

**OCR GCSE IN HISTORY C (BRITISH SOCIAL AND ECONOMIC) 1936**

**Key Features**

- A clear progression route to the revised OCR AS/A Level History specifications.
- Focuses on the main features of social and economic developments from 1700 through to the late twentieth century.
- Provides a broad outline study of the whole period, with a thematic study of two topics over an extended period. An in-depth look at a local aspect is available as an option.
- A wide range of Thematic Studies from which to choose.
- Paper 2 focuses on an historical issue taken from the 'Public Health and Housing' section of the core content.
- Coursework (25%) requires two assignments based on a different Thematic Study from that chosen for Paper 1. Alternatively one of the assignments can be an in-depth study of a local aspect.
- Regional coursework consultants will monitor and advise on the suitability of assignments.
- Associated National Entry Level Qualification (formerly Certificate of Achievement).

**Support and In-Service Training for Teachers**

- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 870 6622; fax 0870 870 6621).
- A Coursework Guide containing approved coursework assignments for Centres to use.
- A website ([www.ocr.org.uk](http://www.ocr.org.uk)).
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.

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Throughout the specification the following icons are used to signpost teaching and learning opportunities in:



Citizenship

 ICT

 Key Skills



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# OCR GCSE IN HISTORY C (1936) (BRITISH SOCIAL AND ECONOMIC HISTORY)

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## SECTION A: SPECIFICATION SUMMARY

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### TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A\*.

### COMPONENTS

The specification has three components: Paper 1 (components 11-14), Paper 2 (component 2) and Coursework (component 3).

Component	Title	Duration	Weighting
11	Paper 1: Core content with Medicine, Surgery and Health, c.1750-c.1990 Thematic Study	2 hours	45%
12	Paper 1: Core content with Poverty, c.1815-c.1990 Thematic Study	2 hours	45%
13	Paper 1: Core content with Poverty, c.1815-c.1990 Thematic Study	2 hours	45%
14	Paper 1: Core content with the Changing Roles and Status of Women, c.1840-c.1990 Thematic Study	2 hours	45%
2	Paper 2	1 hour 30 minutes	30%
3	Coursework	-	25%
83	<i>Coursework Carried Forward</i>	-	25%

## QUESTION PAPERS

Paper 1 is divided into three sections. Sections A and B test the core content. Section A has two source-based questions; candidates must answer one of these. Section B has four structured questions of which candidates must answer one. Section C tests the chosen Thematic Study. On each Thematic Study, three questions will be set. One of these will be source based and will be compulsory; the other two will be structured questions of which candidates must answer one.

Paper 2 consists of a source-based investigation of an historical issue taken from the core content Section 'Public Health and Housing'.

## ENTRY OPTIONS

All candidates should be entered for 1936 with one of the following option codes:

Option Code	Title	Components
A	Core content with Medicine, Surgery and Health	11, 2, 3
B	Core content with Poverty	12, 2, 3
C	Core content with Trade Unions and Working-Class Movements	13, 2, 3
D	Core content with the Changing Roles and Status of Women	14, 2, 3
CA	Core content with Medicine, Surgery and Health Coursework Carried Forward	11, 2, 83
CB	Core content with Poverty Coursework Carried Forward	12, 2, 83
CC	Core content with Trade Unions and Working-Class Movements – Coursework Carried Forward	13, 2, 83
CD	Core content with the Changing Roles and Status of Women – Coursework Carried Forward	14, 2, 83

Options CA-CD are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

## INTERNAL ASSESSMENT (COURSEWORK)

Candidates must complete two coursework assignments. These must be based on a Thematic Study that is different from that studied for Paper 1. One of the assignments must be a local study. It should be possible for candidates to satisfy the coursework requirements by writing no more than 1 250 words for each assignment.

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## SECTION B: GENERAL INFORMATION

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### 1 Introduction

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#### 1.1 RATIONALE

This specification requires the study of:

- **a significant element of British history** as the content of the specification focuses entirely on the study of major changes in British society and the national economy in both the core content and the thematic studies. This specification builds on the knowledge, skills and understanding acquired at Key Stage 3. The local scale is developed through exemplification at a local level of core developments such as Coalbrookdale, Cromford and Bournville and in the local element of internal assessment (coursework);
- **key events, people, changes and issues** identified through key questions and focus points in both the core and thematic studies. The core is an outline study of developments in agriculture, industry and transport in the eighteenth and nineteenth centuries and charts major changes such as the decline of the open-field system of agriculture and the growth of the factory system. Each of the key questions defines a key issue, such as ‘Why was there a rapid growth of towns during the nineteenth century?’ Key events such as the opening of the Liverpool and Manchester Railway are included, as are the roles of personalities such as Townshend, Shaftesbury, Telford and the Darby family;
- **key features and characteristics of the periods** specified, and, where appropriate, the **social, cultural, religious and ethnic diversity of the societies** studied and the **experiences of men and women** in these societies are important; for example in the core, key features and characteristics such as the use of legislation to control the impact of economic changes; in the thematic study on the development of the multi-culture society in Britain the social, cultural, religious and ethnic diversity of society. The experiences of men and women are considered throughout the period, but in particular the changing roles and status of women is central to the thematic study on this topic;
- **history in at least two different ways:** an outline study of the major social and economic developments in Britain from 1700 to c.1900, an in-depth look at a local aspect, and thematic studies looking at a single topic over an extended period, and charting change and continuity;
- **history from a variety of perspectives, political, social, economic and cultural.** The impact of political decisions and legislation on economic and social change, for example, the Factory Acts, the Mines Act, and of political responses of the workers to change, for example, Luddism; social changes brought about by economic change, for example, the impact of enclosures on village life, or the social consequences of the railways. The profound economic developments of the eighteenth and nineteenth centuries brought about by industrialisation, and cultural developments such as utilitarianism and a belief in laissez-faire;
- **history through a wide range of sources** of information appropriate to the period, including the use of ICT, as encouraged in coursework, in the preparation for the sources exercise of Paper 2 and in exemplification of topics in the teaching of the core.

## **1.2 CERTIFICATION TITLE**

This specification will be shown on a certificate as:

OCR GCSE in History C

## **1.3 LEVEL OF QUALIFICATION**

This qualification is approved by the regulatory authorities (QCA, ACCAC and CCEA) as part of the National Qualifications Framework.

Candidates who gain grades G to D will have achieved an award at Foundation Level.

Candidates who gain grades C to A\* will have achieved an award at Intermediate Level.

Two GCSEs at grade G to D and two GCSEs at grade C to A\* are equivalent to one three-unit GNVQ at Foundation and Intermediate Level respectively.

Four GCSEs at grade G to D and four GCSEs at grade C to A\* are equivalent to one six-unit GNVQ at Foundation and Intermediate Level respectively.

## **1.4 RECOMMENDED PRIOR LEARNING**

Candidates who are taking courses leading to this qualification at Key Stage 4 should normally have followed the corresponding Key Stage 3 programme of study within the National Curriculum.

Candidates entering this course should have achieved a general educational level equivalent to National Curriculum Level 3, or a distinction at Entry Level within the National Qualifications Framework.

## **1.5 PROGRESSION**

GCSE qualifications are general qualifications which enable candidates to progress either directly to employment, or to proceed to further qualifications.

Many candidates who enter employment with one or more GCSEs will undertake training or further part-time study with the support of their employer.

Progression to further study from GCSE will depend upon the number and nature of the grades achieved. Broadly, candidates who are awarded mainly grades G to D at GCSE could either strengthen their base through further study of qualifications at Foundation Level within the National Qualifications Framework or could proceed to Intermediate level. Candidates who are awarded mainly grades C to A\* at GCSE would be well prepared for study at Advanced Level within the National Qualifications Framework.

## 1.6 OVERLAP WITH OTHER QUALIFICATIONS

This specification does not overlap with any other GCSE qualifications.

