



Oxford Cambridge and RSA

**GCSE (9-1)**

**History B (Schools History Project)**

**J411/43: Britain in peace and war 1900-1918**

General Certificate of Secondary Education

**Mark Scheme for June 2022**

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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**RM ASSESSOR**

1. 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>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **required number of** standardisation responses.

**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 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 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. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
<b>SEEN</b>	Noted but no credit given
<b>NAQ</b>	Not answered question
	For highlighting creditable content

## 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.
- 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 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 **

<p><b>High performance</b> <i>4–5 marks</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with consistent accuracy</li> <li>• Learners use rules of grammar with effective control of meaning overall</li> <li>• Learners use a wide range of specialist terms as appropriate</li> </ul>
<p><b>Intermediate performance</b> <i>2–3 marks</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with considerable accuracy</li> <li>• Learners use rules of grammar with general control of meaning overall</li> <li>• Learners use a good range of specialist terms as appropriate</li> </ul>
<p><b>Threshold performance</b> <i>1 mark</i></p>	<ul style="list-style-type: none"> <li>• Learners spell and punctuate with reasonable accuracy</li> <li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li> <li>• Learners use a limited range of specialist terms as appropriate</li> </ul>
<p><b>No marks awarded</b> <i>0 marks</i></p>	<ul style="list-style-type: none"> <li>• The learner writes nothing</li> <li>• The learner's response does not relate to the question</li> <li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li> </ul>

**Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
  - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
  - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at [specialrequirements@ocr.org.uk](mailto:specialrequirements@ocr.org.uk) who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

## Mark Scheme

## Britain in Peace and War, 1900–1918

**Question 1a – 3 marks**

**In Interpretation A, journalist Darren McCullins tries to make readers feel sympathy for Conscientious Objectors during the First World War. Identify and explain one way in which he 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 the journalist tries to make readers feel sympathy for conscientious objectors + 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 journalist tries to make readers feel sympathy for conscientious objectors 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 historian. 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 journalist makes it seem as if conscientious objectors are usually left out of Remembrance Day commemorations. (1) For example, he says, 'We should not forget those who did not go'. (1) This makes the reader feel guilty for only remembering soldiers who died. (1)*
- The article reports how conscientious objectors was unfairly treated. (1) It quotes a Larkin from the Peace and Justice centre saying that the military sat on tribunals 'to make sure anyone who claimed conscientious objection was rejected,' (1) This gives the impression that the system was rigged against them. (1)*
- McCullins describes the harsh prison conditions of conscientious objectors. (1) For example, he describes how some of them were 'thrown into pools of sewage.' (1) This makes the reader feel sympathy for them because they were been targeted simply for their beliefs. (1)*
- The article portrays the conscientious objectors as brave men. (1) For example, Larkin is quoted as saying they showed 'a great deal of courage and moral strength'. (1) This makes the reader feel sympathetic towards them because they did not take the easy way out. (1)*

**NOTE:** The question asks for ONE way – DO NOT AWARD SEPARATE MARKS FOR SEPARATE FEATURES.

One mark is for correct identification of a feature in the interpretation that relates to the question.

For the second 2 marks, the candidate must either: pick out a specific feature in the image/text and develop the explanation by making two points about it;

**OR** give 2 points of development relating to a more general feature (e.g. an example of the feature + the effect this has)

<p><b>Question 1b – 5 marks</b>  <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 men’s responses to the First World War.</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 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>  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: comparison of the responses of different men (diversity/similarity &amp; difference); reasons for conscientious objection (causation); how typical this kind of approach was from the tribunals/military representatives; (similarity/difference/diversity); how many men joined up or accepted conscription compared to those who did not (similarity/difference/diversity); impact / importance of conscientious objection on morale/ war effort at home (consequence/significance).</i></p>
<p><b>Level 2 (3–4 marks)</b>  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>  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>  No response or no response worthy of credit.</p>	

