

GCSE (9-1)

History B (Schools History Project)

J411/13: The People's Health, c.1250 to present with Britain in Peace and War, 1900-1918

General Certificate of Secondary Education

Mark Scheme for June 2024

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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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PREPARATION FOR MARKING**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 **number of required** 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 spaceAward Zero '0' if:













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

Team Leaders/PEs 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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

12. Subject Specific Marking Instructions

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.

Mark scheme

Section A: The People's Health, c.1250 to present

Question 1 –3 marks

- (a) Give **one** example of how people responded to outbreaks of plague in the 1600s.
- (b) Give **one** reason why food in towns was of such low quality in the early 1800s.
- (c) Give **one** way that technology has made lifestyles less healthy since 1900.

Guidance

1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

Indicative content

For 1(a),– turning to God/prayer/ special prayers in Church; confession of sins; isolation/ quarantine/ 'pesthouses'; identifying plague houses (e.g. displaying bundles of straw/ red crosses); carrying white sticks in the street; shutting up houses where there was plague; appointing watchmen/ searchers; running away from the city; closure of theatres and inns; passing plague orders; blaming outsiders/scapegoating; consulting plague doctors; collection of money to support the sick; clearing streets of cats/ dogs/ pigeons; burning barrels of tar; burning bedding/ clothing of plague victims; blood-letting to balance humours; ejection of infected children or lodgers; sniffing flowers/ herbs; avoiding touching victims; use of lotions and herbal remedies; cleaning streets; smoking/ chewing tobacco.

For 1(b), No government attempt to control production/ sale of food (accept 'laissez-faire attitude'); no refrigeration; food adulteration (or examples of this, e.g. copper in butter, chalk in milk, etc.); contamination/ lack of hygiene.

NOTE: Do not accept answers which refer to amounts of food/ lack of food, e.g. 'Low incomes' or 'People could not afford better food.'

For 1(c) likely valid responses include: using cars rather than walking; leisure time is more sedentary because of new technology (e.g. TVs, tablets, streaming, computer games, etc.); work is more automated / sedentary; invention of microwave has made diets less healthy/ encouraged consumption of more processed food; labour-saving devices (e.g. vacuum cleaners) means housework is less manual.

NOTE: Q asks for 'one way', so do not accept the name of a technology on its own, e.g. 'microwave', 'cars', etc.

Any other historically valid response is acceptable and should be credited.

Question 2–9 marks Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers may show use of second order concepts such as:</i></p> <p>Causation/ consequence, e.g. reasons for poor air quality (such as impact of coal use in homes and factories; increase in car ownership) or reasons for improvement since 1900 (e.g. government intervention; Great Smog crisis; scientific research into effects of passive smoking).</p> <p>Change, e.g. improvement / deterioration in air quality between 1900 and present.</p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Change/ causation] <i>In some ways air quality has improved since 1900. In the first half of the century, there was frequently ‘smog’ in big cities from coal burning, which caused bronchitis and pneumonia. However, smog was far less of a problem by the 1980s. For example, the Clean Air Act required factories and homes in some areas (‘smokeless zones’) to burn smokeless fuel.</i></p> <p><i>Nevertheless, air quality got worse again when car ownership increased and exhaust fumes created more health problems. In 2015, athletes training for the London Marathon were warned not to go outside because there was so much pollution in the air. [9]</i></p> <p>NOTE: Change involves saying from what to what, so responses at L3 should have two examples of what changed after stating the situation c.1900.</p> <p>[Causation/ consequence] <i>Air quality had improved for a variety of reasons. Firstly, in 1952, there was a ‘Great Smog’ in London. The smog settled across London for over a week and led to the deaths of around 12,000 people. This led to the government passing the Clean Air Act in 1956. that made factories and households in certain areas change to ‘smokeless fuel’, which improved the quality of the air.</i></p> <p><i>Another reason air quality has improved is due to scientific research into the dangers of passive smoking, which was killing around 11,000 people every year in the early 2000s. Due to this, the government banned smoking in all public places. This has made the air safer for those who choose not to smoke. [9]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation] <i>Air quality in the first half of the twentieth century was very poor in the cities. This was because most people burned coal on their fires to heat their homes, and factories still relied on coal too. Sometimes the weather trapped the smoke under fog and it would settle at a low level. This was known as ‘smog’. The sulphur in the air caused health problems like bronchitis, pneumonia and asthma. [6]</i></p> <p>[Causation] <i>Air quality has improved due to increased government intervention. For example, in 1956, the Clean Air Act was passed. This made factories and households in certain areas change to ‘smokeless fuel’, which improved the quality of the air. [THRESHOLD – 4 MARKS]</i></p>
Level 1 (1–3 marks)	<p>Lists/ descriptions of air quality / related developments with no organising concept, e.g. <i>The government passed the Clean Air Act in 1956, and smokeless zones were introduced. Exhaust fumes have been a problem. [2]</i></p> <p>OR</p> <p>Statements based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> (Diversity) <i>Air quality is usually better for people living in the countryside to those living in the cities where there are more cars. [1]</i> (Change) <i>Air quality was really poor in 1900 but the Clean Air Act made it better. [1 – no detail about Clean Air Act]</i>
0 marks	

