

# Thursday 19 May 2022 – Morning

## GCSE (9–1) History B (Schools History Project)

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

Time allowed: 1 hour

**You must have:**

- the OCR 12-page Answer Booklet

**INSTRUCTIONS**

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

**INFORMATION**

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [ ].
- Quality of extended response will be assessed in questions marked with an asterisk (\*).
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✏).
- This document has **4** pages.

**ADVICE**

- Read each question carefully before you start your answer.

**Britain in Peace and War, 1900–1918**

Answer Questions 1 (a–b) and 2.

1 (a) In **Interpretation A**, journalist Darren McCullins tries to make readers feel sympathy for Conscientious Objectors during the First World War.

Identify and explain **one** way in which he does this.

[3]

**Interpretation A**

**An extract from an article by journalist Darren McCullins, published on the BBC News website in November 2018.**

**REMEMBER CONSCIENTIOUS OBJECTORS TOO**

On Remembrance Sunday there will be reflective silence as Britain remembers those who did not return from war. However, we should not forget those who did not go – the conscientious objectors.

According to Brian Larkin of the Edinburgh Peace and Justice Centre, the story of conscientious objectors is a very important part of our history.

These men appeared before tribunals, which always included a military representative. 'The role of the military representative was really to make sure anyone who claimed conscientious objection was rejected,' according to Mr Larkin.

Mr Larkin describes how objectors had horrific experiences with many being sent to prison, some up to six times. They often faced hard labour and enforced silence, with many being force fed during hunger strikes and some were thrown into pools of sewage. The harsh conditions resulted in 73 deaths while imprisoned.

As Larkin says, 'it took a great deal of courage and moral strength for people to go against the norms. That should be celebrated and recognised.'

(b) If you were asked to do further research on one aspect of **Interpretation A**, what would you choose to investigate?

Explain how this would help us to analyse and understand men's responses to the First World War.

[5]

2 **Interpretations B and C** both focus on the upper classes in Edwardian society.

How far do they differ and what might explain any differences?

[12]

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

[5]

### Interpretation B

**An extract from the introduction of a book called 'Downton Abbey – A Celebration', published in 2015. The introduction was written by Julian Fellowes who made the TV Series 'Downton Abbey'. The first series was set between 1912 and 1914.**

In 'Downton Abbey' we tried to show a wealthy upper-class family adjusting and surviving as their way of life was threatened. The upper classes were far more complicated than they are usually given credit for. Yes they lived in splendour – but with a sense of ordinariness. They had dignity – but not arrogance. Things had to be done correctly – but not excessively.

### Interpretation C

**An extract from an article on upper class attitudes in the Edwardian era published in 'The Guardian' newspaper in 2014. 'The Guardian' has been sympathetic to ordinary people since it was set up in the nineteenth century.**

We have a cosy image of the Edwardian upper classes with their hunting, shooting, drinking, snowy Christmas celebrations and perfect manners. But the brutal reality is that these aristocrats were abusive: mocking, sneering and complaining about their servants was normal. They were not caring or deeply concerned for their staff's welfare. There were workhouses filled with servants who had been sacked by their employers – maids who got pregnant, for example – thrown out without a character reference to get another job.

**TURN OVER FOR QUESTIONS 3 AND 4**

Answer **either** Question 3 **or** Question 4.

3\* In an article called 'The history of women in the United Kingdom', the website Wikipedia says that in the Edwardian era, women were 'breaking away from the limitations' placed on their freedom.

How far do you agree with this view of women's lives in the years **before** the First World War (1900 to 1914)? **[20]**

( Spelling, punctuation and grammar and the use of specialist terminology **[5]**

4\* The website 'Historic UK' argues that people in the Edwardian era were 'proud of Britain's great Empire.'

How far do you agree with this view of attitudes towards Empire in Britain between 1900 and 1914? **[20]**

( Spelling, punctuation and grammar and the use of specialist terminology **[5]**

**END OF QUESTION PAPER**



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