<b>Question 1b – 5 marks</b>	
<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 men’s responses to the First World War.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p><b>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of men’s responses to the First World War.</b></p> <p><i>[Diversity/ causation]</i>  <i>Interpretation A gives us the impression that the men appearing before the tribunals who did not go to war were all conscientious objectors with courageous moral strength. I would like to investigate if there were also other reasons men who applied for exemption, such as work or home commitments. This might help to further understand public opinion about men who did not fight.</i></p> <p><i>[Diversity]</i>  <i>Interpretation A gives us the impression that the military tribunals were tyrannical and the system was rigged against conscientious objectors. I would like to investigate if this varied from area to area, or between different military representatives. This would help us to understand how sympathetic and fair the tribunals were.</i></p>
<b>Level 2 (3-4 marks)</b>	<p><b>Valid line of enquiry based on second order concept, e.g.</b></p> <p><i>[Change]</i>  <i>I would like to know if public opinion about conscientious objectors stayed the same throughout the war. This would help us to understand if men’s experiences at the front, or the number of men who were dying, had any impact on people’s views. [4]</i></p> <p><i>[Diversity]</i>  <i>I would investigate if all conscientious objectors received harsh treatment in prison, or if this varied from place to place. [3]</i></p> <p><i>[Causation]</i>  <i>I would investigate why there was such harsh treatment of conscientious objectors from the authorities. [3]</i></p> <p><b>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of men’s responses.</b></p>
<b>Level 1 (1–2 marks)</b>	<p><b>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</b>  <i>I would like to find out how many conscientious objectors there were</i>  <i>I would like to know what kinds of hard labour were involved in the prisons.</i></p> <p><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</b>  <i>The article says that men were thrown into sewage. I’d like to find out if that’s true or if that’s an exaggeration.</i></p>
<b>0 marks</b>	

<b>Question 2–12 marks</b> <b>Interpretations B and C both focus on the upper classes in Edwardian society. How far do they differ and what might explain any differences?</b>	
<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).	<i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• (L1) Comparison provenance and source type alone, eg B is from a book but C is from a newspaper.</li> <li>• (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was written by someone who just made a TV programme for entertainment; C is from a journalist biased against the upper classes.</li> <li>• (L2) Individual points of similarity/difference in content: B says the upper classes lived 'in splendour' and C also suggests this talking about their servants and shooting; B says they weren't arrogant but C says they mocked their servants.</li> <li>• (L3) Differences in the overall message about or portrayal of the upper classes, e.g. B gives us a fairly positive/sympathetic impression of the upper classes – Fellowes says their way of life was 'threatened' and says although they lived in 'splendour' they weren't excessive or arrogant. But C gives us an entirely negative impression, calling them 'abusive' and showing them as uncaring by 'throwing' out servants into the workhouse if they behaved incorrectly.</li> <li>• (L4) Comparison as L3, plus developed reasons for differences using purpose and audience, e.g. B was 'a celebration' of a TV programme whose characters are an upper class family so it is likely to be light-hearted and show the characters as well-rounded people; C is from a newspaper which is sympathetic to ordinary people so it is much more likely to be critical of the treatment of servants by their upper class employers.</li> </ul> <p>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.</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><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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<b>Question 2–12 marks</b>	
<b>Interpretations B and C both focus on the upper classes in Edwardian society. How far do they differ and what might explain any differences?</b>	
<b>Guidance and indicative content</b>	
<b>Level 4 (10-12 marks)</b>	<p><b>Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose/audience of B and/or perspective/audience of C, e.g.</b></p> <p><i>As L3, plus: I think B is showing the Edwardian upper classes in a more positive light because it was ‘a celebration’ of a TV programme whose characters are an upper-class family so it is likely to be light-hearted and show the characters as well-rounded people. [11 marks] However, C is from a newspaper which is sympathetic to ordinary people so it is much more likely to focus on their role as employers of the working class, and be critical of their treatment of their servants. [12 marks]</i></p> <p><b>NOTE 1: Award 10-11 marks for candidates who use the purpose/audience/perspective of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose/ audience/ perspective of <u>both</u> interpretations to explain difference in portrayals.</b></p> <p><b>NOTE 2: Do NOT allow undeveloped comments about provenance at this level, e.g. B was written by someone who just made a TV programme for entertainment; C is from a newspaper biased against the upper classes.</b></p>
<b>Level 3 (7-9 marks)</b>	<p><b>Valid comparison of portrayal of / message about the upper classes in B and C, e.g.</b></p> <ul style="list-style-type: none"> <li><i>B gives us a fairly sympathetic impression of the upper classes – Fellowes says their way of life was ‘threatened’ and says although they lived in ‘splendour’ they weren’t excessive or arrogant. But C gives us an entirely negative impression, calling them ‘abusive’ and showing them as uncaring by ‘throwing’ out servants into the workhouse if they behaved incorrectly.</i></li> <li><i>B is quite positive and sympathetic about the Edwardian upper classes; they come across as quite well-rounded. But C gives us the impression they were all quite uncaring and horrible employers. [7]</i></li> </ul> <p><b>NOTE: Answers with support from one/both interpretations, mark at 8–9 marks; answers with no support from either interpretation: award 7 marks</b></p>
<b>Level 2 (4-6 marks)</b>	<p><b>Selects individual points of similarity or difference, e.g.</b></p> <ul style="list-style-type: none"> <li><i>B says the upper classes lived ‘in splendour’ and C also suggests this talking about their servants and shooting.</i></li> <li><i>B says they weren’t arrogant but C says they mocked their servants.</i></li> </ul> <p><b>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b>  <i>I think C is giving us quite a negative impression of the upper classes because it’s from a newspaper which looks at things from the perspective of ordinary people. So it’s much more likely to focus on their role as employers of the working class, and be critical of their treatment of their servants.</i></p>
<b>Level 1 (1–3 marks)</b>	<p><b>Comparison of simplistic provenance, e.g.</b></p> <ul style="list-style-type: none"> <li><i>I think they are different because B is from a book but C is from a newspaper.</i></li> <li><i>B was written by someone who just made a TV programme for entertainment; C is from a journalist biased against the upper classes.</i></li> </ul> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b>  <i>B says the upper classes’ lives were threatened in this period and their lives were complicated. In C, it talks about how servants got sacked by their upper-class employers.</i></p>
<b>0 marks</b>	