## 1.7 RESTRICTIONS ON CANDIDATE ENTRIES

Candidates who enter for this GCSE specification **may not** also enter for any other GCSE specification with the certification title History in the same examination series.

Candidates who enter for this GCSE **may**, however, also enter for any GNVQ specification with the certification title History in the same examination series. They **may** enter for any NVQ qualification. They **may** also enter for the Entry Level Certificate in History.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCSE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 4010.

## 1.8 CODE OF PRACTICE REQUIREMENTS

This specification will comply in every respect with the revised Code of Practice requirements for courses starting in September 2001.

## 1.9 STATUS IN WALES

This specification has been approved by ACCAC for use by Centres in Wales.

Candidates in Wales should not be disadvantaged by terms, legislation or aspects of government that are different from those in England. Where such situations might occur, including in the external assessment, the terms used have been selected as neutral, so that candidates may apply whatever is appropriate to their own situation.

OCR has taken great care in the preparation of this specification and assessment material to avoid bias of any kind.

OCR will provide specifications, assessments and supporting documentation only in English.

Further information on the provision of assessment materials in Welsh may be obtained from the Information Bureau at OCR (telephone 01223 553998).

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## 2 Specification Aims

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This specification gives candidates the opportunity to:

- acquire knowledge and understanding of the human past;
- investigate historical events, changes, people and issues;
- develop understanding of how the past has been represented and interpreted;
- use historical sources critically in their historical context;
- organise and communicate knowledge and understanding of history;
- draw conclusions and appreciate that these and other historical conclusions are liable to reassessment in the light of new or reinterpreted evidence;
- develop an interest in and an enthusiasm for History, and to acquire a solid basis for further historical study.

It should be noted that not all of these aims can be translated readily into assessment objectives.

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## 3 Assessment Objectives

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### Assessment Objective 1

Candidates must demonstrate the ability to recall, select, organise and deploy knowledge of the specification content to communicate it through description, analysis and explanation of:

- the events, people, changes and issues studied;
- the key features and characteristics of the periods, societies or situations studied.

### Assessment Objective 2

Candidates must demonstrate the ability to use historical sources critically in their context, by comprehending, analysing, evaluating and interpreting them.

### Assessment Objective 3

Candidates must demonstrate the ability to comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Although the assessment objectives are expressed separately, they are not wholly discrete.

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## 4 Scheme of Assessment

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### 4.1 TIERS

The scheme of assessment consists of one tier covering the whole of the ability range grades G to A\*. Candidates achieving less than the minimum mark for grade G will be ungraded.

### 4.2 COMPONENTS

Component	Title	Duration	Weighting
11	Paper 1: Core content with Medicine, Surgery and Health, c.1750-c.1990 Thematic Study	2 hours	45%
12	Paper 1: Core content with Poverty, c.1815-c.1990 Thematic Study	2 hours	45%
13	Paper 1: Core content with Trade Unions and Working-Class Movements c.1800-c.1990 Thematic Study	2 hours	45%
14	Paper 1: Core content with the Changing Roles and Status of Women, c.1840-c.1990 Thematic Study	2 hours	45%
2	Paper 2	1 hour 30 minutes	30%
3	Coursework	-	25%
83	<i>Coursework Carried Forward</i>	-	25%

## 4.3 QUESTION PAPERS

### Paper 1 (2 hours)

Candidates must attempt **one** of components 11-14 for Paper 1. Each of the four components includes questions on the core content and **one** Thematic Study.

Candidates must choose **one** of the following Thematic Studies for Paper 1:

- A: Medicine, Surgery and Health, c.1750-c.1990
- B: Poverty, c.1815-c.1990
- C: Trade Unions and Working Class Movements, c.1800-c.1990
- D: The Changing Roles and Status of Women, c.1840-c.1990

This paper will be divided into three sections. There will be a total of 75 marks.

Sections A and B will test the core content.

In **Section A** there will be two source-based questions of which candidates must answer one. Each question will carry 20 marks and be structured into three parts (5, 6, 9 marks). These questions will test Assessment Objectives 1 and 2.

In **Section B** there will be four structured questions, testing Assessment Objective 1, of which candidates must answer one. Each question will be structured into three parts (4, 6, 10 marks).

**Section C** will test the chosen Thematic Study. Three questions will be set on each Thematic Study. Candidates must answer two questions, one of which is compulsory. The first part of the compulsory question will test Assessment Objective 2 (4 marks) with the remaining two parts testing Assessment Objective 1 (5 and 6 marks). The other two questions will be structured into three parts (4, 6 and 10 marks) and will test Assessment Objective 1. Candidates must answer one of these.

### Paper 2 (1 hour 30 minutes)

There will be a total of 50 marks.

This paper will involve the detailed investigation of an historical issue taken from the 'Public Health and Housing' section of the specified core content. All questions will be compulsory. There will be no fewer than five and no more than seven questions set on a broad range of source material. Candidates will be expected to use their contextual knowledge to help them comprehend, interpret, evaluate and use the sources and historical interpretations and representations they are given.

#### 4.4 WEIGHTING OF ASSESSMENT OBJECTIVES

The relationship between the components and the assessment objectives of the scheme of assessment is shown in the following grid.

<b>Component</b>	<b>Assessment Objective 1</b>	<b>Assessment Objectives 2 and 3</b>	<b>Total</b>
<b>Paper 1</b>	38%	7%	<b>45%</b>
<b>Paper 2</b>	10%	20%	<b>30%</b>
<b>Coursework</b>	12.5%	12.5%	<b>25%</b>
<b>Overall</b>	<b>60.5%</b>	<b>39.5%</b>	<b>100%</b>

#### 4.5 ENTRY OPTIONS

All candidates should be entered for 1936 with one of the following option codes:

<b>Option Code</b>	<b>Title</b>	<b>Components</b>
A	Core content with Medicine, Surgery and Health	11, 2, 3
B	Core content with Poverty	12, 2, 3
C	Core content with Trade Unions and Working-Class Movements	13, 2, 3
D	Core content with the Changing Roles and Status of Women	14, 2, 3
CA	Core content with Medicine, Surgery and Health Coursework Carried Forward	11, 2, 83
CB	Core content with Poverty Coursework Carried Forward	12, 2, 83
CC	Core content with Trade Unions and Working-Class Movements – Coursework Carried Forward	13, 2, 83
CD	Core content with the Changing Roles and Status of Women – Coursework Carried Forward	14, 2, 83

Options CA - CD are available for candidates re-sitting the qualification who wish to carry forward their coursework. This may be done once only and within a year of original entry.

## 4.6 INTERNAL ASSESSMENT (COURSEWORK)

There will be a total of 50 marks.

Candidates must complete **two** coursework assignments (25 marks each). The two assignments may both be based on one Thematic Study that is different from the one selected in Paper 1.

The two assignments must come from significantly different aspects of the Study. Alternatively Centres may base Assignment 1 on one of Thematic Studies A – F and Assignment 2 on Thematic Study G. Thematic Study G must not duplicate the content studied for Paper 1.

Assignment 1 will cover the significance of an individual, development, place or event (Assessment Objective 1).

Assignment 2 will consist of a source-based investigation of an historical issue taken from a local study (Assessment Objectives 2 and 3). The local study must be local in scale. It need not be local to the Centre.

In order that coursework arises from defined and substantial areas of content, both assignments must address issues which permit candidates to make use of their broad contextual knowledge. In Assignment 1, the task must focus on the idea of *significance*, and this can only be judged adequately in the context of developments over time. In Assignment 2, sources, interpretations and representations used should permit candidates to explore an issue, local in scale.

Coursework consultants will monitor the suitability of assignments in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant at least one term in advance of the intended period of teaching.

It should be possible for candidates to satisfy the coursework requirements by writing no more than 1 250 words for each assignment. However, this figure is given only as guidance and it is recognised that many candidates may do more or less than this.

