

# **History B (Modern World)**

General Certificate of Secondary Education

Unit **A972/21**: British Depth Study, 1890-1918

## **Mark Scheme for January 2011**

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Question Number		Mark
1	<b>Study Source A</b> <b>What is the message of this cartoon?</b> <b>Use details of the source and your own knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Description of surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>Women are getting bigger</i></li> </ul>	1
	<b>Level 2</b> Secondary message of the source eg <ul style="list-style-type: none"> <li>• <i>More women are getting the vote</i></li> <li>• <i>Other places are giving women the vote</i></li> <li>• <i>Women / the suffrage movement have made great progress</i></li> </ul> NOTE: Top marks for answer which is developed and or supported.	2-3
	<b>Level 3</b> Recognises main message(s) of cartoon (4 marks) and develops answer using details of source OR relevant use of contextual knowledge (5 marks) eg <ul style="list-style-type: none"> <li>• <i>The cartoon is saying that women in many parts of the world are getting the vote so they should get the vote in Britain. The figure of the woman grows from being a tiny child to become a large figure which represents the number of countries where women have the vote.</i></li> </ul> NOTE 1: Could accept as main message that Suffragettes are trying to make people think that women getting the vote is inevitable. NOTE 2: Mark valid purpose at this level eg cartoon is trying to generate support for women's suffrage, or to get people to join the Suffragettes.	4-5
	<b>Level 4</b> Focus on main message of poster supported by detail from source and put into context (ie relevant use of CK) eg <ul style="list-style-type: none"> <li>• <i>The cartoon is saying that women in many parts of the world are getting the vote so they should get the vote in Britain. Some of these countries were in the British Empire. The suffragettes are pointing this out and saying it makes no sense if women in Britain itself cannot have the vote when some women in the British Empire do.</i></li> </ul>	6

Question Number		Mark
2	<p><b>Study Sources B and C.</b>  <b>Do you trust Source B or Source C more about the achievements of the WSPU (the Suffragettes)? Use details of the sources and your knowledge to explain your answer.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	0
	<p><b>Level 1</b>            General assertion OR summary of source(s) eg  <ul style="list-style-type: none"> <li>• <i>I trust Source C more because it tells you what the WSPU did.</i></li> </ul> </p>	1
	<p><b>Level 2</b>            Selects relevant points and asserts reliability / unreliability of sources but lacks development or explanation eg  <ul style="list-style-type: none"> <li>• <i>I trust Source C more because we know the Suffragettes were very effective campaigners and had good leadership.</i></li> <li>• <i>I trust Source B more because Suffragette actions did put men off giving women the vote.</i></li> </ul> </p>	2
	<p><b>Level 3</b>            Stock evaluation eg  <ul style="list-style-type: none"> <li>• <i>I trust Source C as it was written at the time and B was produced many years later.</i></li> <li>• <i>Source C was a suffragette so she is a better source about the Suffragettes.</i></li> <li>• <i>We cannot trust Source C because it is by the Suffragette leader Mrs Pankhurst.</i></li> </ul>           NOTE: Both sources for top mark         </p>	2-3
	<p><b>Level 4</b>            Answers the question by evaluating one source.            Evaluation could be based on tone / language / purpose, cross reference or contextual knowledge eg  <ul style="list-style-type: none"> <li>• <i>Source C is more trustworthy than Source B. The language of Source B is bitter and angry towards the suffragettes so she is not a reliable source about their achievements. She calls them terrorists and says that it was natural that men set their teeth against giving women the vote.</i></li> <li>• <i>We cannot really trust Source C because Emmeline Pankhurst was one of the leaders of the WSPU. Her language is completely over the top, for example when she talks about 'blessed with marvellous leadership'. She is talking about herself! She cannot be trusted about the achievements of her own movement.</i></li> <li>• <i>Source B can be trusted because we know that the Suffragettes did do a lot of damage and turned public opinion against giving women the vote. Events like Emily Davison being killed at The Derby in 1913 made people think women did not deserve the vote.</i></li> <li>• <i>We can trust Source C to some extent. We know that when the First World War started Mrs Pankhurst stopped campaigning for the vote. She and the WSPU helped women get the vote by helping with the war effort, for example using white feathers to get men to join up in the army.</i></li> </ul>           NOTE 1: Mark within the range for quality of development / support.            NOTE 2: Beware of crediting CK which is in fact taken from list of actions in Source B – candidates must do more than this.         </p>	4-6
	<p><b>Level 5</b>            As L4 but evaluates <b>both</b> sources</p>	7-8