Question 3–10 marks Why did public health improve in the second half of the 1800s? Explain your answer.	
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	Notes and guidance specific to the question set <i>Explanations could consider:</i> Why specific acts/ changes improved public health, e.g. <ul style="list-style-type: none"> The 1848 Public Health Act (allow this as its effects were seen after 1850) set up the General Board of Health and gave local authorities the power to: set up local Boards of Health; increase rates; and take command of sewers and water supplies. It forced towns to set up a Board of Health where the death rate was high. 163 places had set up a Board of Health by 1853. The building of Bazalgette's sewers led to fewer deaths from cholera. The 1875 Public Health Act forced local authorities to: appoint medical officers and sanitary inspectors; take responsibility for sewers, water supplies, rubbish collection, public toilets and public parks; ensure all new houses had piped water, proper toilets, drains and sewers; inspect slaughterhouses and shops. The 1875 Artisans' Dwelling Act gave local councils to powers to buy up slum areas, and to clear and rebuild them. The 1875 Sale of Food and Drugs Act set basic standards for the quality of food and introduced harsh punishments for those who sold adulterated or contaminated food. Local improvements also acceptable, e.g. Rochdale's town council introduced 'pail privies' in 1869. In 1875, the Mayor of Birmingham, Joseph Chamberlain, introduced many improvements to the city, e.g. used ratepayers' money to buy up the city's water supplies –council took control of them and improved the quality; organised slum clearance and re-housed slum-dwellers. In 1875, the Manchester authorities also organised slum clearance, and provided residents with clean, shared facilities like laundries and rubbish chutes. They also organised the building of a dam on Lake Thirlmere in the Lake District, and constructed a 96-mile long aqueduct to carry the water to Manchester.
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	Underlying reasons/ motivation for improving public health, e.g. improved knowledge/ understanding of the causes of disease (e.g. impact of Pasteur's Germ Theory); the move away from laissez faire and more acceptance of government involvement in health; having to deal with outbreaks of cholera (or 'the Great Stink'); civic pride; the impact of the 1867 Reform Act/ widening of the franchise; the influence of individuals such as Chadwick (see note above on 1848 PHA), Chamberlain or Disraeli. NOTE: If this second approach is taken, the resulting improvement/ impact does at least need to be identified for L4 and L5. <i>Explanations are most likely to show understanding of the second order concepts of change, causation and consequence, but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply provide general descriptions of the period cannot reach beyond Level 1.</i>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks	
Why did public health improve in the second half of the 1800s? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the 1800s was because of the 1875 Public Health Act. This law meant all new houses built had to have piped water and proper toilets and drains. It also forced local authorities to take responsibility for water supplies and rubbish collection. This improved public health because people had a regular supply of clean drinking water which reduced the chances of epidemics of diseases like cholera.</i></p> <p><i>Another reason why public health was improved was because improved sewers were built. For instance, between 1859 and 1865, the London sewer system was revolutionised by Joseph Bazalgette. 82 miles of enclosed underground brick main sewers, and over 1000 miles of new street sewers, were laid. Pumping stations took waste eastwards where it was dumped far downstream of the city. This improved public health by preventing the spread of water borne diseases like cholera and typhoid. [10]</i></p> <p>NOTE: The following are both valid approaches to answering the question:</p> <ul style="list-style-type: none"> Identifying a change/ piece of legislation and explaining how this improved public health (as above); OR Identifying an underlying reason/ motivation for improving public health and explaining how this led to a specific improvement (as below)
Level 4 (7-8 marks)	<p>One reason that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the second half of the 1800s was 'The Great Stink' in 1858. During a hot summer, the River Thames dried up so much that the smell of sewage from the river became unbearable. It became impossible for MPs to continue with their debates and they decided to take action. The government ordered Joseph Bazalgette to build over 1000 miles of new sewers across London. [THRESHOLD – 7 marks]</i></p> <p>NOTE: If this approach is taken, the resulting improvement/ change does at least need to be identified for L4 and L5.</p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <i>One reason why public health improved in the second half of the 1800s was 'The Great Stink' in 1858, which led to the government ordering the construction of over 1000 miles of new sewers across London. [no detail about Great Stink]</i> <i>One reason was the Public Health Act in 1875. This improved health because it reduced the chances of epidemics like cholera. [no detail about PHA]</i> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <i>It improved because of Joseph Bazalgette's sewers. He designed a new sewer system for London. Pumping stations took waste eastwards where it was dumped far downstream of the city. [does not identify impact of sewers on public health]</i> <i>It improved because in 1861, Louis Pasteur proved that germs caused disease. He carried out a series of experiments and proved that it was germs which caused disease, not miasma, and so governments began to take action on health. [no identification of resulting improvement/ change]</i> <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>