A Coursework Guide is available from OCR on request. It contains further advice on setting and marking coursework and includes approved tasks for teachers who do not wish to set their own.

Examples of appropriate tasks are given in Sub-section 6.

Full details of internal assessment can be found in Sub-section 7.

## **4.7 ASSESSMENT OF WRITTEN COMMUNICATION**

Candidates are expected to:

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

Where appropriate they should also use a suitable structure and style of writing. All components require responses in continuous prose.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. It is one of the criteria used to determine the place of a response within a level in mark schemes. Written communication will be assessed within Paper 1 and Paper 2 wherever candidates are required to produce extended written responses and within coursework.

## **4.8 DIFFERENTIATION**

In the question papers, differentiation will be achieved by the use of levels of response mark schemes to assess candidates' different levels of response to common questions.

In coursework, differentiation will be achieved by the setting of common tasks and the use of levels of response mark schemes to assess candidates' responses to these tasks.

## **4.9 AWARDING OF GRADES**

The written papers will have a total weighting of 75% and internal assessment a weighting of 25%.

A candidate's mark for each of the components taken will be combined in the appropriate weighting to give the candidate's total mark for the specification. The candidate's grade will be determined by this total mark. Candidates achieving less than the minimum mark for grade G will be ungraded.

## **4.10 GRADE DESCRIPTIONS**

Grade descriptions are provided to give a general indication of the standards of achievement likely to have been shown by the candidates awarded particular grades. The descriptions must be interpreted in relation to the content specified in Sub-section 5; they are not designed to define that content. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the assessment may be balanced by better performance in others.

## **Grade F**

Candidates recall, select and organise some relevant knowledge of the specification content. They identify and describe some reasons, results and changes in relation to the events, people, changes and issues studied. They describe a few features of an event, issue or period, including characteristic ideas, beliefs and attitudes.

Candidates comprehend sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. They identify some differences between ways in which events, people or issues have been represented and interpreted and may identify some of the reasons for these.

## **Grade C**

Candidates recall, select, organise and deploy historical knowledge of the specification content to support, generally with accuracy and relevance, their descriptions and explanations of the events, periods and societies studied.

Candidates produce structured descriptions and explanations of the events, people, changes and issues studied. Their descriptions and explanations show understanding of relevant causes, consequences and changes. They also consider and analyse key features and characteristics of the periods, societies and situations studied, including the variety of ideas, attitudes and beliefs held by people at the time.

Candidates evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways.

## **Grade A**

Candidates recall, select, organise and deploy historical knowledge of the specification content accurately, effectively and with consistency, to substantiate arguments and reach historical judgements.

Candidates produce developed, reasoned and well substantiated analyses and explanations which consider the events, people, changes and issues studied in their wider historical context. They also consider the diversity and, where appropriate, the interrelationship of the features and ideas, attitudes and beliefs in the periods, societies and situations studied.

Candidates evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways and consider their value in relation to their historical context.

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## SECTION C: SPECIFICATION CONTENT

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### 5 Specification Content

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The content consists of a compulsory core, and a range of optional Thematic Studies from which **two** must be studied (one for Paper 1 and **one** for coursework, which includes a local study). Content is explained through a number of Key Questions and Focus Points. The Focus Points provide guidance on what is involved in addressing each Key Question. There are times when a Focus Point is used to set the scene for a Key Question, but without apparently bearing directly on the Key Question itself. This helps to indicate what is required if the Key Question itself is to be addressed adequately. Candidates will be expected to demonstrate understanding of the Key Questions and Focus Points using knowledge of relevant historical examples.

In teaching the specification it is anticipated that examples drawn from the histories of England, Ireland, Scotland and Wales will be included as appropriate, and that the diversity of society, for instance in regional differences, will be covered.

#### PAPER 1 CORE CONTENT

##### **The Changing Nature and Impact of Agriculture, Industry and Transport in the Eighteenth and Nineteenth Centuries.**

The core content for Paper 1 consists of an outline study of the main social and economic developments in Britain between 1700 and 1900.

##### **Key Question 1: How effective were methods of agriculture before 1790?**

###### **Focus Points**

-  How did the open-field system operate?
-  Why did the open-field system last so long?
- Had the open-field system outlived its usefulness by 1790?
- How could the new ideas and methods of the agricultural improvers be used to improve production?
- Why were many farmers slow to adopt the new ideas and methods of the improvers?

###### **Specified Content**

The open-field system, its regional location advantages and disadvantages. The impact of agricultural improvers including Tull, Townshend, Bakewell and the Colling brothers. The role of the agricultural propagandists including Coke, Young, and George III in spreading the new ideas. The speed of change from subsistence farming to farming for the open market.

## Key Question 2: What were the causes and consequences of the many enclosures after 1790?

### Focus Points

Why were there more enclosures in the twenty years after 1790 than in the eighty years before?  
Were enclosures necessary for the ideas of the improvers to be implemented?  
Why did some people lose and some people gain from the introduction of enclosures?  
How did the appearance of the countryside change as a result of enclosure?

### Specified Content

The reasons for the need for more efficient farming methods, including the French Wars, the growth of towns, increased population and profit motive. The process of enclosure. The change in appearance of the village and the surrounding area. The enclosure movement, its social and economic effects on different classes of society. The relationship of government to the farming community. The interdependence of agriculture, industrial developments and improved transport.

## Key Question 3: How far did the textile industry change during the eighteenth and nineteenth centuries?

### Focus Points

-  Was the Domestic System an effective way of organising production?
-  What was the impact of technological change on the location and organisation of the textile industry?
-  What impact did (a) the factory system, (b) individuals and (c) legislation have on working conditions?  
Why did many factory owners resist attempts to improve working conditions?  
How did workers respond to changes in the textile industry?

### Specified Content

The Domestic System, location and changes in organisation and financing. The impact of inventions on organisation and methods of production, including the work of Kay, Hargreaves, Arkwright, Crompton and Cartwright. The reasons for the use of cotton rather than wool. The effects of change on working conditions and on the way of life of working people. Effects of change on the geographical location of industry, why south Lancashire and Clydeside developed as the main areas for the cotton industry.

Continuity of hand methods alongside the factory system. The factory system and its economic advantages. The impact of government legislation of 1833, 1844 and 1847, and the work of individuals such as Owen at New Lanark, Oastler and Shaftesbury, on improving working conditions. Resistance of many factory owners to legislation. Differing attitudes of factory owners to their workers. Workers' responses to change, including the Luddites.

## Key Question 4: Why did the iron and coal industries develop in the period up to 1850?

### Focus Points

-  Why was there an increase in the demand for coal and iron from the middle of the eighteenth century, and how was this demand met?
-  What impact did (a) technological developments and (b) legislation have on coal mining? How far did technological developments in the late eighteenth and early nineteenth centuries improve on the work of the Darby family? Why did developments in the iron and coal industry help bring about changes in transport?

### Specified Content

The reasons for the increased demand for coal and iron from the middle of the eighteenth century. The impact of changes in organisation, methods and geographical location of iron production including the impact of the Darby family at Coalbrookdale, Wilkinson, Cort and Crawshay at the Cyfartha Works. The impact of new technology in coal mining including the work of Newcomen, Watt, Davy and Buddle. Government intervention; the effects of the Mines Act (1842) on working conditions and employment of women and children. The interrelationship between industry and developing transport systems.

## Key Question 5: How significant were improvements to road, river and canal transport before 1840?

### Focus Points

-  How poor were transport systems in the early eighteenth century?
-  Why was there little improvement to transport systems during much of the eighteenth century? Why was it necessary to improve transport by the end of the eighteenth century? What factors made it possible for transport to be improved? How beneficial to industry were these improvements in transport?

