the clover and turnips from his rotation as fodder thus reducing the need for the autumnal slaughter. More crops were available from the same amount of land to feed the growing population.' 'Farming machinery was introduced by Tull to improve the amount of crops grown. There was the drill which saved seed by planting in rows rather than by broadcasting and the hoe which weeded between the straight rows of crops. He spread his ideas by writing about the hoe and seed drill in his book Horse Hoeing Husbandry. Although his machines were important developments they often broke down and did not come into general use for around a hundred years.'

'Enclosure was important as it gave the opportunity to use a more formal approach by landowners who wanted to make a profit. As the land was individually owned improvements could be made and new ideas introduced.'

Level 4 Explains importance of selective breeding AND explains importance of other improvements **6-9**

Both sides of Level 3.

Level 5 as Level 4 and reaches a judgement of 'how far' **9-10**

QUESTION 4**4(a) What were the disadvantages of the Domestic (Cottage) System?****Target: Recall, description (AO1)****One mark for each point, two marks for developed point****4**

e.g. 'Houses were cluttered with machinery.'

'They were paid on a piece-rate.'

'They had to work long hours.'

'They were often waiting for the clothier to bring supplies.'

'It was difficult to maintain standards.'

'Clothiers did not always get the finished product on time.'

4(b) Explain why many textile mills were built in Lancashire.**Target: Recall and explanation (AO1)****Level 1 General answer****1**

e.g. 'It was the best place for it to develop.'

Level 2 Identifies why**2-4**

e.g. 'Because of the damp climate.'

'It had the port of Liverpool.'

'Because of the soft water.'

'Because of the fast flowing streams.'

'Because of readily available coal.'

'There was an available workforce.'

Level 3 Explains why**4-6**

e.g. 'Lancashire has a damp climate and this stopped the cotton threads from snapping when they were being spun into yarn.'

Lancashire's heavy rainfall made the Pennine streams fast flowing and these could be used to power the water wheels. The water was also soft and was ideal for washing the raw materials.'

'The raw cotton could be imported through Liverpool and moved around the region by canal. Finished products could be exported through Liverpool.'

'Coal was readily available from the Lancashire coalfield and was used to power the mill steam engines.'

'Because there were few other jobs such as farming there was a readily available workforce to operate the machinery in the mills.'

- 4c. '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.

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. 'The mule was not as important as other machinery.'

Level 2 Identifies developments **2-4**

e.g. 'The Water Frame was developed by Arkwright and powered by water.'

'John Kay invented a weaving machine called the 'Flying Shuttle.'

'Cartwright was responsible for a power loom.'

'Hargreaves built the 'Spinning Jenny.'

Level 3 Explains importance of the Spinning Mule OR explains importance of other inventions **4-6**

e.g. 'The weavers were having problems with the thread. The thread from the Jenny was fine but was too weak, the thread from the Water Frame was strong but coarse. The mule was a combination of these two machines producing a fine, strong thread on a large machine that was designed for a factory spinning many threads at once.'

OR

e.g. 'The spinning Jenny was the first invention and therefore could claim to be important. It was produced by Hargreaves. It was hand operated spinning up to 16 spindles which was more than one spinner was producing at the time. It was unpopular as the hand spinner had to work hard to keep the weaver in thread. However, there was an increased supply of cheap thread.'

'The Water Frame was based on a set of rollers which went at different speeds stretching the yarn. He put large numbers of these machines in factories and powered them by water thus starting the factory system.'

'The Flying Shuttle produced by John Kay improved weaving by allowing one weaver to produce broad cloth. Previously it had taken two men. Weavers were using thread faster than it could be spun and many were put out of work.'

'A power loom was built by Cartwright. This was always breaking down but encouraged others to make power looms more reliable.'

Level 4 Explains importance of the Spinning Mule AND explains importance of other inventions **6-9**

Both sides of Level 3.

Level 5 as Level 4 and reaches a judgement of 'how far' **9-10**

QUESTION 5

5(a) What problems faced the iron industry at the beginning of the eighteenth century?

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'Charcoal was in short supply.'

'The process of producing charcoal was slow.'

'Transporting raw materials was slow and expensive.'

'The production of wrought iron was limited.'

'Coal could not be used as a replacement for charcoal.'

'The demand for iron was increasing and could not be met.'

'There was a shortage of wood to make charcoal.'

5(b) Explain why the demand for iron increased in the period up to 1850.

Target: Recall and explanation (AO1)

Level 1 General answer

1

e.g. 'Because more use was being made of iron.'

Level 2 Identifies reason(s)

2-4

e.g. 'More armaments were needed.'

'Iron machinery and tools were in greater demand.'

'The growing population made more use of iron.'

'Transport was developing and needed iron.'