Question Number		Mark
3	<b>Study Source D.</b> <b>Does this source prove that the NUWSS were effective campaigners?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion OR Describes the photograph without addressing the question eg <ul style="list-style-type: none"> <li>• <i>Yes the Suffragists were very good campaigners, they did a lot of things like posters.</i></li> <li>• <i>We can see a lot of Suffragists outside a shop with lots of posters.</i></li> </ul>	1
	<b>Level 2</b> Stock evaluation related to the question eg <ul style="list-style-type: none"> <li>• <i>No because the photograph does not tell the whole story it is just one scene in time.</i></li> <li>• <i>No because we don't know how many people actually read the posters or listened to the women.</i></li> <li>• <i>No, because we cannot be sure the photograph was not set up.</i></li> </ul>	2-3
	<b>Level 3</b> Argues yes or no (or both) based on detail from the photograph eg <ul style="list-style-type: none"> <li>• <i>Yes, it shows they were organised and have people to do campaigning.</i></li> <li>• <i>Yes, the posters are very attractive and interesting. They have strong messages like 'Bread-Winner and Tax Payer, Why Not Voter?'</i></li> <li>• <i>Yes, the posters show they have managed to get the Labour, Liberal and Conservative candidates to support them.</i></li> </ul>	3-4
	<b>Level 4</b> Develops Level 3 answer by using cross reference and or contextual knowledge eg L3 plus one of ... <ul style="list-style-type: none"> <li>• <i>Yes, it shows they were organised and have people to do campaigning. The NUWSS was very well organised and effective. It had 500 branches and over 100 000 members.</i></li> <li>• <i>Yes, the posters are very attractive and interesting. They have strong messages like 'Bread-Winner and Tax Payer, Why Not Voter?'. We know that the Suffragists were very effective at getting publicity for their cause. Crowds of 20 000 at their rallies were not unusual and they used posters, petitions and film to publicise their cause.</i></li> <li>• <i>Yes, the posters show they have managed to get the Labour, Liberal and Conservative candidates to support them. This is supported in Source H which says that they made efforts to build links with all the parties, especially Labour.</i></li> </ul>	5-7
	<b>Level 5</b> As L4 but with valid conclusion on issue of proof eg <ul style="list-style-type: none"> <li>• Shows that yes and no sides could be argued (more than one L4 example)</li> <li>• Argues one side but considers how far 'prove' is justifiable (ie rather than terms such as strongly suggest)</li> </ul> <b>Alternative Level 5</b> Understands how the existence of the photograph supports the claim that the NUWSS were effective campaigners	8

Question Number		Mark
	<ul style="list-style-type: none"><li data-bbox="323 264 1273 519"><i>The photograph shows that the Suffragists were effective campaigners. It is obviously set up, with the five women standing still and looking at the camera. The photograph is clearly posed, as we can see from the way the women are standing. Since it was at the time of a by-election the photograph shows the Suffragists making a special effort at this important time. This shows they understood how to campaign. They might even have used this photograph as propaganda at a later date.</i></li></ul>	

