







7. Interpretations B and C both focus on the force-feeding of suffragettes. How far do they differ and what might explain any differences?

[12]

**Interpretation B – An extract from *Dying for the Vote*, a secondary school textbook written by Jane Richardson and Ian Dawson in 2002.**

The woman was held down and a tube was pushed up her nose. A milky liquid was poured into a funnel connected to the rubber tube. This was extremely painful. The government ordered force-feeding to stop hunger strikers dying as this would cause a lot of bad publicity. In 1913 the government brought in a new law, known as the 'Cat and Mouse' Act. This allowed hunger strikers to be released until their health improved and then they would be re-arrested to complete their sentences.

**Interpretation C – An extract from *The Making of Modern Britain* a history book written for the general public by the journalist Andrew Marr in 2009.**

The force-feeding of women in prison who had gone on hunger strike was itself a brutal business. Trying to force mouths open to accommodate metal contraptions resulted in broken teeth and ripped gums; alternatively, the passages of the nose would be bruised by rubber tubes shoved down into the stomach. In Holloway prison in London, a twenty-one-year-old working-class girl from Leicester who had trained as a dancer, Lillian Lenton, was subjected to force-feeding and had the tube accidentally pushed into her windpipe. Her left lung was filled with sloppy food and she nearly died [...] Hurriedly released, her case led to the 'Cat and Mouse' Act which provided for very ill suffragettes to be released from prison, watched until they recovered, and then arrested and jailed again.

Answer **either** question 8 **or** question 9.

**8.\*** In an article in the *Daily Mail* newspaper in 2015 the historian A N Wilson stated that, in the period before the First World War, 'life for the majority of men and women was hellish'. How far do you agree with this view?

[20]

**9.\*** By calling his 1995 book '*The Age of Upheaval: Edwardian Politics 1899–1914*', the historian David Brooks suggests that there were big changes in British politics during that period. How far do you agree with this view?

[20]

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Interpretation A: *The Edwardians*, Hook, Richard (b.1938) / Private Collection / © Look and Learn. Image supplied by Bridgeman Images, [www.bridgemanimages.com](http://www.bridgemanimages.com)

Interpretation B: Extract from Jane Richardson and Ian Dawson, *This is History: Dying for the Vote – Pupil's Book: The Chartists and the Suffragettes: how ordinary people won the right to vote*, pg 51, Hodder Education, London, 2002.

Interpretation C: Extract from Andrew Marr, *The Making of Modern Britain*, pg 58, Pan Macmillan, London, 2009.

Question 8: Quote from A N Wilson, 'The Downton delusion: We love dramas about upstairs, downstairs life, but real Edwardian England saw a pampered few exploiting the poor majority', *The Daily Mail*, 12 Mar 2011, [www.dailymail.co.uk](http://www.dailymail.co.uk), accessed Jan 2015.

Question 9: Reference to David Brooks, *The Age of Upheaval: Edwardian politics 1899–1914* (New Frontiers in History), Manchester University Press, Manchester, 1995.

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**OCR**

Oxford Cambridge and RSA

**...day June 20XX – Morning/Afternoon**

**GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)**

**J411/16 Crime and Punishment, c.1250 to present with Britain in Peace and War, 1900–1918**

**SAMPLE MARK SCHEME**

**Duration:** 1 hour 45 minutes

**MAXIMUM MARK 80**

**This document consists of 24 pages**

## MARKING INSTRUCTIONS

## PREPARATION FOR MARKING

## SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log–in to scoris and mark the **required number** of practice responses (“scripts”) and the **required number** of standardisation responses.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

## TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

## MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

5. Work crossed out:
- where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
  - if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.
6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.
7. There is a NR (No Response) option. Award NR (No Response)
- if there is nothing written at all in the answer space
  - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
  - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.
- Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).
8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e-mail.
9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - To determine the mark within the level**, consider the following:

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

### 13. Subject-specific Marking Instructions

#### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

**USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

**INFORMATION AND INSTRUCTIONS FOR EXAMINERS**

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A: Crime and Punishment, c.1250 to present

<p><b>Question 1–3 marks</b></p> <p>a) Name one type of official who was responsible for enforcing law and order in the Middle Ages.</p> <p>b) Name one type of crime that people were particularly worried about in the period 1500–1750.</p> <p>c) Give one example of a technological change which affected policing in the period after 1900.</p>	
<b>Guidance</b>	<b>Indicative</b>
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: sheriff, constable, coroner, judge, juror, Justice of the Peace.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: vagrancy, poaching, witchcraft, drinking, not attending church, highway robbery, smuggling, rioting.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(c), Likely responses include: the internet, the motor car, TV, radio, DNA testing, tagging.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>