Level 3 Explains reason(s)

4-6

e.g. 'During this period the country was at war with France and demand for iron to make weapons increased.'

'The industrial and agrarian revolutions increased the demand for iron for tools and machinery such as steam engines, ploughs and fencing.'

'The growing population demanded more pots, pans and iron bedsteads for use in their new homes in the towns.'

'Iron was used on the new railways for rails, engines and bridges.'

- 5(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.**

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. 'All developments were equally important as the iron industry grew.'

Level 2 Identifies developments 2-4

e.g. 'The Darby family built up Coalbrookdale.'

'The use of coke was developed by the Darby family.'

'The increased use of iron was encouraged by the Darbys and Wilkinson.'

'Crawshay developed the use of puddling.'

Level 3 Explains importance of puddling OR explains importance of other developments 4-6

e.g. 'Cort developed a process called puddling which allowed the use of coal to produce quantities of cheap wrought iron. Previously wrought iron could only be made in small quantities by hammering. His process separated the coal from the pig iron and heat was reflected of the roof of the furnace. Impurities were removed by stirring. This was a cheaper process. It was further developed by Richard Crawshay.'

OR

e.g. 'The Darby family found that they could coke coal and use this in the smelting process. This helped the industry as it removed the need for charcoal. Darby III showed how iron could be used in construction by building a bridge.'

'Wilkinson showed the versatility of iron for using it in pipes for the Paris water supply and for boats. He realised the need for accuracy and developed techniques for accurate borings for steam engines and cannon.'

Level 4 Explains importance of puddling AND explains importance of other developments 6-9

Both sides of Level 3.

Level 5 as Level 4 and reaches a judgement of 'how far' 9-10

QUESTION 6**6(a) What problems faced those using river transport in the eighteenth century?****Target: Recall, description (AO1)****One mark for each point, two marks for developed point****4**

e.g. 'Rivers were shallow / silted-up.'

'Many features on rivers, such as weirs, waterwheels and low bridges, restricted their use.'

'They often took a meandering route rather than being direct.'

'They usually did not follow a course that was near to where they were needed.'

'The current on some rivers was too strong / or not strong enough.'

6(b) Explain why businessmen such as Bridgewater and Wedgwood financed the building of canals.**Target: Recall and explanation (AO1)****Level 1 General answer****1**

e.g. 'To make money.'

Level 2 Identifies why**2-4**

e.g. 'To reduce costs for their businesses.'

'To carry bulky goods such as coal and raw cotton.'

'To reduce breakages of pottery.'

Level 3 Explains why**4-6**

e.g. 'The Duke of Bridgewater owned a coal mine at Worsley, seven miles from Manchester. He needed to reduce the price of his coal. The building of the Bridgewater canal reduced the price of coal by 50%. Factory owners bought it in huge quantities and the workers were able to buy cheap coal to heat their homes. The canal was extended to make a link to Liverpool so that raw cotton and cotton goods could be transported.'

Wedgwood was a potter and much of his fine china was broken when carried along bumpy roads. The Trent and Mersey Canal enabled him to transport bulky Cornish china clay from the Port of Liverpool. His finished pottery could be transported by barge with fewer breakages. He built his Etruria works on the banks of the canal.

'There was a rush to invest in the profitable business of canal transport. Canals offered a much less hazardous journey and they were able to carry large quantities of goods much more cheaply and charge tolls for the carriage of goods.'

- 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.**

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 were all important as they improved communication.'

Level 2 Identifies work of Macadam or other engineers 2-4

e.g. 'Macadam was surveyor for turnpike trusts.'
 'Macadam used a good surface.'
 'Wade built roads in Scotland.'
 'Metcalf laid heather as a foundation.'
 'Telford developed a solid foundation for his roads.'

Level 3 Explains importance of Macadam OR explains importance of other engineers 4-6

e.g. 'Macadam stressed the need for a good surface rather than expensive foundations. This made his roads cheaper than Telford's and thus his methods were used by many turnpike trusts. He used small granite chips to form a compact waterproof surface. Under his influence a General Highways Act was introduced allowing parishes to raise local rates for the upkeep of roads.'

OR

e.g. 'Wade was important because he built roads in Scotland so that troops could be moved more easily at a time of rebellion.'
 '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.'
 'Telford cambered his roads to allow good drainage and used a solid foundation to ensure they lasted. He built the London-Holyhead Road to improve communications between Britain and Ireland.'

Level 4 Explains importance of Macadam AND explains importance of other engineers 6-9

Both sides of Level 3.

Level 5 Reaches a judgement of 'how far' 9-10

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

What is the message of this cartoon? 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 cartoon shows a nurse asleep and a sick person in bed.'