<p><b>Question 3*–20 marks</b>  <b>In an article called ‘The history of women in the United Kingdom,’ the website Wikipedia says that in the Edwardian era, women were ‘breaking away from the limitations’ placed on their freedom. How far do you agree with this view of women’s lives in the years before the First World War (1900-1914)?</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 women’s lives at the beginning of the twentieth century.</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. To reach Level 5, this must involve considering evidence both to support and challenge the interpretation.</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>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of different women’s experiences); change (new jobs and roles for women); and continuity (continuing lack of freedom for women) but reward appropriate understanding of any other second order concept.</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 agreeing include: By 1900 the first women’s colleges at Oxford and Cambridge Universities existed; by 1900 there were more women working: as teachers and nurses; local government had expanded, creating office jobs for women; there was a bigger demand for female shop-assistants; the actions of the WSPU and NUWSS show women ‘breaking away’ from limitations on their freedom, e.g. militant actions and demonstrations; women were taking up more sports such as golf and clashed with all-male golf clubs; more girls’ schools were springing up and some had an academic curriculum.</i></p>
<p><b>Level 2 (5–8 marks)</b>          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).  <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). 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. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>Grounds for disagreeing include: It was still the expectation that women were to look after the home and children: lessons for girls at school included laundry skills; only 29% of the workforce was female in c.1900; few women had professional jobs, and those who did paid a big price: they had to stay single, because on marriage women were expected or even forced to stop work; even though upper class women had lives of leisure, there were still 'limitations' on their freedoms, e.g. at 18, girls would be presented at court as a 'débutante' and it was hoped that they would find a husband; their lives were arguable dull and restricted; independent women with their own views and opinions often faced prejudice and hostility; the campaigns for the vote were met with much hostility and resentment by many people.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 3*–20 marks</b>	
<b>In an article called The history of women in the United Kingdom, the website Wikipedia says that in the Edwardian era, women were ‘breaking away from the limitations’ placed on their freedom. How far do you agree with this view of women’s lives in the years before the First World War (1900 to 1914)?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<p><b>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. For example, opportunities for women were expanding in work and education. For example, by 1900 there were more women working in jobs such as teachers, nurses and shop-assistants in the department stores. There were also lots more office roles which were taken up by women as local government had expanded. So more women were breaking away from the limitation of factory or domestic work.</i></p> <p><i>Furthermore, the actions of the WSPU and NUWSS show women ‘breaking away’ from limitations. The NUWSS had around 50,000 members who were campaigning through mass demonstrations such as the ‘Women’s Pilgrimage’ in 1913 for the right to vote. The WSPU had around 2,000 members who took militant action such as smashing windows and setting fire to post boxes and cricket pitches. These actions all show women directly challenging limitations placed on their civil rights.</i></p> <p><i>However, there is also evidence to challenge this interpretation. Although there was more choice for women in employment, only 29% of the workforce was female in c.1900, and married women were expected or even forced to stop work. So there were still big limitations on their freedom to work.</i></p> <p><i>In addition to this, society was still restrictive for women. It was still the expectation that women were to look after the home and children. Even for upper class women, who arguably led of leisure, there were still ‘limitations’ on their freedoms. At the age of 18, girls were presented at court as a ‘débutantes’ and it was hoped that they would find a husband. So it was very difficult to break away from this kind of rigid structure.</i></p> <p><i>Overall, I think the interpretation is only correct for some women and in some ways. This was undoubtedly the beginning of a period of big change in women’s lives in relation to employment and action taken by women themselves. However, it would be a long time before society’s attitudes changed enough to bring substantial changes for all women to have the freedom to choose what to do with their lives.</i></p>
<b>Level 4 (13-16 marks)</b>	<p><b>Balanced or one-sided argument; three explained points of support, e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. The actions of the WSPU and NUWSS show women ‘breaking away’ from limitations. The NUWSS had around 50,000 members who were campaigning through mass demonstrations such as the ‘Women’s Pilgrimage’ in 1913 for the right to vote. The WSPU had around 2,000 members who took militant action such as smashing windows and setting fire to post boxes and cricket pitches. These actions all show women directly challenging limitations placed on their civil rights.</i></p> <p><i>However, there is also evidence to challenge this interpretation. Although there was more choice for women in employment, only 29% of the workforce was female in c.1900, and married women were expected or even forced to stop work. So there were still big limitations on their freedom to work.</i></p> <p><i>In addition to this, society was still restrictive for women. It was still the expectation that women were to look after the home and children. Even for upper class women, who arguably led of leisure, there were still ‘limitations’ on their freedoms. At the age of 18, girls were presented at court as a ‘débutantes’ and it was hoped that they would find a husband. So it was very difficult to break away from this kind of rigid structure.</i></p>
<b>Level 3 (9-12 marks)</b>	<p><b>One sided argument, two explained points of support, e.g.</b></p> <p><i>I disagree because although there was more choice for women in employment, only 29% of the workforce was female in c.1900, and married women were expected or even forced to stop work. So there were still big limitations on their freedom to work. In addition to this, it was still the expectation that women were to look after the home and children. Even for upper class women, who arguably led of leisure, there were still ‘limitations’ on their freedoms. At the age of 18, girls were presented at court as a ‘débutantes’ and it was hoped that they would find a husband. So it was very difficult to break away from this kind of rigid structure.</i></p>