<b>Question 2–9 marks</b>	
<b>Write a clear and organised summary that analyses how law and order was enforced in the period 1500–1750. Support your summary with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>  <i>Examples of details that might be included at any level include: the function of different courts (assizes, quarter sessions, manor, church); the role of law enforcers (Justice of the Peace/magistrate, sheriff, coroner, constable, priests).</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Use of conceptual understanding to organise the response might in this case involve the concept of changes within the period. Or it may involve using diverse aspects of law enforcement to organise the response eg Justice of the Peace, Coroner had certain roles which differed from the responsibilities of e.g. Priests.</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers may show use of second order concepts such as causation (e.g. why roles changed or different roles were needed or reasons for actions), similarity and difference within situations (e.g. different responsibilities of different enforcers).</i>  <i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b> No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

<b>Question 3–10 marks</b>	
<b>What caused the increase in crime in the first half of the nineteenth century? Explain your answer.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p>	
<p><b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</p>	<p><i>Explanations could consider: the rise in population; increasing population mobility; improved transport; growing inequalities in wealth; the increase in rural poverty; the impact of industrialisation; growth in business and opportunities for increase in fraud, bribery and corruption; deteriorating living conditions in the towns; drunkenness; the declining influence of the church; the breakdown of community-based law enforcement.</i></p> <p><i>Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p> <p><i>Answers which simply describe some of crimes from the first half of the nineteenth century cannot reach beyond Level 1.</i></p>
<p><b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</p>	
<p><b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</p>	
<p><b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</p>	
<p><b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

Question 4*–18 marks	
How far do you agree that the most important changes in the punishment of offenders took place in the twentieth century? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of types of crime in any period.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To achieve the two highest levels, answers must consider at least one period outside the twentieth century even if the response goes on to argue that the most important changes took place in the twentieth century.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: the abolition of capital punishment and of birching; changes in prisons (e.g. abolition of treadmills, prisoners allowed to ‘associate’, open prisons); alternatives to prison e.g. probation, community service and electronic tagging.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: arguing that changes before 1900 were of greater significance as they paved the way for later changes or that they were just as important in their own time (including changes that made punishments even harsher). Examples of changes from before 1900 include: the ‘Bloody Code’; transportation; prison reform; the end of public executions.</i>

<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 5*–18 marks	
<p><b>'In the period between 1750 and 1900 there were big changes in policing'. How far do you agree with this statement? Give reasons for your answer.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of policing in the period 1750–1900.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must identify and consider the alternative point of view. OR answers may reach a judgment on how “big” the changes were in policing in the period 1750 and 1900 by comparison with other periods.</i></p>
<p><b>Level 5 (13–15 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order change, continuity and significance but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the introduction of the first police force in London in 1829 was an important advance; legislation was introduced to establish police forces throughout the country; the number of police officers increased significantly; people accepted the need for a police force.</i></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: there were limitations to policing in the period 1750–1900 (e.g. limited numbers of police officers and limitations to their effectiveness); the changes came after 1829 – little change in the period 1750–1829.</i></p>

<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

## Section B: Britain in Peace and War, 1900–1918

**Question 6a – 3 marks**

In Interpretation A the artist Richard Hook tries to portray some of the drama of life in Britain in the early twentieth century. Identify and explain one way in which the illustrator does this.

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which Hook portrays the drama of life in Britain + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.*

*The explanation of how the illustrator portrays drama may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the illustrator. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

*The level of activity of the people and things depicted creates a sense of drama, for example the artist shows a newspaper seller yelling out in an animated way (1) and he is selling papers about the death of a suffragette at the Derby which as a shocking event in a very public place would have been very dramatic (1). This aspect of drama is further enhanced by the artist directly beneath this depicting a policeman forcibly removing a suffragette which suggests the ongoing struggle of the suffragettes which was one of the dramatic aspects of the age(1).*

*The drama of life is suggested by the soldiers marching to war (1), the artist has given them determined faces and they are organised in line and this suggests the seriousness and worry that people felt (1). They are lined up behind a depiction of the king and pointing in the same direction which suggests patriotism and commitment (1).*