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

e.g. 'Patients that nurses were supposed to care for were not looked after.'
'The drunken behaviour of the nurse is likely to be a danger to both the patient and herself.'

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

e.g. 'The message is that nurses did not care for their patients. The source shows a nurse unconscious from drink whilst the patient in bed was being ignored. Because of the nurses actions a lit candle has been knocked over and could start a fire.'

'The nurse is drunk and ignoring her patient's needs. It was well-known at the time that those who nursed people were often of the lowest standing, without training and were often dirty and drunk. Nursing was not a reputable profession.'

7(b) What medical treatment was available at the beginning of the eighteenth century?

Target: Recall, explanation (AO1)

Level 1 Identifies treatment**1-2**

e.g. 'Treatment from an apothecary, a wise woman or barber surgeon.'
'Some might see a physician or a surgeon.'
'Leeches / blood-letting.'

Level 2 Describes what was available**3-5**

e.g. 'People used apothecaries to prescribe drugs and to have illnesses diagnosed.'
'The very poor turned to wise women who used herbal medicines to cure illnesses.'
'Some turned to the barber-surgeon who because he had access to sharp knives performed minor operations and blood letting.'
'Some took up inoculation but because of lack of knowledge this often resulted in them becoming ill.'
'Surgeons carried out amputations.'

7(c) Explain how the work of Florence Nightingale improved hospital conditions.

Target: Recall, description, explanation (AO1)

Level 1 General answer**1**

e.g. 'She improved the way patients were looked after.'

Level 2 Identifies improvements**2-4**

e.g. 'She set up a nurses' training school.'
'She improved cleanliness.'
'She improved the status of nurses.'

Level 3 Explains improvements**4-6**

e.g. 'Up to then nurses had been untrained and FN set up a training school where nurses were trained to ensure that they were able to look after the patients.'
'She ensured that the patient, bedding, wounds, dressings and ward were kept clean so as to prevent infection spreading and reduce the death rate.'
'By improving the status of nurses, nursing was viewed as a respectable profession.'

QUESTION 8**8(a) Describe the dangers facing a patient having to undergo surgery in the early part of the nineteenth century**

Target: Recall, description (AO1)

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

4

e.g. 'The theatre and wards were dirty (1) and this could spread infection.' (1)
'They might bleed to death.'
'Anaesthetics were limited (1) and this could cause death from the shock.' (1)
'There were no antiseptics (1) and so they could get an infection in the wound.' (1)
'Doctors did the operation in their ordinary clothes (1) often infected with germs.' (1)

8(b) Explain the importance of the work of Pasteur.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'He changed understanding.'

Level 2 Identifies work of Pasteur

2-4

e.g. 'He developed a germ theory.'
'He discovered pasteurisation.'
'He influenced the development of vaccines.'

Level 3 Explains why

4-6

e.g. 'He understood how his treatment worked unlike others such as Jenner.'
'Through his work with the French wine industry he developed pasteurisation using heat to kill germs.'
'Using the developing microscope he studied micro-organisms linking these to decay and developing the 'germ theory'. This was the basis of the work of people like Lister in relation to antiseptic surgery.'
'He grew microbes in the lab and injected weak doses into animals. This created antibodies providing protection against stronger forms of the disease. His work resulted in the development of vaccinations against cholera, anthrax and rabies.'
'His work encouraged others such as Koch who identified specific germs.'

- 8(c) 'The work of Simpson was equally important to that of Lister in improving 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 assertion(s) 1

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

Level 2 Identifies work of Simpson and Lister 2-4

e.g. 'Simpson discovered chloroform.'

'Lister developed antiseptics.'

'Not everybody used their developments.'

'Early use of their developments did not always work.'

Level 3 Explains importance of EITHER Simpson OR Lister 4-6

e.g. 'With the use of chloroform longer, more complicated, operations could be performed without the patient struggling. Simpson proved the link between pain and clinical shock which caused the death of so many patients. His development was an important help to women in child birth as it relieved the pain.'

OR

'Lister developed the antiseptic spray to be used during operations killing infections. He used a fine spray during the operation to prevent infection entering the open wound. He realised that all instruments and surgeons clothing should be subjected to treatment.'

Level 4 Explains importance of BOTH Simpson and Lister 6-9

Both sides of Level 3.

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

QUESTION 9**9(a) What health care was available in the twentieth century before the introduction of the National Health Service in 1947.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

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 system was very patchy. There were plenty of doctors in well-off areas but not so many in the poorer areas.'

'Large numbers of people never received treatment.'

'Hospitals were run by charities or local authorities.'

'There were not enough hospital beds.'

'Dentistry was often carried out by the barber or by the patient themselves.'

9(b) Explain how wars in the twentieth century led to improvements in medicine and surgery.

