



June 2022 - Morning/Afternoon

GCSE (9-1) History B (Schools History Project)

J411/43 Britain in Peace and War, 1900–1918

Time allowed: 1 hour

Sample Question Paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the <u>Changes for 2022</u> qualification web page.

You must have:

• the OCR 12-page Answer Booklet



INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 (a-b) and 2, and either Question 3 or Question 4.

INFORMATION

- The total mark for this paper is 50.
- The marks for each question are shown in brackets [].
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil ().
- Quality of extended response will be assessed in questions marked with an asterisk (*).

T10054/3.2

This document has 4 pages.

ADVICE

Read each question carefully before you start your answer.

Britain in Peace and War, 1900-1918

Answer questions 1 (a-b) and 2.

1.

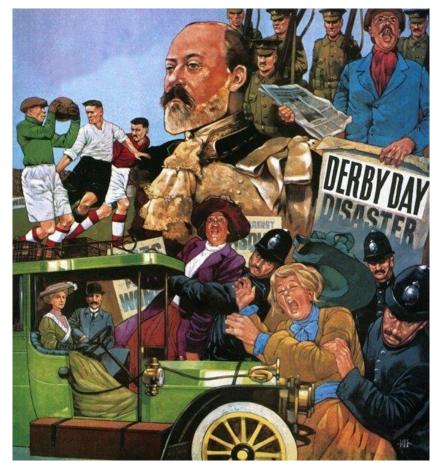
(a) In Interpretation A the artist Richard Hook tries to portray some of the drama of life in Britain in the early twentieth century.

Identify one way in which the artist does this.

[3]

Interpretation A

A painting by the artist Richard Hook c.1980. The title of the painting is 'The Edwardians'.



(b) 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.

[5]

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

() Spelling, punctuation and grammar and the use of specialist terminology

[12] [5]

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.

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Answer either question 3 or question 4.

3.* 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?

[20]

(P) Spelling, punctuation and grammar and the use of specialist terminology

[5]

4.* 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?

(A) Spelling, punctuation and grammar and the use of specialist terminology

[20]

Copyright Information:

Interpretation A: The Edwardians, Hook, Richard (b.1938) / Private Collection / © Look and Learn. Image supplied by Bridgeman Images, 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 3: 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, accessed Jan 2015.

Question 4: 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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June 2022

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)
J411/ 43 Britain in Peace and War, 1900–1918

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

This document has 16 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

- Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM Assessor 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
- Log-in to RM Assessor and mark the required number of practice responses ("scripts") and the required number of standardisation responses.

MARKING

- 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 RM Assessor 50% and 100% (traditional 40% 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 or the RM Assessor messaging system, or by email.

5. Crossed Out Responses

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses - Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. (The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

- 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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

• anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

- 8. The RM Assessor **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 RM Assessor 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:
 - a. To determine the level start at the highest level and work down until you reach the level that matches the answer
 - b. **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	Above bottom and either below middle or at middle of level (depending on number of
level	marks available)
Meets the criteria but with some slight	Above middle and either below top of level or at middle of level (depending on number
inconsistency	of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Annotation	Meaning

1. 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.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 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.
- Candidates' answers must be relevant to the question. Beware of seemingly 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.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 🥒

High performance 4-5 marks	 Learners spell and punctuate with consistent accuracy Learners use rules of grammar with effective control of meaning overall Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	 Learners spell and punctuate with considerable accuracy Learners use rules of grammar with general control of meaning overall Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	 Learners spell and punctuate with reasonable accuracy Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	 The learner writes nothing The learner's response does not relate to the question The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

Britain in Peace and War, 1900-1918

Question 1a - 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 is 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 appropriates 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).

Question 1b - 5 marks

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.

Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 2 marks**

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 3 marks**

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.

Level 3 (5 marks)

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).

Level 2 (3-4 marks)

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).

Level 1 (1-2 mark)

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).

0 marks

No response or no response worthy of credit.

Notes and guidance specific to the question set

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.

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.

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).

Question 2-12 marks

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

Levels

AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Maximum 12 marks**

Notes and guidance specific to the question set

Level 4 (10-12 marks)

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).

Level 3 (7-9 marks)

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).

Level 2 (4-6 marks)

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).

Level 1 (1-3 marks)

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).

0 marks

No response or no response worthy of credit.

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 e.g. 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.

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.

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.

No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Question 3*-20 marks

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?

Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.

Maximum 5 marks

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**

AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**

Level 5 (17-20 marks)

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).

There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

Level 4 (13-16 marks)

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).

There is a well-developed line of reasoning which is clear, relevant and logically structured.

Level 3 (9-12 marks)

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).

There is a line of reasoning presented which is mostly relevant and which has some structure.

Notes and guidance specific to the question set

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.

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.

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.

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.

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.

Level 2 (5-8 marks)

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).

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).

There is a line of reasoning which has some relevance and which is presented with limited structure.

Level 1 (1-4 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1).

Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).

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.

The information is communicated in a basic/unstructured way.

0 marks

No response or no response worthy of credit.

Question 4*-20 marks

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?

Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks**

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5** marks

AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**

Level 5 (17-20 marks)

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).

There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

Level 4 (13-16 marks)

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).

There is a well-developed line of reasoning which is clear, relevant and logically structured.

Level 3 (9-12 marks)

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).

There is a line of reasoning presented which is mostly relevant and which has some structure.

Notes and guidance specific to the question set

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of British politics in the period 1900–1918.

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.

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.

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.

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.

Level 2 (5-8 marks)

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).

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).

There is a line of reasoning which has some relevance and which is presented with limited structure.

Level 1 (1-4 marks)

Demonstrates some knowledge of features and characteristics of the period (AO1).

Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).

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.

The information is communicated in a basic/unstructured way.

0 marks

No response or no response worthy of credit.

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