*The painting shows a motor car which was a new invention and so dramatic and exciting (1). It is depicted as shiny and large and by doing this the artist is suggesting the power of new technology which could be seen as a dramatic element of the age (1). Not many people would have had cars hence the wealth of status of the rich couple in the car and this suggests dramatic class and wealth divisions as many people were still very poor (1).*

<p><b>Question 6b – 5 marks</b></p> <p>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand life in Britain in the early twentieth century.</p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p> <p><b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (5 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i></p> <p><i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i></p> <p><i>Examples of areas for further research include: the lives of upper class Edwardians (Diversity i.e. Similarity/Difference), reasons for the growing violence of the Suffragette campaign (Causation, Change, Diversity i.e. Similarity/Difference), the impact of the motor car on the lives of people in Britain (Consequence, Diversity i.e. Similarity/Difference); changes in football/sport/leisure (Change, Causation, Diversity i.e. similarity and difference).</i></p>
<p><b>Level 2 (3–4 marks)</b></p> <p>The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>Level 1 (1–2 mark)</b></p> <p>The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	



Question 7–12 marks	
Interpretations B and C both focus on the force-feeding of suffragettes. How far do they differ and what might explain any differences?	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider: the overall focus of each interpretation; the specific issues covered by the interpretations (B and C both focus on the process of force-feeding and the ‘Cat and Mouse’ Act); the interpretations’ treatment of specific issues (B – briefly describes the process of force-feeding, C provides more detail and gives a more graphic account with an example based on a named individual; the style and tone of the interpretations (C portrays the process as more brutal, e.g. B – ‘released until their health improved’ C – ‘watched until they recovered’; the nature and purpose of the interpretations eg the audience for which the interpretations were made (e.g. B – a school textbook, therefore the description possibly had to be brief and the authors may have decided to tone down the horror, C a popular history book written by a journalist who may have wanted to emphasise the brutality of force-feeding.</i></p> <p><i>Knowledge and understanding may be shown by candidates’ ability to make sense of, and readiness to comment on e.g.: how far each interpretation deals with the causes and consequences of force-feeding.</i></p> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</i></p>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

<p><b>Question 8*–20 marks</b></p> <p>In an article in the Daily Mail newspaper in 2015 the historian A N Wilson stated that, in the period before the First World War, ‘life for the majority of men and women was hellish’. How far do you agree with this view?</p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of life for the majority of people in the period 1900–1913.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across British society) and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (13–16 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the inequalities in British society; the long hours of work and low pay; the toil of domestic work; the inequalities and injustice faced by women; the poor living conditions and lack of health care; the extent of poverty as revealed by the Rowntree Survey.</i></p>
<p><b>Level 3 (9–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: the opportunities for employment; the variation in experience among ‘the majority of men and women’; improvements in transport and the urban environment; the Liberal Reforms; the hope provided growth of Trades Unions; the hope provided by the campaigns for female suffrage; the strength of family and community; the importance of church and chapel; different forms of working class leisure; ‘hellish’ is a contemporary perspective.</i></p>

<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<p><b>Question 9*–20 marks</b>  <b>By calling his 1995 book ‘The Age of Upheaval: Edwardian Politics 1899–1914’, the historian David Brooks suggests that there were big changes in British politics during that period. How far do you agree with this view?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of British politics in the period 1900–1918.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering the force of the phrase ‘big changes’ in the question.</i>  <i>Answers are most likely to show understanding of the second order concepts of change and continuity (aspects that did or did not change) and similarity and difference (diversity of experience across British society – more changed for some) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the rise of the Labour Party and the growth of Trades Unions, the Liberal victory in the 1906 election and the Liberal Reforms; the Parliament Act (1911) and the reduction in the power of peers; the campaigns for the vote for women.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: the continuing power of the establishment; the weakness of the Labour Party and of Trades Unions; the lack of success of the campaign for votes for women by 1914.</i></p>

<p><b>Level 2 (5–8 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

## Assessment Objectives (AO) grid

## Section A

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
<b>Total</b>	<b>20</b>	<b>20</b>			<b>40</b>

## Section B

Question	AO1	AO2	AO3	AO4	Marks
6 (a)				3*	3
6 (b)	2	3			5
7				12	12
8/9	5	5		10	20
<b>Total</b>	<b>7</b>	<b>8</b>		<b>25</b>	<b>40</b>

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