Level 2 (3–4 marks)	<p>Identifies one or more reason but with neither of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • identifying a resulting improvement in public health, e.g. <ul style="list-style-type: none"> • <i>It improved because the 1875 Public Health Act was introduced, which forced towns to clean up. [no specific detail about the provisions of the Act or its impact]</i> • <i>It improved because more working class people got the vote... / because of civic pride ... / because less people had a laissez-faire attitude ... / because of the influence of people like Prime Minister Benjamin Disraeli ...</i> <p>OR Describes improvements/ legislation or related events in this period, e.g.</p> <ul style="list-style-type: none"> • <i>At this time Joseph Bazalgette built a sewer to remove sewage from the centre of London and put it in the Thames downstream.</i> • <i>John Snow made a scientific study of cholera victims near his surgery and showed that they were all using the same water pump on Broad Street. His theory was not widely accepted.</i>
Level 1 (1–2 marks)	<p>Valid but general assertions, e.g.</p> <ul style="list-style-type: none"> • <i>Governments started to care more.</i> • <i>Public health improved because of technology/ science/ better understanding about diseases.</i>
0 marks	

Question 4*–18 marks ‘The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of towns/ monasteries in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concepts of causation and consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> Unregulated trades /work processes at the beginning of the period shows little care (e.g. butchers, fishmongers, tanners etc. causing pollution); poor living conditions were not tackled , especially at beginning of period (e.g. use of midden carts to bring food to market; vendors / taverns often made pies from rancid meat; waste was often thrown in streams so water-borne illnesses like dysentery were common; houses were tightly-packed together and had thatched roofs where mice, insects and rats lived; at the end of a market day, the streets were full of food waste and animal dung; most people shared cesspits, and many had no lining and excrement would leak into other houses’ cellars; some gongfarmers merely emptied waste into local streams); lack of action taken when Black Death hit shows little care (Edward III only ordered the Mayor of London to clean the streets and ordered bishops to organise parades of priests in England’s cities – not a serious attempt to deal with millions of people dying). NOTE: Do not accept arguments relating to monasteries on ‘agree’ side.
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 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 to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 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 and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	<i>Grounds for disagreeing include: Improvements in numerous towns by the end of the period to prevent illness spreading does show care (e.g. introduction of</i>