### Specified Content

The nature and problems of road travel and water transport in the early eighteenth century. The parish system of road repair and its disadvantages. Industrialisation and the need for improved transport. The benefits and problems of the turnpike system. 'Rebecca riots'. The significance of the work of the great road engineers, Wade in Scotland, Metcalf, Macadam and Telford. The need for improved links with Ireland, Wales and Scotland. Canal engineers including Brindley, the problems they faced and how they resolved them. Financing the canal network: Bridgewater and Wedgwood. The economic benefits and disadvantages of canals for developing industry.

## **Key Question 6: What was the impact of the development of the railways?**

### **Focus Points**

-  What were the arguments for and against the building of railways after 1825?
-  What factors made it possible for the railway system to develop?
-  What were the social and economic consequences of the railways?

### **Specified Content**

The demand for improved transport. Opposition to early railways. Problems faced in railway construction. The Stockton to Darlington and The Liverpool and Manchester Railways. The growth of a national railway network. The work of the Stephensons and Brunel. Railway mania. The impact of the Act of 1844. The effects of the growth of railways on canal and road transport, industry, agriculture and different social groups.

## **PAPER 2 CORE CONTENT**

### **Public Health and Housing**

The core content for Paper 2 consists of an outline study of the impact of the social and economic developments on public health and housing in the nineteenth century and an outline study of the attempts to improve housing in the twentieth century.

## **Key Question 1: What were the causes of urbanisation, and what was the impact on living conditions during the nineteenth century?**

### **Focus Points**

-  Why was there a rapid growth of towns in the nineteenth century?
-  Why did this rapid growth of towns lead to insanitary conditions?
-  What was the condition of Britain's towns in the early nineteenth century?
-  How bad were living conditions?

## **Key Question 2: How effective were nineteenth century local and national responses to the problem of public health?**

### **Focus Points**

-  How successful was Chadwick in raising awareness of the problems?
-  How did attitudes held at the time hinder improvement?
-  How effective was the 1848 Public Health Act?

Was central government action more effective than local action in improving public health in the last forty years of the century?

### **Key Question 3: How far were the problems of poor living conditions solved in the nineteenth and early twentieth century?**

#### **Focus Points**

-  How did councils improve housing?
-  How far did the work of individuals and the building of Model Towns and Garden Cities provide the answer to the problems?
-  What problems still existed by 1918?  
Why did it take so long to improve conditions in the towns?

### **Key Question 4: By 1990, how successful were the advances made in improving living conditions?**

#### **Focus Points**

-  What did the inter-war building programme achieve?
-  Why was there a serious housing problem by 1945?
-  How far have housing problems been solved since 1945?

#### **Specified Content**

Reasons for the growth of some towns, and not others, in the nineteenth century. Reasons for insanitary conditions including poor quality housing, unplanned growth, overcrowding, inadequate water supplies and sewerage systems, and air pollution. John Snow and cholera epidemics. Government and local attitudes to insanitary conditions. Chadwick and the 1842 Report. The impact of government on public health: the Acts of 1848 and 1875. The impact of government on living conditions: Torrens Act (1868) and the Acts of 1875 and 1890. The impact of individuals such as Sir Titus Salt, Octavia Hill and Chamberlain in Birmingham. Model villages such as Bournville and Port Sunlight. Garden Cities such as Letchworth and Welwyn. Council house and private development during the inter-war period and the improved facilities provided in houses. The need for slum clearance in the 1930s. New approaches to planning such as housing estates. The impact of the Second World War on housing. 'Prefabs'. The New Towns Act, 1946. New Towns such as Harlow. The green belt. Social problems caused by new approaches such as tower-blocks of flats. Urban re-generation and luxury development.

## OPTIONAL THEMATIC STUDIES

The Thematic Studies are concerned with a single aspect of society over an extended period of time. This enables processes of change and continuity to be charted, and questions to be posed about the pace and impact of change.

- A: Medicine, Surgery and Health, c.1750-c.1990
- B: Poverty, c.1815-c.1990
- C: Trade Unions and Working-Class Movements, c.1800-c.1990
- D: The Changing Roles and Status of Women, c.1840-c.1990
- E: Education, c.1800-c.1990
- F: The Evolution of a Multi-Ethnic Society in Britain, c.1840-c.1990
- G: A Study of a Locality Development During the Industrial Revolution.

Candidates must study one Thematic Study for Paper 1, and a different Thematic Study for coursework. Thematic Studies A, B, C and D only will be examined in Paper 1.

## THEMATIC STUDY A: MEDICINE, SURGERY AND HEALTH, c.1750-c.1990

### Key Question 1: What was the state of medicine and surgery in the second half of the eighteenth century?

#### Focus Points

-  What understanding of disease did doctors have in this period?
-  How varied was the medical treatment that was available to different social classes?
- What led to Jenner's work on vaccination?
- How important was Jenner's work on vaccination?

### Key Question 2: Why were many advances made in medicine and surgery during the nineteenth century?

#### Focus Points

-  How far did the work of Pasteur and Koch affect the treatment of the majority of the population
-  by the end of the nineteenth century?
- Why were there advances in surgery during this period?
- Why were many of the new ideas and developments opposed?
- How far was the quality of care provided by hospitals improved during this period?

### **Key Question 3: Why are people in the twentieth century more healthy than in the past?**

#### **Focus Points**

-  Why was the National Health Service introduced in 1948?
-  How beneficial has the National Health Service been?
-  How important have improved living conditions and diet been in improving health?  
How successful have vaccination programmes been?  
What threats to health remain?

#### **Specified Content**

Medical and surgical knowledge, c.1750. Availability of doctors and types of treatment for illness. Smallpox and the work of Jenner. Developments in surgery in the nineteenth century; Simpson and the discovery of anaesthetics, Lister and antiseptic surgery. Improvements in hospitals and hospital care; Florence Nightingale and the nursing profession. Attitudes to change. The significance of the work of Pasteur and Koch. The impact of war. X-rays, blood transfusions. Fleming and penicillin. Development and production of drugs. Heart disease, cancer and their treatment. Improved surgery including organ transplants. The role of the National Health Service. Improved living conditions and diet, and their impact on health. Vaccination programmes. Limitations of conventional medicine; the emergence of new diseases, alternative medicine.

### **THEMATIC STUDY B: POVERTY, c.1815-c.1990**

#### **Key Question 1: Why was a New Poor Law introduced in 1834?**

#### **Focus Points**

-  How well were paupers treated before 1834?
-  Why were some people dissatisfied with the way paupers were treated before 1834?  
How did the New Poor Law try to change the way paupers were treated?  
Was the New Poor Law successful?

## Key Question 2: How far had attitudes towards the poor changed by 1914?

### Focus Points

-  How did the work of individuals including Mayhew, Dr Barnardo, Charles Booth, William Booth and Rowntree lead to a more sympathetic attitude towards the poor?
-  Why did the Liberal governments of 1906-14 try to help the poor?
-  How effectively did these governments help the poor?
-  In the period 1834-1914, which was the more significant in helping the poor: the work of individuals or the actions of governments?

## Key Question 3: Why was there so much poverty in the 1920s and 1930s?

### Focus Points

-  How did Britain's industrial problems create poverty?
-  Did all areas of Britain suffer equally from the problems of poverty?
-  How did governments react to problems of poverty caused by economic depression?
-  How did the poor react to the problems they faced?

## Key Question 4: Has poverty been eliminated since the Second World War?

### Focus Points

-  What was the 'Welfare State'?
-  How successful was the 'Welfare State' created by the Labour governments of 1945-51?
-  Why has the 'Welfare State' been criticised by some people?
-  Does the fact that there are still poor people mean that actions to deal with poverty have failed?