Question Number		Mark
4	<b>Study Source E.</b> <b>Why was this source published in August 1916? Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>It shows people working for the war</i></li> </ul>	1
	<b>Level 2</b> Focus on context of source with no comment on message or purpose eg <ul style="list-style-type: none"> <li>• <i>During the war many women took over men's jobs, especially in the munitions factories. They suffered from diseases and after the war some women got the vote.</i></li> </ul>	2-3
	<b>Level 3</b> Secondary message of source eg <ul style="list-style-type: none"> <li>• <i>It was published to show women were doing important work. The woman is working in munitions, carrying a shell.</i></li> <li>• <i>It was published to praise women for their war work. The woman is working in munitions, carrying a shell. This is helping the war effort.</i></li> </ul> <b>Alternative Level 3</b> Asserts main message but with no development eg <ul style="list-style-type: none"> <li>• <i>The cartoon was published to show that women deserved to get the vote.</i></li> <li>• <i>The cartoon is saying that the war effort is more important than women getting the vote.</i></li> </ul>	4
	<b>Level 4</b> Explains main message of the source supported by the source eg <ul style="list-style-type: none"> <li>• <i>It is clear the cartoonist thinks the vote is a distraction from war work and people should forget it. The woman is shown in a very positive light because she is saying she is too busy on war work to think about the vote. The man talks about the register as a lot of cackle.</i></li> <li>• <i>The cartoon was published to show that women deserve to get the vote after the war because of their war work. The woman is shown positively in this source. She is just getting on with her war work, carrying shells.</i></li> <li>• <i>The cartoon was published to show that women to criticise people who were opposed to the idea of women getting the vote after the war. The man opposes women getting the vote but he is shown in a bad light. He talks about women getting the vote being silly cackle.</i></li> </ul> <b>Alternative Level 4</b> Asserts main purpose with no development eg <ul style="list-style-type: none"> <li>• <i>The cartoon was published to persuade people that getting behind the war effort was more important than the campaign for women to get the vote.</i></li> <li>• <i>The source was published to persuade people that women should get the vote.</i></li> </ul>	5
	<b>Level 5</b> Explains main message in context of 1916 eg L4 example plus <ul style="list-style-type: none"> <li>• <i>Context of August 1916 and the Battle of the Somme and the need for shells</i></li> <li>• <i>CK about women's war work explaining importance of their contribution</i></li> <li>• <i>Cross reference to Sources F and or G</i></li> </ul>	6-7

Question Number		Mark
	<p><b>Alternative Level 5</b> Explains main purpose of source eg</p> <ul style="list-style-type: none"><li><i>The source was published to persuade people that women should get the vote. The cartoonist shows the women as responsible and committed to the war effort, getting on with her work carrying shells. The man is meant to be typical of men who oppose votes for women. He seems harsh and stupid, calling the voting register silly cackle and he is not working.</i></li></ul>	
	<p><b>Level 6</b> Explains main purpose in context eg</p> <ul style="list-style-type: none"><li><i>As Alt L5 with CK as L5</i></li></ul>	<b>8</b>

Question Number		Mark
5	<p><b>Study Sources F and G.</b>  <b>Is one of these sources more useful than the other in explaining why women eventually gained the vote in 1918? Use details of the sources and your knowledge to explain your answer.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	0
	<p><b>Level 1</b>            General assertion or summarises / selects details with no reference to question eg</p> <ul style="list-style-type: none"> <li>• <i>Source F says they have worked out their salvation.</i></li> <li>• <i>Source G because it tells the whole story</i></li> </ul>	1
	<p><b>Level 2</b>            Stock evaluation eg</p> <ul style="list-style-type: none"> <li>• <i>Source F is more useful because it was written at the time.</i></li> </ul>	2-3
	<p><b>Level 3</b>            Useful as information about <b>how</b> women gained the vote eg</p> <ul style="list-style-type: none"> <li>• <i>Source F is useful because it tells us that it was women's war work which got them the vote. Asquith says that after the war he could not withhold the vote from women.</i></li> <li>• <i>Source G is useful because it shows that it was not just one thing which got the vote. It was three stages which all came together – the long campaign of Mrs Fawcett, the militants and the war.</i></li> </ul> <p><b>NOTE 1:</b> Needs some kind of inference about usefulness for this level, even if implicit.  <b>NOTE 2:</b> Can only reach top level if both sources considered.</p>	3-5
	<p><b>Level 4</b>            Useful about <b>why</b> women got the vote in 1918 (using CK and or X-ref) eg</p> <ul style="list-style-type: none"> <li>• <i>Source F is useful because it shows that war work changed attitudes towards women getting the vote. Asquith changes his mind because of the work they do. Asquith had been opposed to votes for women before the war. He was often attacked by suffragettes. This shows how important women's war work was as it changed his mind.</i></li> <li>• <i>Source G is useful because it shows that it was the organisation and propaganda work of the Suffragists that got the vote. Militancy and war helped but they were less important. NUWSS were very well organised and had 500 branches and 100 000 members in 1914.</i></li> <li>• <i>Could be critical through knowledge eg still a lot of opposition to votes for women, relatively few women got vote 1918 and certainly few war workers</i></li> <li>• <i>Could use CK to address factors not present in these sources</i></li> </ul> <p><b>Alternative Level 4</b>            Explains how content of source(s) can be used to illustrate impact of actions of women and why this led to vote eg</p> <ul style="list-style-type: none"> <li>• <i>Source F is clearly more useful in terms of explaining why women got the vote in 1918. It is from ex-PM Asquith who was prime minister at the time of the main campaigns of the suffragists and the violent attacks of the suffragettes. The fact that Asquith says positive things about women's suffrage such as 'How could we have carried on without them' shows that he is sincere because he has changed his opinion dramatically. He is unlikely to say all this in Parliament if he actually does still oppose it.</i></li> </ul>	5-7