	<p>rakers, fines for people leaving waste outside their houses, butchers and fishmongers restricted to outskirts of towns to do their cutting); candidates may cite specific measures introduced by individual town authorities (e.g. Norwich, Shrewsbury, London, York and Winchester); some town authorities did try to prevent spread of Black Death even if they were not successful (e.g. Gloucester attempted to close their town off); the Church / monasteries had a range of measures which prevented the spread of illness in their communities and therefore show care (e.g. most had drains and water pipes; usually designed so that rivers ran through them to help wash waste and dirt away and water could be used to flush the latrines which helped to stop disease; they had wash houses which helped to prevent illnesses which were spread by touch or by fleas, like the plague).</p>
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Question 4*–18 marks	
‘The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses’ cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward’s letter was one isolated order for one city, so this does not seem to show a great effort to care for the people’s health.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p> <p><i>Additionally, towards the end of this period, many town authorities made public health improvements. For example, most towns fined householders if they left rubbish on the street for more than four days, and they employed rakers to remove it. Most butchers and fishmongers were ordered to do their cutting on the edge of the town. This shows that they were taking measures to make their towns cleaner, which would prevent illness spreading.</i></p> <p><i>Overall, I do not agree with the statement. It would be difficult to find a town or a monastery which cared little and made no attempts to prevent the spread of illness by 1500. Many of these measures had limited impact (partly due to lack of full knowledge about disease at this time) but we must be careful not to confuse effectiveness with attempt at prevention.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses’ cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward’s letter was one isolated order for one city, so this does not seem to show a great effort to care for the people’s health.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g.</p> <p><i>I agree because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward's letter was one isolated order for one city, so this does not seem to show a great effort to care for the people's health.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</p> <p><i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g.</p> <p><i>I agree because national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because when the Black Death broke out, the King only ordered the streets of London to be cleaned. (4)</i> • <i>No I do not agree because Monasteries piped in clean water. (4) They had latrines over streams which flushed away waste. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of public health problems (period specific) or attempts to deal with them, e.g.</p> <ul style="list-style-type: none"> • <i>In 1348, the Black Death hit Britain (4). The king and bishops ordered parades of priests in England's cities. (5) The disease killed 3.5 million people. (6)</i> • <i>In medieval towns, the same carts used to collect rubbish from the middens were also used to bring food to market. (4)</i>

Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none">• <i>I disagree. There were many towns around the country which did make attempts to clean up and prevent illness spreading.</i> <p>OR generalised descriptions of living conditions/ beliefs, e.g.</p> <ul style="list-style-type: none">• <i>I agree because towns were really unhealthy places and people just dumped their waste out of their windows onto the streets.</i>• <i>In medieval Britain, people didn't know about germs so they didn't know what to do.</i> <p>NOTE: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</p>
0 marks	

Question 5*–18 marks 'The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of the gin craze. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concepts of significance, causation or consequence, but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include:</i> <ul style="list-style-type: none"> • Widespread nature of the problem (e.g. thousands of small gin shops opened in cellars, attics and back rooms in London. It was very easy to buy. Hundreds of thousands of men and women turned to gin as a quick escape); • Social / health problems which resulted (e.g. crime increased; families were being ruined; babies were harmed because mothers were drinking gin whilst pregnant; there was a big increase in the death rate caused by alcohol related deaths. Reports of individuals like Judith Dufour who strangled her two-year-old daughter, Mary, and left her body in a ditch so that she could sell the clothes to buy gin. In another case, an elderly woman, Mary Estwick, let a toddler burn to death while she slept in a gin-induced stupor). • The difficulty that the government had in tackling the problem (e.g. early Gin Acts were ignored and difficult to enforce when there were so many illegal dram shops). <i>Grounds for disagreeing include:</i> <ul style="list-style-type: none"> • The fact that the gin craze was really only a problem in London; the fact that it was relatively short-lived and under control by 1760. • Other problems were arguably more significant, e.g. <ul style="list-style-type: none"> ○ Regular outbreaks of plague (caused more deaths; people did not understand the cause so unhelpful actions were taken, e.g. burning barrels of tar, etc.) ○ Problems in towns such as air pollution and disease caused by poor methods of waste disposal. ○ Urbanisation led to overcrowding, e.g. houses were often three storeys tall with overhanging 'jetties' leading to lack of natural light and dark streets.
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 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 to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 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 and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks	
‘The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Likewise, dealing with human waste in towns was a huge problem. None of the methods used to deal with it were safe. For example, most houses used privies built over a cesspit. These could leak into cellars where food was stored. Similarly, houses backing onto rivers had a privy over the water, which would empty waste directly into the water supply that was used for drinking and washing. This was a significant public health problem because it contributed to outbreaks of dysentery and typhoid.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p> <p><i>Overall, I don’t really agree with the statement because the ‘gin craze’ was really only a problem in and around London, whereas plague and the more general problems of waste and air pollution were problematic throughout the country in every town and city. Furthermore, by the end of this period, gin drinking had dropped considerably, whereas conditions in towns only continued to get worse.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I disagree. Living conditions in early modern towns was a more significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. The gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • No I do not agree. Outbreaks of plague were a big problem. (4) A third of a community could be wiped out (5). • Yes, I agree because the gin craze caused the crime rate to go up. (4) <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of gin craze/ other public health problems, e.g.</p> <ul style="list-style-type: none"> • In the late 1660s, thousands of small gin shops opened in cellars, attics and back rooms in London. (4) One advertising slogan was “Drunk for a penny, dead drunk for two pence.” (5) Hundreds of thousands of men and women turned to gin as a quick escape. (6) • In 1665, the Great Plague killed thousands of people. (4) People would get buboes, headaches and fever. (5) Only 1 in 5 people who caught it would survive. (6)

Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none">• <i>I agree because people drank too much alcohol in the gin craze, which was a big problem.</i>• <i>I disagree because diseases were a bigger problem.</i>• <i>I disagree. I think the main problem was towns, which were really unhealthy places and people just dumped waste out of their windows onto the streets.</i> <p>NOTE 1: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</p> <p>NOTE 2: Place descriptions about beliefs about the causes of disease in this level.</p>
0 marks	

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

Question 6a – 3 marks

In Interpretation A, the author argues that the Edwardian period was a good time to live in Britain. 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 author argues that the Edwardian period was a good time to live in Britain + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

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

The explanation of how the author argues that the Edwardian period was a good time to live in Britain 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 author. 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, accurate explanation should also be credited:

NOTE: For three marks, candidates may either:

Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.

- *The author entitles their article 'Time to celebrate Edwardian Britain.' (1) This suggests that other people have ignored or criticised this period (1) and the author is attempting to correct the record by saying British people should feel proud of it (1).*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this shows that the Edwardian period was a good time to live in Britain (1), e.g.

- *The author depicts the period as a time of great wealth and power (1). He points to the luxurious lives of the rich and the power of the British Empire (1). This paints an idealised picture of the period (1).*
- *The author contrasts the era to the First World War (1). He says the war brought a 'violent and total' end to the Edwardian period (1). This makes it seem like the period before the war was tranquil and peaceful (1).*
- *The author argues that everyone benefited in this period (1). He says that everyone 'rejoiced' in the 'self-confidence' of the time (1). This persuades people that even the poor profited from British power.*

Question 6b – 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 Edwardian society.	
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.	Notes and guidance specific to the question set
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).	<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> <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> <i>Examples of areas for further research include: reasons for Britain's power and wealth (causation); whether everyone benefited from Britain's position as suggested by the article (similarity/difference/diversity); why poverty was widespread given Britain's wealth (causation); whether everyone shared this pride in Empire (similarity/difference/diversity); whether and how far Britain's power and/or wealth had changed by 1918 (change/continuity).</i>
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.	

Question 6b – 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 Edwardian society.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of Edwardian society, e.g.</p> <p><i>[Change/ consequence]</i> <i>I would try to find out whether and how far Britain's power and or wealth had changed by 1918. This would help us to understand the impact of the First World War on Edwardian society and how far the confidence and luxury of the age was ended by the conflict.</i></p> <p>Alternatively, 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 Edwardian society, e.g.</p> <p><i>[Diversity]</i> <i>Interpretation A gives us an overwhelmingly positive impression of life during the Edwardian period, suggesting the greater power and prosperity was universally shared by all. I would try to find out whether all people benefited equally from Britain's position in this era, or whether it depended on your wealth and social position. For instance, did the working class benefit as much as the upper classes?</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of Edwardian society, e.g.</p> <p><i>[Causation]</i> <i>I would look at the reasons for poverty during this period, given Britain's wealth and power at the time. (3)</i></p> <p><i>[Diversity]</i> <i>I would try to find out how different the lives of the working class were to the lives of the rich. (3) Did the working class benefit as much as the upper classes? (4)</i></p> <p>NOTE: Mark answers which only IMPLICITLY ask about the lives of different classes without explicit comparison at MAX 3 MARKS, e.g. <i>I would like to find out more about the lives of more ordinary, working class people and whether they had good lives too. (3)</i></p> <p><i>[Diversity]</i> <i>I would find out whether everyone shared this pride in Britain's Empire (3) so I could see if there was much difference between different groups of people in terms of how much they supported it. (4)</i></p>
Level 1 (1–2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</p> <p><i>I would look for more information about what kinds of foods they ate in their 'several courses' at meals. (1)</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate or typical (1 mark), e.g.</p> <p><i>I would investigate whether it was true that everyone rejoiced in Britain's power.</i></p> <p>NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g. <i>I would like to find out why they liked shooting parties.</i></p> <p>NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. I would investigate the Dreadnought.(0)</p>