### Specified Content

Poverty in the early nineteenth century, its causes and its relief. The work of Chadwick. The need to change the system. The 1834 Act and its subsequent operation. Reactions to the 1834 Act. Changing attitudes to poverty in the second half of the nineteenth century, the work of individuals including Mayhew, Dr Barnardo, Charles Booth, William Booth and Rowntree. The Liberal governments of 1906-14 and social reforms benefiting children, the sick, the unemployed, the aged, widows. The social impact of the depression of the 1920s and 1930s in different areas of Britain. Government responses to poverty caused by the depression; the Means Test and the dole. Actions of the unemployed, the Jarrow Crusade. The origins of the Welfare State, and the role of Beveridge. Actions of the Labour governments of 1945-51 to create the Welfare State. Effectiveness of the Welfare State in dealing with poverty. Criticisms of the Welfare State.

## THEMATIC STUDY C: TRADE UNIONS AND WORKING-CLASS MOVEMENTS, c.1800-c.1990

### Key Question 1: How effective were working-class movements in the first half of the nineteenth century?

#### Focus Points

-  What attempts were made to organise the working classes?
-  Why were early unions weak?
-  How did governments react to early unions?
- What were the reasons for the rise, and failure, of Chartism?
- What were the key features of New Model Unions?

### Key Question 2: How successful was 'New Unionism'?

#### Focus Points

-  How did these unions differ from New Model unions?
-  How did new unionism benefit from the actions of its members?
- How successful were the courts and Parliament in curbing the unions' power?

### Key Question 3: Have the unions caused greater social conflict or greater social harmony in the twentieth century?

#### Focus Points

-  What factors led to the General Strike (1926), and why did the strike fail?
-  How did the failure of the General Strike affect unions?
-  Why did unions become increasingly militant in the 1960s and 1970s?
- After 1979, was the role of the unions changed more by government actions or by economic realities?

#### Specified Content

Initial responses of working people to industrialisation: the need for protection, early combinations, trade clubs, friendly societies. Government responses; the Combination Acts, reasons for their passing and subsequent repeal. Peterloo. The Tolpuddle Martyrs. Owen and the GNCTU. The Co-operative Movement. The Chartists, origins, aims and methods, government reaction, the Newport Rising, reasons for decline. New Model unions. The growth of unions for unskilled workers; farm workers, the match girls and Annie Besant, the dockers led by Burns, Tillet and Mann. The effect of legislation from 1871. The Taff Vale and Osborne cases. Trade Unions and the Labour Party. The General Strike and its effect on the union movement. The Industrial Relations Act, 1971. Increasing militancy of unions in the

1960s and 70s, including the miners' strike of 1974 and its consequences. The 'Social Contract' and the 'winter of discontent' (1978-9). Legislation to curb union power in the 1980s, miners' action, economic recession and declining union membership in the 1980s and 1990s.

## **THEMATIC STUDY D: THE CHANGING ROLES AND STATUS OF WOMEN, c.1840-c.1990**

### **Key Question 1: What roles and status did women have in Victorian society?**

#### **Focus Points**

-  What different types of lives did Victorian women lead?
-  How did educational opportunities for women improve in the second half of the nineteenth century?
  - To what extent did wider employment opportunities for women emerge in this period?
  - How far did attitudes towards women, marriage and the family change during this period?

### **Key Question 2: Why were some women given the vote in 1918?**

#### **Focus Points**

-  For what reasons did some women want the vote, and why was there opposition to this?
-  How important were the activities of the Suffragists and Suffragettes in winning the vote in 1918?
  -  To what extent did work done by women during the First World War contribute to a change of attitudes towards women's suffrage?
  - What other factors contributed towards women being given the vote in 1918?

### **Key Question 3: How significant was the impact of the two World Wars on the roles and status of women?**

#### **Focus Points**

-  How different was the contribution made by women in the Second World War compared to their contribution in the First World War?  
What were the attitudes of employers and trade unions towards women at work during and immediately after each war?  
What evidence is there that attitudes towards women and the family were changed by the two World Wars?  
Which war had the greater effect in changing women's roles and status?

### **Key Question 4: How much change had occurred in women's roles and status by the end of the twentieth century?**

#### **Focus Points**

-  How far did the position of women change in the inter-war period?
-  How different were women's roles and status at the end of the twentieth century compared with Victorian times?
-  How important has the availability of convenient and easily available contraception been in changing women's roles and status?  
How important have other factors been in changing women's roles?  
Were women equal to men by the end of the twentieth century?

#### **Specified Content**

Experiences of women of different social classes in Victorian Britain: the impact of increased educational opportunities for women; new employment opportunities, effects of legal changes on women's lives. Increasing pressure for the vote: the Suffragists and the Suffragettes, including the roles of Fawcett, the Pankhursts and Emily Davison, government responses. Women in the First World War: their contribution to the war effort, and the impact of this on changing attitudes towards women's suffrage. The inter-war period. The roles of women in the Second World War. War as a factor for change: changing roles and attitudes in the years after the wars. The impact of contraception, including the work of Marie Stopes. The impact of technology in the home. The Women's Liberation Movement, and equal opportunities legislation in the 1970s. The impact of the legislation in the period up to 1990.

## THEMATIC STUDY E: EDUCATION, c.1800-c.1990

### Key Question 1: How successful was the voluntary provision of education up to 1870?

#### Focus Points

-  How satisfied were people at the time with the education available for boys and girls of different social classes up to 1870?
-  Why did government involvement in education begin in 1833 but not before?  
Which made the greater contribution to improving education in this period: government action or the voluntary societies?  
Why was it considered necessary in 1870 to increase educational provision?

### Key Question 2: What was the impact of state intervention on elementary education up to 1902?

#### Focus Points

-  Did the 1870 Act create a state system of elementary education?
-  Why was the system that developed after 1870 changed in 1902?  
What were the social consequences of providing elementary education for all?  
How did the 1902 Act extend state education?

### Key Question 3: In the twentieth century, have equal educational opportunities been provided for all school pupils?

#### Focus Points

-  Why was it thought necessary to pass the 1944 Act?
-  How was education reorganised by this Act?  
What were the effects of this reorganisation?  
Why, in most areas, were comprehensive schools introduced?

## Key Question 4: How far has education changed since 1800?

### Focus Points

-  Why has the curriculum changed during this period?
-  Why has government control of education increased in this period?
-  Is the educational system more effective now than at any time before?
-  Britain has increasingly become a multi-cultural society. Has education reflected this?

### Specified Content

Education available in c.1800 for different classes. Voluntary initiatives before 1833: schools for the poor, Raikes and Sunday Schools, voluntary and endowed schools. Changing attitudes towards education. The role of the churches. Lancaster and Bell and the monitorial system. Reasons for government involvement: the grant of 1833, the 'Revised Code', payment by results. The 1870 Act, the school board era, and reasons for change by 1902. Consequences of the 1902 Act. The 1944 Act, the 11+, selective education. Arguments for change to comprehensives. The changing curriculum. The increasing role of government in education. The impact of education on, and effectiveness of education for, different social/cultural groups.

## THEMATIC STUDY F: THE EVOLUTION OF A MULTI-ETHNIC SOCIETY IN BRITAIN, c.1840-c.1990

### Key Question 1: What was the nature of Britain's multi-ethnic society in the second half of the nineteenth century?

### Focus Points

-  How far was Britain's society c.1840 multi-ethnic?
-  Why had some black people settled in Britain by 1840 and what kinds of lives did they lead?
  - What can be learned about race relations in this period from the story of Mary Seacole?
  - Why did many people emigrate from Ireland to England in the nineteenth century?
  - What were the experiences of Irish immigrants once they had settled in Britain?

## Key Question 2: How did race relations develop between c.1880 and 1945?

### Focus Points

-  Did the immigration of Jews after 1880 cause anti-semitism?
-  Why did attempts by Fascists to stir up racial hatred in the 1930s largely fail?
-  What contribution did black people make in the two World Wars?
-  What impact did the two World Wars have on race relations in Britain?