	<p><b>Alternatively, balanced argument; one explained point on each side, e.g.</b>  <i>There is evidence to support the interpretation because the actions of the WSPU and NUWSS show women 'breaking away' from limitations. The NUWSS had around 50,000 members who were campaigning through mass demonstrations such as the 'Women's Pilgrimage' in 1913 for the right to vote. The WSPU had around 2,000 members who took militant action such as smashing windows and setting fire to post boxes and cricket pitches. These actions all show women directly challenging limitations placed on their civil rights.</i></p> <p><i>However, there is also evidence to challenge this interpretation. Although there was more choice for women in employment, only 29% of the workforce was female in c.1900, and married women were expected or even forced to stop work. So there were still big limitations on their freedom to work.</i></p>
<p><b>Level 2 (5-8 marks)</b></p>	<p><b>One sided argument; one explained point of support, e.g.</b>  <i>I disagree because although there was more choice for women in employment, only 29% of the workforce was female in c.1900, and married women were expected or even forced to stop work. So there were still big limitations on their freedom to work.</i></p>
<p><b>Level 1 (1-4 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because by 1900 there were 172,000 women teachers and 64,000 nurses.</i></li> <li>• <i>Yes, I agree. Women were not allowed to vote in 1900 but the Suffragettes and the Suffragists were breaking this limitation but campaigning for the vote in a variety of ways. The Suffragists were campaigning peacefully and the Suffragettes were even breaking the law.</i></li> </ul> <p><b>Alternatively, description(s) of women's lives/ campaigns without linking these to the question, e.g.</b>  <i>The NUWSS had around 50,000 members who were campaigning through mass demonstrations such as the 'Women's Pilgrimage' in 1913 for the right to vote. The WSPU had around 2,000 members who took militant action such as smashing windows and setting fire to post boxes and cricket pitches.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>I disagree because society was still very unequal.</i></p>
<p><b>0 marks</b></p>	