Question Number		Mark
	NOTE: Alt L4 requires a sophisticated use of the content of source(s) NOTE: Mark within level for quality of development, quality of CK NOTE: Mark at top of level if both sources evaluated.	
	<b>Level 5</b> Valid conclusion on which source more useful eg <ul style="list-style-type: none"><li>• <i>Source F is more useful because it shows how an opponent was forced to change his mind, whereas Source G really doesn't give us the same detailed example.</i></li><li>• <i>Source F is useful because it shows the final trigger which gave women the vote, but G gives us the long term picture and how the different factors worked together.</i></li></ul>	<b>8</b>

Question Number		Mark
6	<p><b>6 Study all the sources.</b>  <b>'Women gained the vote in 1918 because of the work of the Suffragists'.</b>  <b>How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer. Remember to identify the sources you use.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	<b>0</b>
	<p><b>Level 1</b>            General answers unsupported from the sources eg  <ul style="list-style-type: none"> <li>• <i>Disagree, the suffragettes were more important</i></li> </ul>           NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.</p> <p><b>OR</b>            Uses the sources without addressing the question eg  <ul style="list-style-type: none"> <li>• <i>Source A shows other countries giving women the vote.</i></li> </ul> </p>	<b>1-4</b>
	<p><b>Level 2</b>            One sided answer with explanation of how the sources support OR oppose the statement eg  <ul style="list-style-type: none"> <li>• <i>The statement is true – Source D shows that the NUWSS built alliances with other political parties to get support. Source E shows the NUWSS were effective campaigners with posters and other campaign methods ....</i></li> </ul>           NOTE- Mark at bottom of level if only one source used.</p>	<b>5-7</b>
	<p><b>Level 3</b>            Balanced answer with explanation of how the sources support AND oppose the statement eg L2 example plus  <ul style="list-style-type: none"> <li>• <i>Some sources say the statement is wrong. Source A shows women would have got the vote anyway because women all over the world were getting it. This was also a suffragette cartoon so this disagrees with the statement. Source C shows it was the WSPU which got the vote with its marvellous leadership ....</i></li> </ul>           NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources may be as worthy as a large number treated lightly.</p>	<b>8-10</b>
	<p>Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of  <ul style="list-style-type: none"> <li>• effective evaluation of the sources used which could be based on evaluation of tone/language/purpose</li> <li>• OR cross reference</li> <li>• OR knowledge</li> </ul> </p>	<b>+2</b>
	<p><b>Level 4</b>            High Level 3 (9-10) plus some consideration of how far <u>the sources</u> support / oppose the statement. This might be tackled on the basis of  <ul style="list-style-type: none"> <li>• <i>evaluation of the sources used eg 'Yes' side more believable overall</i></li> <li>• <i>eg the pro sources are a stronger collection when taken together.</i></li> </ul> </p>	<b>11-12</b>

Source A	No (Suffragettes)	Source E	No (war work)
Source B	Yes (Suffragists gain respect)	Source F	No (war work)
Source C	No (Suffragettes)	Source G	Yes (Fawcett / Suffragists) No (Militancy and war)
Source D	Yes (effective campaigning) No (lack of impact)	Source H	Yes (Suffragists and parties)

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