Target: Recall explanation (AO1)

Level 1 General answer

1

e.g. 'Wars highlighted the need for development.'

Level 2 Identifies how

2-4

e.g. 'Surgical techniques were improved.'

'Skin grafts developed.'

'Penicillin was developed.'

'The value of x-rays was recognised.'

Level 3 Explains how

4-6

e.g. 'The need to treat large numbers of burns cases helped the development of skin grafts. Skin graft techniques were developed and this formed the basis for plastic surgery.'

'During the First World War Fleming witnessed the suffering caused by infection and set out to discover an antibiotic to deal with the problem. He discovered penicillin and this was used extensively during the Second World War.'

'The value of X-rays was recognised. During the First World War their use became routine to find bullets and shrapnel lodged in the body.'

'Broken bones were common place in the First World War leading to new techniques for the repair of broken bones was developed.'

'Head wounds were particularly common and ENT techniques and brain surgery progressed rapidly.'

'Blood transfusions were used effectively for the first time to treat those with severe bleeding.'

9(c) 'The National Health Service has brought more benefits than problems.' How far do you agree with this statement? Explain your answer.

Target: Recall, explanation and analysis (AO1)
(Written communication to be assessed in this question – see examiner instructions.)

Level 1 Unsupported inference **1**

e.g. 'It must be true as we still have the NHS.'

Level 2 Identifies issues **2-4**

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

Level 3 Explains benefits OR problems **4-6**

e.g. 'Many will argue that its main success has been the availability of doctors/hospital treatment at no cost. This has resulted in increased life expectancy.'
'Vaccination programmes from the NHS have been successful in dealing with whooping cough, measles and TB.'
'New surgical techniques on the NHS, including transplants and hip replacements, have improved the quality of life for many.'
'Health education programmes have increased awareness of the dangers of drugs, smoking and over eating.'
'Advances in the treatment of the mentally ill have been huge.'

OR

'Waiting lists have increased and this has resulted in some seeking private treatment creating a two-tier system.'
'The cost is significant and this resulted in charges for prescriptions and dental treatment.'
'Killer illnesses still exist including heart disease and cancer and the NHS has made limited progress here.'

Level 4 Explains benefits AND problems **6-9**

Both sides of Level 3.

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

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

What is the message of this source? 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 poor are shown eating bones.'

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

e.g. 'The people in the Andover Workhouse were not being fed properly.'
'Workhouses were compared to the Bastille.'

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

e.g. 'The rich had little interest in the plight of the poor. Those in the workhouse were very hungry and had to eat from bones whilst the members of the commission enjoyed a slap-up meal.'

'It was alleged that the people in the Andover Workhouse were not being fed properly. . This workhouse had a reputation for treating its inmates badly. When the investigation reported there was outrage. The men worked crushing bones but many were so hungry that they had to eat the marrow from these decaying remains.'

7(b) How did people show their opposition to the New Poor Law.

Target: Recall, explanation (AO1)

Level 1 Identifies how**1-2**

e.g. 'People refused to go into the workhouse.'

'They organised resistance to the law.'

Newspapers published articles.'

'By trying to get the law abolished.'

Level 2 Describes how**3-5**

e.g. 'Some people refused to go into the workhouses and so the Guardians were forced to give relief to able bodied outside the workhouse.'

Anti-Poor Law Committees were set up to organise resistance. They were led by strong-minded individuals such as Oastler.' (2)

'The Times newspaper published articles criticising the law as did Dickens in his novel Oliver Twist.' (2)

'Many joined the Chartist Movement in the belief that if they got representation in Parliament the law would be abolished.' (2)

7(c) Explain why some people hated the new workhouses.

Target: Recall, explanation (AO1)

Level 1 General answer**1**

e.g. 'They were unpleasant places.'

Level 2 Identifies why**2-4**

e.g. 'There were strict rules.'

'Uniforms had to be worn.'

'Families were separated.'

'Food was basic.'

Level 3 Explains why**4-6**

e.g. 'To deter people from entering the workhouse conditions were made harsh and strict.'

'To avoid more children, and to ensure men worked, families were split up. This was hated as it split up the family unit.'

'Uniforms were worn as in prisons. This was disliked as it treated the poor as criminals.'

'Food was limited, barely enough to live off, and had to be eaten in silence.'

'Boring tasks were given to the inmates to occupy them such as oakum picking.'

8(a) Describe how the Old Poor Law operated.

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'Local magistrates were responsible and acted through unpaid overseers.'
'Some areas sent people to workhouses, others paid outdoor relief.'
'Some areas adopted different systems such as Speenhamland.'
'The parish of your birth was responsible for you.'

8(b) Explain the problems of the Speenhamland System.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'It was unfair.'