## Key Question 3: What have been the problems and successes of the post-war multi-ethnic society in Britain?

### Focus Points

-  What were the reasons for the immigration of West Indians, Indians and Pakistanis during the 1950s and 1960s?
-  What were the experiences of these immigrants in settling in Britain?
-  What was the significance of the Notting Hill Riots of 1958?
-  What have been the attitudes of different political groups to the issues of immigration and race relations?
-  What were the causes and consequences of (a) immigration legislation, and (b) race relations legislation in the 1960s and 1970s?
-  What have been the economic and cultural contributions of ethnic minorities to British society?
-  Why is race relations still an issue today?

### Specified Content

The ethnic composition of British society in the early nineteenth century. The lives of black people in Britain in the nineteenth century; case study on Mary Seacole. Irish immigration in the nineteenth century; reasons for immigration, reactions to it, and the contribution made by Irish workers to the development of the British economy. Reasons for immigration from Eastern Europe after 1880, the growth of anti-semitism. The impact of Fascism on race relations in the 1930s. The contribution of black men and women to the war effort in the two World Wars. The impact of the World Wars on British attitudes towards race relations. Immigration from the Commonwealth in the 1950s and 1960s, and the experiences of immigrants in settling in Britain. The Notting Hill Riots, 1958. Political reactions to immigration. Legislation on immigration and race relations. Contributions of ethnic minorities to British social, cultural and economic life.

## **THEMATIC STUDY G: A STUDY OF A LOCALITY DEVELOPMENT DURING THE INDUSTRIAL REVOLUTION**

This Thematic Study is available to those Centres who wish to take advantage of the richness of source material available for a local study. The choice of content must extend, deepen or widen the teaching experience for Paper 1 and must follow a clearly defined course of study.

The content chosen is expected to replace approximately half of the Thematic Study selected for Assignment 1 and will form the basis for the testing of Assessment Objectives 2 and 3.

Through the study of a variety of sources based on a local area, not necessarily local to the Centre, candidates will be expected to show evidence of wider research and investigation.

The selected content and tasks will be monitored by a consultant to ensure that overlap does not exist. Consultants have been appointed by OCR to provide advice.



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## SECTION D: COURSEWORK

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### 6 Coursework Tasks

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#### 6.1 NATURE OF COURSEWORK

Candidates must complete two assignments. The two assignments must both be based on a Thematic Study that is different from the one selected for Paper 1. Alternatively, Assignment 1 can be based on Thematic Studies A-F and Assignment 2 (the local study) on Thematic Study G.

- In Assignment 1, tasks must focus on the idea of significance. This can only be judged in the context of developments over time.
- In Assignment 2, a range of different types of sources, interpretations and representations used should permit candidates to explore an historical issue local in scale, relating to the chosen Study.

Coursework must provide candidates with an opportunity to address the appropriate assessment objectives as set out in the Scheme of Assessment. When setting coursework tasks, teachers should bear in mind the marking criteria set out in Sub-section 7.3 and should ensure that tasks enable candidates of all abilities to show positive achievement in relation to these criteria. This will involve setting common tasks and using levels of response mark schemes.

The topic on which the assignment will be set should be identified. The assignment should be taken towards the end of the teaching of the Thematic Study in order that candidates can make use of their knowledge and understanding of the Study as a whole. The topics for the assignments must have the potential for raising issues that will allow the relevant assessment objective(s) to be covered.

Coursework assignments should be set in the form of a question to be answered, an assertion or hypothesis to be tested, or a problem, issue or controversy to be investigated. In order that coursework arises from defined and substantial areas of content, both assignments must address issues that permit candidates to make use of their broad contextual knowledge of the Study.

Coursework may be in the form of extended writing or a project. Where these approaches are used, candidates will need clear guidance about how to structure and present their work, and about which understanding and skills are being tested. Alternatively, assignments may be structured into a series of shorter tasks. Where this approach is used, opportunities must be provided for some extended writing. It is also important to set open-ended questions which can be responded to at a variety of levels.

Levels of response mark schemes must be constructed for each task. These mark schemes should relate to the appropriate assessment objective(s) and the marking criteria set out in Sub-section 7.3. Marking should be positive, rewarding achievement rather than penalising failure. The award of marks must be directly and exclusively linked to the relevant assessment objective(s). No other objective may be assessed. It is the quality of the candidate's work and not its quantity or presentation which is assessed. The quality of candidates' written communication must be an important but not exclusive factor in determining which mark to

award a response within a level. Instructions to this effect must be included in Centres' mark schemes.

After candidates have completed the assignment, the mark scheme should be refined in the light of candidates' responses.

Each piece of coursework should normally be around 1 250 words in length. Candidates should not, however, be penalised for exceeding this. Conversely, for certain candidates, it would not be appropriate to require pieces of coursework of this length.

Many Centres will want guidance and advice to help them devise appropriate coursework assignments. Centres may use assignments and mark schemes from the Coursework Guide which is available from OCR. Alternatively, Centres may devise their own assignments and mark schemes. Coursework consultants have been appointed by OCR to provide advice about the suitability of tasks, and they will monitor Centres' proposals in meeting the above requirements. Teachers should submit coursework proposals and mark schemes to the consultant at least one term in advance of the intended period of teaching. Consultants will be responsible for monitoring the suitability of tasks in relation to the assessment objectives and the specification content. Submissions to the consultant must include assignments, supporting materials (for example, sources) and mark schemes. They must also include notification of the Thematic Study chosen for Paper 1 in order that consultants can monitor the requirement that different Thematic Studies are chosen for Paper 1 and for coursework.

Where two or more teachers in a Centre are involved in the marking of coursework, internal standardisation of marks must take place prior to the submission of mark sheets to OCR. All assessed work should be annotated to indicate where, in the work, evidence for the marks awarded may be found. Annotations may be made on a cover sheet and/or at the appropriate points in the margins of the work.

Candidates may use a word processor to produce their coursework. Coursework may be submitted in a variety of media including video tape and audio tape.

## 6.2 EXEMPLAR COURSEWORK TASKS

The Coursework Guide contains a number of exemplar coursework tasks on the Thematic Studies, together with guidance on marking. There are many different valid approaches to the setting of suitable tasks for Assignment 1. The emphasis should be on description, explanation and analysis rather than on recall. One possible approach to this assignment follows.

### Assignment 1: Thematic Study B

#### Poverty and Pauperism before 1834

Following the teaching of this section of the content, candidates are given the following questions.

- 1 Describe how the Speenhamland System operated. [4]
- 2 How did the Speenhamland System affect those who were in full-time employment? [5]
- 3 Why were some people dissatisfied with the treatment of paupers by 1834? [6]
- 4 The following are all reasons why there was an investigation into how the poor were dealt with before 1834:  
  
the rising cost of poor relief  
the increasing numbers of poor people  
the encouragement of larger families.  
  