0 marks	
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Question 7–12 marks Interpretations B and C both focus on Unionist opposition to Home Rule in Ireland. 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).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <i>Comparison of provenance and source type alone, e.g. B is a mural, C is from a history website; they are both modern sources.</i> <i>Undeveloped reasons for differences based on simplistic provenance, e.g. B was written by Unionists so it will be biased and C by someone from Dublin so will also be biased.</i> <i>Individual points of similarity/difference in content: B says the Unionists landed thousands of rifles and 3.5 million rounds of ammunition and C broadly agrees with this; B shows where the guns came from but C doesn't mention this.</i> <i>Differences in the portrayal of or importance/significance ascribed to the event by each interpretation: B celebrates the event and shows it in a positive light, suggesting its significance – a huge mural has been painted to mark its anniversary. It says it was an 'amazing night' and applauds the 'astounding achievement.' However, C argues that the event's importance has been overstated and that the landing of arms by the Unionists was more of a threat and a 'publicity exercise'.</i> <i>Developed reasons for differences, i.e. Purpose/position of author(s): Interpretation B was made by the UVF. They were the group responsible for organising the gun running and have made this mural to celebrate their achievement in 1914. They are likely to emphasise success and make it look like a triumph against Home Rule. OR Interpretation C was written by a historian based in Dublin who is less likely to praise the accomplishments of the gun runners as most people in Ireland wanted all of Ireland to be free from British rule, not just the South.</i> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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.	

Question 7–12 marks	
Interpretations B and C both focus on Unionist opposition to Home Rule in Ireland. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	<p>Valid comparison of message/ impression/ portrayal in B and C. Difference explained with specific purpose and/or position of one or both interpretations, e.g.</p> <p>As L3, plus:</p> <ul style="list-style-type: none"> I think the reason that B shows the opposition as significant is because it was made by the UVF. [not L4 yet] They were the group responsible for organising the gun running and so made this mural to celebrate their achievement in 1914. (10) They are likely to emphasise success and make it look like a triumph against Home Rule. (11) They are unlikely to dwell too much on the possibility that the gun running was unimportant or only done for publicity. (12) I think the reason that C plays down the significance of the opposition is because it was written by a historian based in Dublin [not L4 yet] who is less likely to praise the accomplishments of the gun runners. (10) as most people in Ireland wanted all of Ireland to be free from British rule, not just the South. (11)
Level 3 (7-9 marks)	<p>Valid comparison of message/ impression/ portrayal in B and C, e.g.</p> <p>B celebrates the Unionist gunning running at Larne and shows it in a positive light, suggesting its significance. A huge mural has been painted to mark its anniversary. It says it was an 'amazing night' and applauds the 'astounding achievement.' However, C argues that the event's importance has been overstated and that the landing of arms by the Unionists was more of a threat and a 'publicity exercise'. The author criticises celebrations such as the one in Interpretation B, saying that they 'offer a simplified version of the past'. [9]</p> <p>NOTE: Answers with support from only one interpretation award 7 marks, e.g. Interpretation B is celebrating the Larne gun running and showing it as important. But C is downplaying its significance. (7)</p>
Level 2 (4-6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> B says the Unionists landed thousands of rifles and 3.5 million rounds of ammunition and C broadly agrees with this ('Unionists landed 25,000 rifles and three million rounds of ammunition'). B shows where the guns came from but C doesn't mention this. B praises the UVF but C calls them militant. <p>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g. B celebrates the Unionist gunning running at Larne event and shows it in a positive light, suggesting its significance. A huge mural has been painted to mark its anniversary. It says it was an 'amazing night' and applauds the 'astounding achievement.' I think it's showing this event as significant because it was made by the UVF. They were the group responsible for organising the gun running and have made this mural to celebrate their achievement in 1914.</p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> B is a mural but C was written in a magazine. B was written by Unionists so it will praise the opposition and C by someone from Dublin so will be against it. <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. B is a mural about the Larne gun running. C describes how the UVF were increasing their challenge to Home Rule.</p>
0	