<p><b>Question 4*–20 marks</b>  <b>The website ‘Historic-UK.org’ argues that people in the Edwardian era were ‘proud of Britain’s great Empire’. How far do you agree with this view of attitudes towards Empire in Britain between 1900 and 1914?</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 attitudes towards Empire.</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. To reach Level 5, this must involve considering both evidence to support and to challenge the interpretation.</i></p> <p><i>Answers are most likely to show understanding of similarity and difference (diversity of attitudes across British society) and causation and consequence (what created these attitudes) 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: Pro-Empire ideas in popular culture (advertising, children’s fiction, newspapers) reflected and reinforced the typical attitudes of the time; the press condemned Liberals who opposed Boer War; policy of the Conservative and Unionist Party with regards to Ireland; formation of the UVF Jan 1913 in response to Home Rule (40,000 members); even Home Rule proposed by Liberals would still leave Ireland as part of the British Empire.</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: Growth of opposition to Boer War as concentration camps were exposed (shocked many people); work of economic JA Hobson who put forward the anti-capitalist argument against imperialism; the government campaign in 1903 to show the Empire in a positive light (Empire Day in schools, ‘lantern slides’ in towns and villages) reveals the necessity to address changing attitudes; Liberals’ advocacy of Home Rule for Ireland and its passage in Sept 1914; the formation of the Irish Volunteers and Irish Republican Brotherhood.</i></p>
<p><b>Level 2 (5–8 marks)</b>  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).  <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> 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. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 4*–20 marks</b>	
<b>The website Historic-UK.org argues that people in the Edwardian era were ‘proud of Britain’s great Empire’. How far do you agree with this view of attitudes towards Empire in Britain between 1900 and 1914?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<p><b>Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks, e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. For example, there were lots of pro-Empire ideas in popular culture, such as companies like Pear’s Soap which used the Empire in their advertising campaigns; and the Empire featured in popular children’s fiction with exciting ‘adventure’ stories set in the Empire creating a positive image. These examples show pride in the Empire because they reflected and reinforced the typical pro-Empire attitudes of the time.</i></p> <p><i>Furthermore, general attitudes towards Ireland show pride in Empire because so many people were determined to maintain the union. Unionists had widespread support in Britain, especially from the Conservative party. In 1913, the UVF was formed Ulster, with 40,000 members, in response to the Liberal Party setting up Home Rule for Ireland. This shows the strength of feeling involved as even the Home Rule proposed by Liberals would still leave Ireland as part of the Empire.</i></p> <p><i>However, there is also evidence to challenge this interpretation. For example, opposition to the Boer War grew, especially as the British use of concentration camps was exposed by Emily Hobhouse. The treatment of Boers by the British shocked many people and helped the Liberal Party win the 1906 election because people like David Lloyd George had opposed the war. This shows that people were not so proud of the Empire that they would defend it at any cost.</i></p> <p><i>In addition to this, there was a deliberate government campaign after 1903 to show the Empire in a positive light. For example, an annual ‘Empire Day’ in schools was encouraged. ‘Lantern slides’ showing impressive photographs of the Empire at work were also shown in towns around the country. These actions reveal the necessity the government felt to address changing or negative attitudes towards Empire.</i></p> <p><i>Overall, I think the interpretation is true for most people on the whole, as the number of anti-Empire activists was relatively small. However, the growth in anti-war sentiment and the government’s propaganda campaign does reveal that this was a period where attitudes were beginning to change.</i></p>
<b>Level 4 (13-16 marks)</b>	<p><b>Balanced or one-sided argument; three explained points of support, e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. For example, there were lots of pro-Empire ideas in popular culture, such as companies like Pear’s Soap which used the Empire in their advertising campaigns; and the Empire featured in popular children’s fiction with exciting ‘adventure’ stories set in the Empire creating a positive image. These examples show pride in the Empire because they reflected and reinforced the typical pro-Empire attitudes of the time.</i></p> <p><i>Furthermore, general attitudes towards Ireland show pride in Empire because so many people were determined to maintain the union. Unionists had widespread support in Britain, especially from the Conservative party. In 1913, the UVF was formed Ulster, with 40,000 members, in response to the Liberal Party setting up Home Rule for Ireland. This shows the strength of feeling involved as even the Home Rule proposed by Liberals would still leave Ireland as part of the Empire.</i></p> <p><i>However, there is also evidence to challenge this interpretation. For example, opposition to the Boer War grew, especially as the British use of concentration camps was exposed by Emily Hobhouse. The treatment of Boers by the British shocked many people and helped the Liberal Party win the 1906 election because people like David Lloyd George had opposed the war. This shows that people were not so proud of the Empire that they would defend it at any cost.</i></p>
<b>Level 3 (9-12)</b>	<b>One sided argument, two explained points of support, e.g.</b>