Are these reasons equally important in bringing about the Poor Law Act of 1834?  
Explain your answer. [10]

### Outline Mark Scheme

#### Question 1

**Target:** description of key feature of period. *e.g.* 'Wages made up by the parish.'  
'Depended on price of bread.' 'Depended on number of children in family.'  
'Wages only made up to subsistence level' One mark for each point [4]

## Question 2

**Target:** explanation of key feature.

**Level 1:** general answer e.g. *'It changed attitudes.'* [1]

**Level 2:** identifies impact e.g. *'It encouraged laziness.'* *'It kept wages low.'* *'It encouraged large families.'* [2-3]

**Level 3:** explains impact e.g. *'It encouraged labourers to be lazy as they could get just as much money by not working.'* *'Employers kept wages low as they knew workers' incomes would be made up by the parish.'* *'It encouraged people to have many children as this increased the amount of relief paid.'* [4-5]

## Question 3

**Target:** explanation of changing attitudes

**Level 1:** general answer e.g. *'Because it was not an efficient system.'* [1]

**Level 2:** identifies reasons e.g. *'Because the system was based on the old Poor Law of 1601.'* *'The number of paupers was increasing.'* *'The cost was rising.'* *'Larger wages/allowances were being demanded.'* *'Employers were being threatened.'* [2-3]

**Level 3:** explains reasons e.g. *'Each parish had to look after their own poor and this was unfair as some parishes particularly in the south had to charge more through the parish rate as they had more paupers.'* *'The application of 'indoor' and 'outdoor' relief was not consistently applied from parish to parish.'* *'There was growing concern about the application of allowance systems as it encouraged laziness and was degrading for the working person who had to apply for relief.'* [4-6]

## Question 4

**Target:** description, explanation and analysis of characteristics of the period

**Level 1:** unsupported assertions e.g. *'Yes because they are all reasons and are equally important.'* [1]

**Level 2:** identifies impact e.g. *'The cost on the rates of poor relief was rising fast.'* *'More and more people in the countryside, rather than the industrial towns, were living in poverty.'* *'The population was growing fast as allowance systems encouraged large families.'* [2-3]

- Level 3:** explains importance *e.g.* ‘*The cost of Poor Relief was rising rapidly. It had risen to nearly £8 million. This is four times the amount it had been in 1785.*’ ‘*During the Swing Riots in 1830 farmers and overseers were threatened and property destroyed.*’ ‘*At the time the treatment of the poor was still based on the 1601 Elizabethan Poor Law. This was inadequate to cope with the rising population, and migration of people from the countryside to the towns.*’ ‘*The number of paupers increased under the allowance systems as able-bodied workers claimed relief unnecessarily.*’ [4-7]
- Level 4:** considers equality of importance. Using arguments about each, the candidate will discuss relative importance building on the Level 3 answer. [8-10]

## Assignment 2: Thematic Study G

### An Assignment based on a Locality Development during the Industrial Revolution

When planning this Assignment it is essential for Centres to work closely with their consultant to ensure that what is being planned meets the requirements of the specification. Detailed guidance is given in the Coursework Guide.

The tasks to be completed by the candidate will vary depending on the type of site to be investigated and the availability of source material.

Questions that could be asked may include some of the following:

- how does the physical evidence that remains indicate the purpose of the site when it was operational?
- how accurate is the reconstruction/historical interpretation of the site?
- do the historical artefacts on site confirm what you know about the way of life/working conditions at the time?
- does the evidence provided give a reliable picture of the way workers were treated at the site?
- how useful is the information to an historian studying changes in relation to the site?
- is there sufficient evidence to prove that...existed?
- is the evidence in the sources based on fact or is it opinion?
- why might the Report on...be biased?

For each task set, Centres should construct a levels of response mark scheme.

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## 7 Regulations for Internal Assessment

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### 7.1 SUPERVISION AND AUTHENTICATION OF INTERNALLY ASSESSED WORK

Coursework consultants have been appointed by OCR to advise on, and to approve, Centre-designed components, assignments and mark schemes. A consultant has been allocated to each Centre. It is a requirement that Centre-designed components must be submitted to the consultant for approval before the component is taught. It is also a requirement that assignments and mark schemes must be approved by the consultant before they are given to candidates.

Submissions to the consultant must include Centre-designed components (if applicable), assignments, supporting materials (e.g. sources) and marking schemes. Submissions should be made at least six weeks before it is planned to use the materials with candidates.

OCR expects teachers to supervise and guide candidates who are undertaking work which is internally assessed (for example, coursework). The degree of teacher guidance in candidates' work will vary according to the kinds of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgements and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise continuing supervision of work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified marking criteria and procedures.

Internally assessed work should be completed in the course of normal curriculum time and supervised and marked by the teacher. Some of the work, by its very nature, may be undertaken outside the Centre, for example, research work, testing etc. As with all internally assessed work, the teacher must be satisfied that the work submitted for assessment is the candidate's own work.

## 7.2 PRODUCTION AND PRESENTATION OF INTERNALLY ASSESSED WORK

Candidates must observe certain procedures in the production of internally assessed work.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the following information:

Centre number  
Centre name  
candidate number  
candidate name  
specification code and title  
assignment title.

- All work submitted for moderation must be kept in a flat card file (not a ring binder).

## 7.3 MARKING CRITERIA FOR INTERNALLY ASSESSED WORK

Marks for coursework are allocated as follows.

Assignment 1 (Assessment Objective 1)	25 marks
Assignment 2 (Assessment Objectives 2 and 3)	25 marks
Total for coursework	50 marks

### Written Communication

Candidates are expected to:

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

Where appropriate they should also use a suitable structure and style of writing.

The quality of written communication covers clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling. Centres should note that whilst no separate mark is to be awarded for written communication, it should act as one of the criteria used to decide the place of a response within a level in coursework mark schemes.

Centres may find the following levels of assistance when considering standards of written communication.

### Threshold

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy; they use a limited range of specialist terms appropriately.

## **Intermediate**

Candidates spell, punctuate and use the rules of grammar with considerable accuracy; they use a good range of specialist terms with facility.

## **High**

Candidates spell, punctuate and use the rules of grammar with almost faultless accuracy, deploying a range of grammatical constructions; they use a wide range of specialist terms adeptly and with precision.

## **Marking Criteria**

Marks should be awarded according to the following criteria for each assessment objective. It should be noted that these descriptors are general and refer to a candidate's overall performance in each assessment objective, and therefore should not be used to mark individual tasks. A levels of response mark scheme should be constructed for each task set. The total mark achieved for a particular assessment objective will place the candidate in one of the levels below. The candidate's work should demonstrate the qualities listed in that level. If it does not, the marks will need to be adjusted.

## **Assignment Objective 1**

### **Band 1, mark range 1-8**

Candidates can select and use some relevant information to construct narratives, descriptions and explanations which are straightforward and accurate but are likely to be relatively brief or limited in scope.

Candidates can describe some of the main events, people and changes, and give a few reasons for, and results of, the main events and changes.

Candidates can describe a few features of an event, issue or period including, at a basic level, characteristic ideas, beliefs and attitudes.

### **Band 2, mark range 9-18**

Candidates can select, organise and deploy a wider range of relevant information to produce structured narratives, descriptions and explanations which are accurate and reasonably thorough but are nonetheless limited to the more obvious aspects of the matter under consideration.

Candidates can produce structured descriptions and explanations of events, people, changes and issues, and analyse causes and consequences.

Candidates can describe, analyse and explain key features and characteristics of situations, periods, and societies including the variety of ideas, attitudes, and beliefs held by people at the time.

### **Band 3, mark range 19-25**

Candidates can select, organise and deploy an extensive range of relevant information to produce consistently well structured narratives, descriptions and explanations which are thorough and accurate and show appreciation of the wider context of the information.

Candidates can analyse relationships between a wide range of events, people, ideas and changes. Their explanations and analyses of causes and consequences of events and changes are well substantiated and set in their wider historical context.

Candidates can give reasons for the diversity of the features and ideas, attitudes and beliefs in the periods, societies and situations studied, and can explain the interrelationship between them.

## **Assignment Objectives 2 and 3**

### **Band 1, mark range 1-8**

Using their knowledge and understanding, candidates can identify some differences between ways in which events, people or issues have been represented and interpreted.

Using their knowledge and understanding, candidates can comprehend sources of information but take them at face value. They can identify those that are useful for particular tasks and can draw simple conclusions.

### **Band 2, mark range 9-18**

Using their knowledge and understanding, candidates understand that some events, people or issues have been interpreted differently, can recognise these differences and explain how they have been produced.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information to investigate issues and draw relevant conclusions.

### **Band 3, mark range 19-25**

Using their knowledge and understanding, candidates can analyse how and why differing interpretations of events, people or issues have been produced, and can evaluate these interpretations and make balanced judgements about their value in relation to the historical context.