Level 2 Identifies why

2-4

e.g. 'It increased the parish rate.'
'It encouraged laziness.'
'It kept wages low.'
'It encouraged large families.'
'It was not a national system.'

Level 3 Explains the problems

4-6

e.g. 'The system encouraged laziness as they could just get as much money by not working.'
'Employers kept wages low as they knew that the workers' incomes would be made up by the parish.'
'As the money paid depended on the number of children it encouraged people to have more children.'
'The Parish rate payers were alarmed as the cost of the parish rate increased significantly and many objected to paying.'

8(c) 'Enclosure was the greatest cause of poverty at the end of the eighteenth century.' 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. 'There was more than one reason for poverty.'

Level 2 Identifies reasons **2-4**

e.g. 'Shortage of corn / food.'

'The high cost of food.'

'Inability to work.'

'The Old Poor Law.'

Level 3 Explains enclosures OR other reasons for poverty **4-6**

'The process of enclosure had led to a number of farm labourers being unemployed or receiving insufficient wages to live on. This was because they had lost the land where they carried out subsistence farming. Where they lost their land they had to take poorly paid labouring tasks. Also the common land had been taken away. This is where they grazed their animals and where they were able to collect fuel and small amounts of food for free.'

OR

'Bread formed the main part of people's diet. Shortages of corn occurred in the 1790s due to a reduction in grain imports as a result of the French Wars and a series of bad harvests. This increased bread prices and as wages remained low many could not afford to pay the high bread prices.'

'Some people could not work because of old age, sickness or disability. No work meant no income. As wages were low people were unable to save for difficult times.'

'Unemployment due to trade depressions resulted in a severe drop in living standards.'

'The Old Poor was applied inconsistently across the country with some areas insisting on poor people going into a workhouse. This was not liked and so the Speenhamland System was developed. Neither system took account of the reasons for poverty.'

Level 4 Explains enclosures AND other reasons for poverty **6-9**

Both sides of Level 3.

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

QUESTION 9**9(a) Describe Rowntree's work on poverty.**

Target: Recall, description (AO1)

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

4

e.g. 'He conducted a survey in York.'

'He published his results in 'Poverty : A Study of Town Life'.'

'He found that 28% of the population of York could not afford the bare necessities.'

'They did not have enough money to pay for food, rent, fuel and clothing.'

'They did not have money for extras.'

'They often had large families, with the chief wage earner ill, old or dead.'

'Wages were too low.'

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

Target: Recall, explanation (AO1)

Level 1 General answer

1

e.g. 'To help the poor.'

Level 2 Identifies why

2-4

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

'Incomes were too low to support a family.'

'Attitudes towards the poor were changing.'

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

'They wanted votes.'

'The Boer War had highlighted unhealthy people.'

Level 3 Explains why

4-6

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

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

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

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

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

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

- 9(c) 'The Liberal welfare reforms of 1906-14 helped children more than any other group of people.' 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. 'They helped a number of groups.'

Level 2 Identifies actions

2-4

e.g. 'School meals made available.'

'Children's health was checked'

'Children's lives were protected.'

'Old age pensions were introduced.'

'Unemployment benefit was introduced.'

'Sickness insurance was introduced.'

Level 3 Explains how children OR others were helped

4-6

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

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

'Many parents were not able to afford medical care and this enabled children to be examined. To do this every local authority had to set up a school medical service that at first only provided regular medical checks. From 1912 this was extended to provide treatment in school clinics.'

'The Children's and Young Persons Act, 1908 gave children special status as protected persons and parents could be prosecuted for neglect. It made insuring a child's life illegal. The Act set up special courts to deal with child crime and special homes or Borstals to house young offenders instead of them having to go to an adult prison.'

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

OR

'The introduction of a state pension for the over 70s helped to remove the threat of the workhouse from many old people.'

'As part of a campaign against unemployment the government set up labour exchanges where the unemployed could find out about the availability of work.'

'The National Insurance Act allowed workers to ensure against sickness and unemployment. It gave benefits if they were not able to work.'

Level 4 Explains how children AND others were helped

6-9

Both sides of Level 3.

Level 5 Explanation and evaluation of 'how far'

9-10

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

What is the message of this cartoon? 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. 'There is a member of a trade union outside a workhouse with a non-union man.'

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

e.g. 'Trade unions will leave you in poverty.'

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

e.g. 'Being a member of a union has not been helpful to one of the men and it looks like he has no money and might have to go into the workhouse. The man who is not a union member is working and is giving some money to the man on strike to help him and keep him out of the workhouse.'

'During the 1850s the number of trade unions was increasing. Although these were mainly for the skilled craftsmen there were others which covered manual workers. Even the ASE went on strike in 1852 and the Cotton Spinners union held a number of strikes. When members went on strike it was difficult to find enough money to ensure that they did not have to go into the workhouse as shown in the cartoon.'