marks	
<p>Question 8*–20 marks The ‘Wikipedia’ article about the Edwardian period says that it was a period of ‘great changes in political life’. How far do you agree with this view of British politics between 1900 and 1914? Give reasons for your answer.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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). <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 Edwardian politics in this period.</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 reasons to agree and to disagree with the interpretation.</i></p>
<p>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). <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 change and continuity (in British politics); causation (why there was change); consequence (the results of these causes); and significance (relative importance of changes); but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the 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>Grounds for agreeing include: the rise of the Labour Party and the growth of Trades Unions; influence of Labour Party on Liberals; the New Liberalism; the Liberal Reforms and the People’s Budget; the Parliament Act (1911) and the reduction in the power of peers; the campaigns for the vote for women from the WSPU; the granting of Home Rule to Ireland and the subsequent Home Rule crisis.</p>
<p>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.</p>	<p>Grounds for disagreeing include: the continuing power of the establishment and Conservative/ Liberal Parties; the weakness of the Labour Party and of Trades Unions; the lack of success of the campaign for votes for women by 1914; inability of the government to make Home Rule</p>

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>	<i>a reality.</i>
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. <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 8*–20 marks	
The 'Wikipedia' article about the Edwardian period says that it was a period of 'great changes in political life'. How far do you agree with this view of British politics between 1900 and 1914? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</p> <p><i>There is plenty of evidence to support this. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge change to the power of the House of Lords. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, they passed the Parliament Bill which severely reduced the power of the Lords – they could no longer indefinitely reject Commons legislation. This was a 'great change to the traditional powers of the Lords'.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to enfranchise women, this had not been achieved by 1914. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So this aspect of political life remained unchanged by 1914.</i></p> <p><i>Nevertheless, the election of 1910 brought about another great change in political life – it gave increased power to the Irish Nationalists. This was because the Liberals lost their majority and now relied on support from the Nationalists to pass their reforms. So in return, the Liberals introduced a Home Rule bill in 1912, setting up an Irish Parliament in Dublin. This was a huge change because it alarmed Unionists and caused the Home Rule crisis and civil war almost broke out.</i></p> <p><i>Overall, I would agree that this was a period of great change. Clearly, it was not revolutionary change – the establishment continued, along with the power of the Conservative and Liberal parties, and the franchise was not extended – but that does not mean that there wasn't an incredible amount of political upheaval which all paved the way for greater change after the First World War.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is plenty of evidence to support this. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge change to the power of the House of Lords. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, they passed the Parliament Bill which severely reduced the power of the Lords – they could no longer indefinitely reject Commons legislation. This was a 'great' change to the traditional powers of the Lords.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to enfranchise women, this had not been achieved by 1914. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So this aspect of political life remained unchanged by 1914.</i></p>

Level 3 (9-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge change to the power of the House of Lords. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, they passed the Parliament Bill which severely reduced the power of the Lords – they could no longer indefinitely reject Commons legislation. This was a 'great' change to the traditional powers of the Lords.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to enfranchise women, this had not been achieved by 1914. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So this aspect of political life remained unchanged by 1914.</i></p>
Level 2 (5-8 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because the House of Lords lost power.</i> • <i>No, women had not achieved the vote by 1914. Also, the Conservatives and the Liberals remained the dominant parties in this period.</i> <p>1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of relevant events without linking this to the question (2–4 marks) , e.g. <i>Women were campaigning to change politics in this period. (2) The NUWSS had 50,000 members and their campaign won the support of around 400 MPs by 1906. (3) The WSPU was more militant, particularly after 1911, and their members went on hunger strike in prison. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g. <i>I disagree because the same kind of people stayed in power.</i></p>
0 marks	

Question 9*–20 marks In his recent book ‘Lloyd George at War’, historian George Cassar argued that the British government ‘handled matters on the Home Front (in Britain) effectively’ during the First World War (1914–1918). How far do you agree with this view? Give reasons for your answer.	
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	Notes and guidance specific to the question set
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). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of the Home Front in the First World War.</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 reasons to agree and to disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of consequence (impact of government policy); change and continuity (in people’s lives during the war and in how the effectiveness of government policy changed across the period); causation (reasons for government policy); but reward appropriate understanding of any other second order concept.</i></p> <p>Grounds for agreeing include: 1914 Passage of the Defence of the Realm Act (DORA), giving the government extra powers to cope with war, e.g. taking over factories, workshops and land to control the economy effectively; effectiveness of recruitment of volunteers to the army 1914, e.g. 750,000 in first 8 weeks/ 2.5 million by 1916; effectiveness of propaganda campaigns; when recruitment fell, the introduction of conscription in 1916 led to 4 million men being conscripted by end of war; use of DORA to restrict alcohol consumption and affect productivity of workers; use of daylight savings; censorship of newspapers to control morale and the flow of information; David Lloyd George dealing with the munitions crisis, e.g. set up 73 munitions factories – 5000 shells a week being produced by end of 1915; effective government control of railways, land, coal, shipping; compulsory rationing of bread, meat and sugar was eventually introduced in January 1918; recruitment of women into army and industry; Lloyd George forcing factories to accept female workers.</p>
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). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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).	