Using their knowledge and understanding, candidates can evaluate and use critically a range of sources of information in their historical context to investigate issues and reach reasoned and substantiated conclusions.

## **7.4 MODERATION**

All internally assessed work is marked by the teacher and internally standardised by the Centre. Marks are then submitted to OCR by a specified date, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for internally assessed work is the same for each Centre and that each teacher has applied the standards appropriately across the range of candidates within the Centre.

The sample of work that is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria defined in Sub-section 7.3.

Where it is not clear within a project folder, by the candidate's own presentation of work, where the marks have been awarded, annotation must be carried out by the person marking the work.

A separate cover sheet containing reference to the criteria applied and their location within the project is recommended.

In order to ensure that internally assessed work has arisen from an approved course of study, Centres are required to submit, at the time of moderation, one candidate's folder of classwork relating to the coursework study, as well as the sample of internally assessed work.

## **7.5 MINIMUM REQUIREMENTS FOR INTERNALLY ASSESSED WORK**

There should be clear evidence that work has been attempted and some work produced.

If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed component, then the work should be assessed according to the criteria and marking instructions and the appropriate mark awarded, which may be zero.

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## SECTION E: FURTHER INFORMATION

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### 8 Opportunities for Teaching

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#### 8.1 ICT

In order to play a full part in modern society candidates need to be confident and effective users of ICT. Where appropriate, candidates should be given opportunities to use ICT in order to further their study of history.

This sub-section offers guidance on opportunities for using ICT during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol. Such opportunities may or may not contribute to the provision of evidence for IT Key Skills. . Where such opportunities do contribute, they are identified by the use of the  symbol.

<b>ICT Application/ Development</b>	<b>Opportunities for using ICT during the course</b>
Find things out from a variety of sources, selecting and synthesising the information to meet needs.	For the local aspect of the coursework, candidates access electronic archives, search for and use appropriate websites for museums and government agencies.
Use a database to search and analyse patterns and test hypotheses effectively.	For the local aspect of the coursework or for the study of the specified content for Paper 2 candidates search and analyse census data to test a hypothesis.
Use a word-processing package to organise and classify.	As part of the work on railways candidates organise and classify different types of consequences of the building of railways (e.g. political, economic, short-term and long-term).
Organise information and ideas to communicate effectively.	Candidates investigate a key individual, e.g. Richard Arkwright or Joseph Chamberlain, and using a writing frame, organise thoughts, communicate knowledge and support explanation with evidence.
Exchange and share information.	E-mail projects may be set up for candidates to communicate with each other, their teacher, or candidates from another Centre.  Candidates can use E-mail or an electronic noticeboard to collect and pass on revision notes.
Review, modify and evaluate work.	The drafting of word-processed coursework assignments can be reviewed, following a class discussion.

## 8.2 CITIZENSHIP

From September 2002, the National Curriculum for England at Key Stage 4 includes a mandatory programme of study for Citizenship. Parts of this programme of study may be delivered through an appropriate treatment of other subjects.

This sub-section offers guidance on opportunities for developing knowledge, skills and understanding of citizenship issues during the course. These opportunities are also indicated within the content of Sub-section 5 by a  symbol.

<b>Citizenship Programme of Study</b>	<b>Opportunities for teaching Citizenship Issues during the course</b>
The legal and human rights and responsibilities underpinning society.	In their work on Industrialisation candidates become aware of the treatment of individuals and how the law and protest groups, e.g. the Luddites, shaped change.
The origins and implications of the diverse national, regional, religious and ethnic identities in the UK and the need for mutual respect and understanding.	As part of Thematic Study F: The Evolution of a Multi-Ethnic Society in Britain, candidates will find out about the political, economic and social implications of the growth of the world as a global community. They will also find out about the diversity of religious and ethnic identities in the UK.
Opportunities for individual groups to bring about social change.	As part of their study of Agriculture, candidates will become aware of the impact of individual groups bringing change through enclosure.
The work of Parliament, the government and the courts in making and shaping the law.	Candidates will learn about trade unions and the courts and the impact of parliament and the courts on the fight for women's suffrage.

## 8.3 SPIRITUAL, MORAL, ETHICAL, SOCIAL AND CULTURAL ISSUES

Opportunities for spiritual development exist through helping candidates to appreciate the achievement of people during the industrial revolution in creating the 'workshop of the world' whilst understanding the motivation of individuals who made sacrifices for a particular cause such as the fight for women's suffrage.

Moral and ethical development can be promoted through helping candidates to recognise that actions have consequences. This may be achieved by considering the results of events or decisions such as the implementation of enclosure, and by exploring how different interpretations of the period reflect different viewpoints and values through a study of public health and housing.

An investigation of the organisation of a community pre-industrialisation could offer opportunities for looking at social development.

Cultural issues could be promoted through the study of the Thematic Study on 'The Evolution of a Multi-Ethnic Society in Britain'.

## **8.4 HEALTH, SAFETY AND ENVIRONMENTAL ISSUES**

OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing this specification and associated specimen assessments.

Health and Safety issues are addressed in ‘Public Health and Housing’ and ‘Medicine, Surgery and Health’ sections of the specification.

Education for sustainable development is addressed through the development of candidates’ enquiry skills, critical thinking and communication, and knowledge and understanding of how past actions, choices and values impact on present and future societies, economies and environments. Exemplification can be found throughout the study of the core content.

Safety during fieldwork is paramount, and candidates should be involved in risk assessment as part of their preparation for coursework.

## **8.5 THE EUROPEAN DIMENSION**

OCR has taken account of the 1988 Resolution of the Council of the European Community in preparing this specification and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content. Relevant European legislation is identified within the specification where applicable.

The importance of economic trade links and scientific development is emphasised in relation to the impact of the French Wars on rural communities and the growth of the iron industry respectively. The importance of the work of European scientists is developed in the Thematic Study ‘Medicine, Surgery and Health c.1750-c.1990’.

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## 9 Key Skills

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Key Skills are central to successful employment and underpin further success in learning independently. Whilst they are certified separately, the Key Skills guidance for this qualification has been designed to support the teaching and learning of content. Opportunities for developing the generic Key Skills of Communication, Application of Number and Information Technology are indicated through the use of a  in Sub-section 5. The wider Key Skills of Working with Others, Problem Solving and Improving own Learning and Performance may also be developed through the teaching programmes associated with the specification.

The following matrix indicates those Key Skills for which opportunities for at least some coverage of the relevant Key Skills exist.

	Communication	Application of Number	IT	Working with Others	Improving Own Learning and Performance	Problem Solving
Level 1	✓	✓	✓	✓	✓	
Level 2	✓		✓	✓	✓	

Detailed opportunities for generating Key Skills evidence through this specification are posted on the OCR website. A summary document for Key Skills coordinators showing ways in which opportunities for Key Skills arise within GCSE courses will be published during 2001.

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## 10 Arrangements for Candidates with Special Needs

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For candidates who are unable to complete the full assessment or whose performance may be adversely affected through no fault of their own, teachers should consult the *Inter-Board Regulations and Guidance Booklet for Special Arrangements and Special Consideration*.

In such cases, advice should be sought from the OCR Special Requirements team (telephone 01223 552505) as early as possible during the course.

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## 11 Support and In-Service Training for Teachers

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- A full programme of In-Service training meetings arranged by the Training and Customer Support Division (telephone 01223 552950).
- Specimen question papers and mark schemes, available from the Publications Department (telephone 0870 8706622; fax 0870 8706621).
- Past question papers and mark schemes, available from the Publications Department (telephone 0870 8706622; fax 0870 8706621).
- A Coursework Guide containing approved coursework assignments for Centres to use.
- A website ([www.ocr.org.uk](http://www.ocr.org.uk)).
- Written advice on coursework proposals.
- A report on the examination, compiled by senior examining personnel after each examination session.
- Individual feedback to each Centre on the moderation of coursework.