7(b) How did New Model Unions benefit workers?

Target: Recall, explanation (AO1)

Level 1 Identifies what 1-2

e.g. 'They looked after members.'

Level 2 Explains why 3-5

e.g. 'They represented the craft skills such as engineers and were moderate in their demands.'

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

'Well organised with paid officials and permanent headquarters.'

'They aimed to improve wages and conditions of work by negotiation.'

7(c) Explain how unskilled workers benefited from the actions of their unions in the period 1888-89.

Target: Recall, description, explanation (AO1)

Level 1 General answer 1

e.g. 'They became stronger.'

Level 2 Identifies how 2-4

e.g. 'Strikes were successful.'

'Public awareness increased.'

'Public support was gained for their actions.'

'They could be successful in improving conditions.'

Level 2 Explains how 4-6

e.g. 'The match-girls and dock workers went on strike and public opinion was strongly in favour of success.'

'The London Dock workers' strike gained support for the union from Australia. This allowed the strike to reach a successful conclusion.'

'The strikes by the match-girls and dock workers led to the gas workers union only having to threaten a strike to gain reduced hours.'

'The successful actions of the unions gained increased numbers of members thus increasing their power.'

QUESTION 8**8(a) Describe the work of friendly societies and trade clubs in the early nineteenth century.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. Friendly Societies:

'Offered self-help. In return for weekly subscriptions members received cash benefits in times of need.'

'They were for the better-paid, more skilled workers.'

Trade clubs:

'Restricted entry to the profession. Those entering had to undergo an apprenticeship.'

'They set minimum rates of pay and hours of work to ensure nobody undercut.'

'They helped to find work for unemployed members.'

'They acted like friendly societies by giving financial help to those in need.'

8(b) Explain why the government passed the Combination Acts.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'To prevent workers forming groups.'

Level 2 Identifies why

2-4

e.g. 'To reduce the strength of the workers.'

'To prevent demands for higher wages.'

'Because of the fear of revolution.'

Level 3 Explains why

4-6

e.g. 'The government was worried about the strength of trade clubs and friendly societies. By the end of the century some of these groups were sending petitions to Parliament demanding fair pay and better conditions.'

'Food shortages due to bad harvests, interruptions to trade and high prices were resulting in more working-class combinations demanding higher wages.'

'Following the French Revolution in 1789 the Government feared that the working classes in Britain would rise up in revolution and so they wanted to divide their strength.'

8(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.

Target: Recall, explanation, analysis (AO1)

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

Level 1 Unsupported assertions **1**

e.g. ‘It failed because it was weak.’

Level 2 Identifies reasons for failure **2-4**

e.g. ‘Lock-outs.’

‘Poor leadership and organisation.’

‘Membership costs made it expensive to join.’

‘Poor communications.’

‘Lack of support – members were only interested in themselves.’

‘It tried to cover too many different groups.’

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

e.g. ‘In 1834 farm labourers in Tolpuddle formed a branch of the Agricultural Labourers Union. New members were enrolled in secret ceremonies. The labourers wanted to increase their very low wages. The Government, worried about the GNCTU decided to make an example of this union to discourage others from joining. Loveless and five others were accused of swearing secret oaths and sentenced to seven years transportation to Australia. This harsh treatment frightened many and so they did not join combinations.’

OR

‘The union was poorly organised and its aims unclear. The leadership of Owen was weak.’

‘Many failed to pay the 5p a week subscription as they could not afford it. This resulted in a lack of funds to sustain a long strike.’

‘Poor communications countrywide made a national organisation impossible at this time.’

‘Workers from different trades were only interested in their own demands and not interested in the demands of other unions.’

‘The workers were more interested in immediate gains, such as more pay, than Owen’s long-term ideas.’

‘Four of the biggest unions of the time did not give their support.’

Some employers used lock-outs refusing to let employees into work until they agreed certain conditions. This often involved them being forced to sign a ‘document’ saying they would not join a union.’

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

Both sides of Level 3.

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

QUESTION 9**9(a) Describe the events which led to the 1926 General Strike.**

Target: Recall, description (AO1)

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

4

e.g. 'In 1921 the Miners went on strike for three months but had to return to work on the owners' terms. There was a complete breakdown between the owners and the miners.'

'In June 1925 the mine owner's gave a month's notice that the existing working conditions would end.'

'The new offer involved a further cut in wages and an extra hour added to the working day.'

'The leader of the miners argued 'not a penny off the pay, not a minute on the day.'

'The Triple Alliance held together threatening an embargo on coal which would bring the country to a standstill.'

'The PM, Baldwin, agreed to pay the miners a subsidy which would stop the wage cut.'