<b>marks)</b>	<p><i>I agree because there were lots of pro-Empire ideas in popular culture, such as companies like Pear's Soap which used the Empire in their advertising campaigns; and the Empire featured in popular children's fiction with exciting 'adventure' stories set in the Empire creating a positive image. These examples show pride in the Empire because they reflected and reinforced the typical pro-Empire attitudes of the time.</i></p> <p><i>Furthermore, general attitudes towards Ireland show pride in Empire because so many people were determined to maintain the union. Unionists had widespread support in Britain, especially from the Conservative party. In 1913, the UVF was formed Ulster, with 40,000 members, in response to the Liberal Party setting up Home Rule for Ireland. This shows the strength of feeling involved as even the Home Rule proposed by Liberals would still leave Ireland as part of the Empire.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side, e.g.</b>  <i>There is a lot evidence to support the interpretation. For example, there were lots of pro-Empire ideas in popular culture, such as companies like Pear's Soap which used the Empire in their advertising campaigns; and the Empire featured in popular children's fiction with exciting 'adventure' stories set in the Empire creating a positive image. These examples show pride in the Empire because they reflected and reinforced the typical pro-Empire attitudes of the time.</i></p> <p><i>However, there is also evidence to challenge this interpretation. For example, opposition to the Boer War grew, especially as the British use of concentration camps was exposed by Emily Hobhouse. The treatment of Boers by the British shocked many people and helped the Liberal Party win the 1906 election because people like David Lloyd George had opposed the war. This shows that people were not so proud of the Empire that they would defend it at any cost.</i></p>
<b>Level 2 (5-8 marks)</b>	<p><b>One sided argument; one explained point of support, e.g.</b></p> <p><i>I agree because there were lots of pro-Empire ideas in popular culture, such as companies like Pear's Soap which used the Empire in their advertising campaigns; and the Empire featured in popular children's fiction with exciting 'adventure' stories set in the Empire creating a positive image. These examples show pride in the Empire because they reflected and reinforced the typical pro-Empire attitudes of the time.</i></p>
<b>Level 1 (1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation or precise evidence, e.g.</b></p> <ul style="list-style-type: none"> <li><i>No, I disagree because people like Emily Hobhouse opposed the Boer War.</i></li> </ul> <p><b>Alternatively, description(s) of Empire/ related events without linking these to the question, e.g.</b>  <i>From 1904, schools were encouraged to hold an 'Empire Day' in May. There was often a parade with children dressing up to symbolise Britannia and other people from different parts of the Empire.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>I agree because children read lots of stories about Empire.</i></p>
<b>0 marks</b>	



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