<p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>Grounds for disagreeing include: 1915 munitions crisis; necessity of conscription by 1916 as numbers of volunteers dropped; strikes in the south Wales coalfield in July 1915 demonstrated discontent among workers; lack of rationing at the start of the war meant that German U-Boat warfare led to shortages of sugar, potatoes, bread, tea and coal, and unrest among the civilian population who had to cope with long queues and rising prices; this led to strikes for wage increases; failure of voluntary rationing.</p>
<p>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. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	

Question 9*–20 marks	
In his recent book ‘Lloyd George at War’, historian George Cassar argued that the British government ‘handled matters on the Home Front (in Britain) effectively’ during the First World War (1914–1918). How far do you agree with this view? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</p> <p><i>There is plenty of evidence to support this. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was effective in recruiting them. Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer. To start with, it was very successful and there were 750,000 in the first 8 weeks, and 2.5 million by 1916.</i></p> <p><i>However, it could be argued that the volunteer system was ineffective. In 1916 the government had to introduce conscription anyway, as the number of volunteers was falling. The volunteer system was also damaging Britain’s agriculture and industry. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also seen as unfair and there was a feeling that some groups avoided the war altogether. So conscription should have been introduced earlier.</i></p> <p><i>Furthermore, I don’t think managing the food supply was handled effectively. For instance, the government did not introduce rationing quickly enough at the start of the war. This meant that German U-Boat warfare led to shortages of things like sugar, potatoes, bread, tea and coal. It also provoked unrest among the civilian population who had to cope with long queues and rising prices, which led to strikes for wage increases.</i></p> <p><i>Overall, I would agree that the British government handled matters on the Home Front effectively. When there were problems with the volunteer system, the government was not afraid to change its approach. Similarly, although rationing should have been introduced earlier, the country did not run out of food. Considering the size of the challenge and the length of the war, it was a remarkable achievement.</i></p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is plenty of evidence to support this. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was effective in recruiting them. Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer. To start with, it was very successful and there were 750,000 in first 8 weeks, and 2.5 million by 1916.</i></p> <p><i>However, it could be argued that the volunteer system was ineffective. In 1916 the government had to introduce conscription anyway, as the number of volunteers was falling. The volunteer system was also damaging Britain’s agriculture and industry. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also seen as unfair and there was a feeling that some groups avoided the war altogether. So conscription should have been introduced earlier.</i></p>

<p>Level 3 (9-12 marks)</p>	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was effective in recruiting them. Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer. To start with, it was very successful and there were 750,000 in first 8 weeks, and 2.5 million by 1916.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>However, it could be argued that the government's volunteer system to recruit soldiers was ineffective. In 1916 the government had to introduce conscription anyway, as the number of volunteers was falling. The volunteer system was also damaging Britain's agriculture and industry. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also seen as unfair and there was a feeling that some groups avoided the war altogether. So conscription should have been introduced earlier.</i></p>
<p>Level 2 (5-8 marks)</p>	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
<p>Level 1 (1-4 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</p> <ul style="list-style-type: none"> • Yes, I agree because introducing British Summer Time helped the country save energy. • Yes, the government introduced rationing in 1918, which made access to food fairer. They also restricted alcohol consumption to increase productivity. <p>1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks</p> <p>Alternatively, description of relevant events without linking this to the question of success or failure (2–4 marks) , e.g. <i>The government passed the Defence of the Realm Act. (2) It gave the government wide-ranging powers such as the power of censorship, including the right to open letters and telegrams. (3) Lloyd George was made Minister for Munitions when there was a shell shortage in 1915. (4)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g. <i>I disagree because there were lots of people living in Britain whose lives got worse during the war.</i></p>
<p>0 marks</p>	

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