9(b) Explain why the General Strike failed.

Target: Recall, explanation (AO1)

Level 1 General answer**1**

e.g. 'It was too extreme.'

Level 2 Identifies why**2-4**

e.g. 'The TUC stopped supporting the miners.'

'Some unionists were too revolutionary.'

'Some thought it was an attack against the Constitution.'

'Essential workers in other industries did not strike.'

Level 3 Explains why**4-6**

e.g. 'The TUC called the strike off after nine days as they did not like being accused of attacking the Constitution. For them it was an industrial dispute.'

'They were aware of the existence of revolutionaries in the union movement and feared the General Strike was being used to overthrow the whole capitalist system.'

'Whilst a number of unions took their members out on strike the TUC never called out essential workers in health, water and sewage services. This reduced the effect.'

'The TUC were also very strict about peaceful picketing. They expected all members to show exemplary conduct to avoid police interference.'

9(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.

Target: Recall, explanation and analysis (AO1)

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

Level 1 Unsupported assertions

1

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

Level 2 Identifies reasons

2-4

e.g. '

'Power was reduced through the use of government legislation.'

'Changes in working practices.'

'The economic situation.'

'Decline in need of large unions representing one trade.'

Level 3 Explains agreement OR disagreement

4-6

e.g. 'In the 1970s the Prime Minister, Heath wanted to work with the unions but became involved in a dispute with the miners. First in 1972 and then in 1974 the miners struck for better wages. Generations of bitterness dating back to 1926 came to the surface. Most people thought the miners deserved better pay. The miners used 'flying pickets' and as a result there were power cuts and a three day week. Heath lost the 1974 election. This time it was the conservatives who carried their bitterness into the future. Margaret Thatcher came to power in 1979 promising to cut the power of the unions. The miner's national strike of 1984-85 gave Thatcher the opportunity. Scargill employed pickets as before but they were met by large numbers of police. Thatcher was victorious as additionally coal was imported to keep up supplies.'

'The Employment Act, 1980 reduced union power by restricting the use of flying pickets, giving legal protection to those who did not wish to join a union and made funds available for secret ballots.'

OR

'The Employment Act, 1982 removed closed shops by making it illegal to dismiss a worker for not being a member of a union and that they could be fined heavily for illegal strikes.'

'The Trade Union Act, 1984 forced unions to hold secret ballots before all strikes and ensured members voted on their trade union official every five years.'

'The Conservatives came to power with the aim of reducing inflation and this affected the number of jobs and involved strict economic controls which involved high unemployment. The unions played a limited part.'

'Many jobs now involve flexible working much of which is carried out by women who are less inclined to join a union.'

'Trade unions are well established with millions of members who rely on them for a range of benefits.'

'Unions have retained their strength in the public sector although this sector is less important today.'

'In the private sector there have been increasing numbers of no-strike agreements to meet the needs of foreign companies who have been encouraged to invest in this country.'

'The role of the large unions has declined as in many industries it is more acceptable for one union to represent a wide range of workers.'

CONT

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

Both sides of Level 3.

Level 5 Explanation and evaluation of 'how far'**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 cartoon? 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. 'A man is going into the polling station.'

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

e.g. 'Men were clinging to old attitudes about who should have the right to vote despite the differences in class.'

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

e.g. 'Most men retained the view that women can have other responsibilities and pay rates and taxes and yet should not be allowed to vote. The cartoon is showing the man preventing the woman from entering the polling station where votes are cast. The cartoon shows a well-dressed woman unable to vote and a working-class man who could.'

'Towards the end of the nineteenth century the pressure was increasing to give women the right to vote. They could already vote in some local elections. However, there were many men who felt that women were not capable of exercising the right to vote correctly.'

7(b) Why were women not given the vote by 1914?

Target: Recall, description (AO1)

Level 1 General answer**1-2**

e.g. 'People did not like change.'

Level 2 explains why**3-5**

e.g. "Many important people opposed women's suffrage including the Queen and Gladstone."

'When female suffrage was proposed it was suggested they were too emotional to make rational decisions and that the mental strain would be too great for women.'

'Many men felt that as they were the earners, women should not have a say in politics.'

'Many were opposed to the violence of the suffragettes and thought that such people were unfit to receive the vote.'

'The Liberal leaders were opposed as they feared that the better off women would vote conservative.'

7(c) Explain how the First World War contributed towards some women getting the vote in 1918

Target: Recall, explanation (AO1)

Level 1 General answer**1**

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

Level 2 Identifies reasons**2-4**

e.g. 'They worked in munitions.'

'They became nurses.'

'They worked on public transport.'

'They showed they were capable of accepting responsibility.'

'They stopped their violent activities.'

