

Oxford Cambridge and RSA Examinations

General Certificate of Secondary Education

HISTORY C (BRITISH SOCIAL AND ECONOMIC)

1936/14

**PAPER 1 (CORE CONTENT WITH THE CHANGING ROLES AND STATUS
OF WOMEN, c.1840-c.1990)**

Specimen Paper 2003

Additional materials:

Answer booklet.

TIME 2 hours.

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- 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 your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.
- Write the numbers of the questions answered in the box provided on the answer booklet.

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 the 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.

Section A

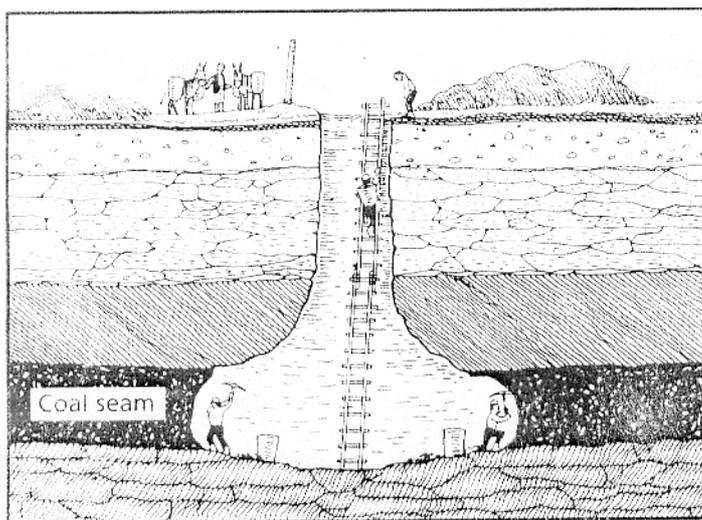
You should spend about 25 minutes on this section.

Some of the questions require you to use Sources. Where this is the case, you will need to use your knowledge of the topic to help you interpret and evaluate the Sources.

Answer EITHER Question 1 OR Question 2.

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

SOURCE A



An illustration of a bell pit.

SOURCE B

In 1783 Henry Cort developed the 'puddling' furnace. He used coal, keeping it separate from the pig iron. Cort's process produced wrought iron much more quickly and cheaply. Richard Crawshay of Merthyr Tydfil realised the advantages of this process and he began to mass-produce iron. Prices fell dramatically. Iron-making now moved near coalfields, where coal fuelled the furnace as well as the steam engines.

From a school history text book, published in 1998.

- 1 (a) Study **Source A**.

What impression does Source A give of early eighteenth-century coal mines?

Explain your answer referring to details of the Source.

[5]

- (b) How was steam power used in the coal industry to overcome the problems caused by deep mines?

[6]

- (c) Study **Source B**.

Does Source B fully explain the reasons why it was necessary for more coal to be mined in the period up to 1850?

Use the Source and your knowledge to explain your answer.

[9]

[turn over

2 Study the Sources carefully, and then answer the questions which follow.

SOURCE C



A painting showing coach travel in the eighteenth century.

SOURCE D



A contemporary cartoon of the Rebecca Riots.

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

What impression does this Source give about road travel in the eighteenth century?

Explain your answer referring to details of the Source.

[5]

(b) Why was the parish system of road repair inefficient?

[6]

(c) Study **Source D**.

How useful is Source D to an historian studying the impact of turnpikes?

Use the Source and your knowledge to explain your answer.

[9]

[turn over

Section B

You should spend about 35 minutes on this section

Answer ONE question.

- 3 (a) Describe briefly how the land in an open-field village was used. [4]
- (b) Explain why the open-field system limited the amount of food that could be produced. [6]
- (c) The following contributed to developments in agriculture:
- (i) Jethro Tull;
 - (ii) Lord Townshend;
 - (iii) Robert Bakewell.
- Was any one of these people more successful than the others in improving farming methods?
- Explain your answer with reference to **each** person. [10]
- 4 (a) Describe how the new farming ideas of the agricultural revolution were spread around the country. [4]
- (b) Explain why it was necessary to produce more food by the end of the eighteenth century. [6]
- (c) 'The effects of introducing enclosure were good.' Do you agree? Explain your answer. [10]
- 5 (a) Describe working conditions in most cotton mills in the early nineteenth century. [4]
- (b) Explain why the textile industry changed from a domestic to a factory system. [6]
- (c) The following were equally important reasons for the location of cotton-spinning mills in the north-west of England:
- (i) Pennine streams and Lancashire coalfield;
 - (ii) damp climate;
 - (iii) the port of Liverpool.
- Do you agree? Explain your answer with reference to **each** reason. [10]

[turn over

Section C: Thematic Study
The Changing Roles and Status of Women, c.1840 – c.1990

You should spend about 1 hour on this section.

Answer Question 7 and ONE other question.

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

SOURCE E



A suffragette poster

- (a) Study **Source E**.
What can you learn from this Source about the fight to gain the vote for women?
Explain your answer referring to details of the Source. [4]
- (b) Why were some people against women getting the vote in the early twentieth century? [5]
- (c) Explain how the First World War helped women gain the vote. [6]

[turn over

Choose ONE of the following two questions. You must answer ALL parts of the question which you choose.

- 8** **(a)** Describe what you understand by the term 'sweated trades'. **[4]**
- (b)** How did education for women improve in the second half of the nineteenth century? **[6]**
- (c)** Explain why new job opportunities for women developed towards the end of the nineteenth century. **[10]**
-
- 9** **(a)** Describe the part that women played during the Second World War. **[4]**
- (b)** How did laws passed in the 1970s help to improve the equality of women? **[6]**
- (c)** Explain how changes in household labour-saving machines affected the position of women. **[10]**

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