Level 3 Explains reasons**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.'

'The campaign of violence was stopped during the war to concentrate on the war effort.'

QUESTION 8**8(a) Describe the role and status of an upper-class lady in a Victorian household.**

Target: Recall, description (AO1)

One mark for each point, two marks for developed point

4

e.g. 'Men were the masters and she should be a dutiful wife and companion to her husband looking after his needs whilst hers were secondary.'

'The church reinforced the view that the woman was the subordinate partner in the marriage.'

'She organised the household with servants being employed to carry out the household tasks.'

'Women were encouraged to carry out lady-like activities such as needlework and were expected to learn social skills and graces.'

8(b) Explain why job opportunities for women had increased by the end of the nineteenth century.

Target: Recall, explanation (AO1)

Level 1 Unsupported assertion

1

e.g. 'The role of women workers and how it was viewed was changing.'

Level 2 Identifies why

2-4

e.g. 'Because of the Education Act of 1870.'

'Railways increased communication.'

'Shops changed.'

'There was new technology.'

'Businesses were growing.'

'Nursing was respectable.'

Level 3 Explains why

4-6

e.g. 'To meet the increasing demand after the 1870 Act many more women teachers were employed.'

'Educational training opportunities also opened up.'

'Increased communication changed the nature of shops with department stores being established and these required shop assistants.'

'The expansion of the postal service required increased counter assistants.'

'As new technology developed and businesses developed there were opportunities for typists and telephone operators.'

'Nursing became a respectable profession following the work of Florence Nightingale.'

8(c) How far did the legal position of women improve in the second half of the nineteenth century? 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 changes made women more equal.'

Level 2 Identifies changes

2-4

e.g. 'Women could hold property.'
'They were able to keep their income.'
'They could receive maintenance.'
'They could not vote.'

Level 3 Explains changes OR limitations

4-6

e.g. 'Women campaigned to get divorce on the same grounds as men. However, whilst making this change the Matrimonial Causes Act of 1857 made it easier for men to divorce their wives for adultery whilst women had to prove that their husbands had either been cruel or had deserted them.'
'The Married Women's Property Act of 1870 allowed women to keep their own income and property after marriage. At first this did not place the property fully under the woman's control and a further Act was needed in 1872. There was much opposition to these Acts and it took eighteen attempts to get them passed suggesting little had changed.'
'The Married Women's Act of 1886 made a husband who had deserted his wife pay maintenance.'
'In 1886 the Guardianship of Infants Act allowed widowed mothers to become the legal guardian of their children.'
'From 1891 women could not be forced to stay in their husbands' home against their will.'
'The right to vote was not established until 1918.'

Level 4 Explains changes AND limitations

6-9

Both sides of Level 3.

Level 5 Explanation and evaluation of 'how far'

9-10

QUESTION 9**9(a) Describe the lifestyle of a modern young woman in the 1920s.**

Target: Recall, description (AO1)

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

4

e.g. 'By 1928 women had the right to vote on the same terms as men.'

'Some went to university, others became lawyers and magistrates.'

'Some women worked in the Civil service.'

'The use of birth control inside marriage became more acceptable.'

'They had greater freedom with less restrictive clothes, were able to wear make-up and go to the cinema.'

'Many went on dates without a chaperone.'

'They followed role models like Amy Johnson.'

9(b) Explain how the Second World War changed the lives of women.

Target: Recall, explanation (AO1)

Level 1 General answer

1

e.g. 'Women were encouraged to work.'

Level 2 Identifies how

2-4

e.g. 'Dealing with rationing.'

'The evacuation of children.'

'Conscription.'

'Jobs as First World War.'

'Many remained in work after the war.'

Level 3 Explains how

4-6

e.g. 'Bombing raids on towns and cities, strict food rationing and the evacuation of children greatly affected women's lives.'

'From 1941 every woman had to register for war work.'

'Working hours became more flexible and together with support allowed women to work and changed working patterns.'

'The task of rebuilding after the war required a labour force that the men could not meet and many women were retained in the work force.'

**9(c) 'By 1990 women had gained equality.' 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. 'They are now equal.'

Level 2 Identifies developments **2-4**

e.g. 'Women got equal pay.'

'Women had equal opportunities.'

'Women can not be discriminated against.'

'Women got good jobs.'

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

e.g. '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.'

'Many women took advantage of increased educational opportunities at university giving them an opportunity to gain highly important jobs such as judges. We have had a woman Prime Minister.'

OR

'Some jobs were still closed to women particularly those giving access to real power for example in the civil service.'

'Average earnings were still low as many women were still in the lower paid jobs.'

'The view of the traditional role can still cause discrimination in for example looking after children although the number of 'house fathers' is increasing.'

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

Both sides of Level 3.

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

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