

## **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 2023**

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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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## MARKING INSTRUCTIONS

### 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 space

Award Zero '0' if:

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

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

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

| Descriptor  | Award mark  |
|---|---|
| On the borderline of this level and the one below     | At bottom of level  |
| Just enough achievement on balance for this level     | Above bottom and either below middle or at middle of level (depending on number of marks available)       |
| Meets the criteria but with some slight inconsistency | Above middle and either below top of level or at middle of level (depending on number of marks available) |
| Consistently meets the criteria for this level        | At top of level   |

## 11. Annotations

| Stamp   | RefNo. | Annotation Name | Description   |
|---|--------|-----------------|---|
| ✓ 1   | 1191   | Tick 1          | Level 1   |
| ✓ 2   | 1201   | Tick 2          | Level 2   |
| ✓ 3   | 1211   | Tick 3          | Level 3   |
| ✓ 4   | 1221   | Tick 4          | Level 4   |
| ✓ 5   | 1231   | Tick 5          | Level 5   |
| ✓ 6   | 1241   | Tick 6          | Level 6   |
| SEEN  | 811    | SEEN            | Noted but no credit given   |
| NAQ   | 501    | NAQ             | Not answered question   |
| ~~~~  | 1371   | H Wavy Line     | Incorrect/ muddled/ unclear   |
| BP  | 1681   | BP              | Blank page  |
|  | 151    | Highlight       | Part of response which is rewardable (at one of the levels on the MS) |
| ✓   | 11     | Tick            | Tick  |

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

| Question 1–3 marks  |  |
|---|--|
| Guidance  | Indicative content   |
| 1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(a), likely valid responses include: moving dung heaps to the outskirts of towns; fines for those selling unfit meat; lepers to be moved to the outskirts; orders to keep streets clean; closure of public 'stews'; bans against throwing animal skins in the river; any specific measure regarding Black Death; gongfermers; orders to clean streets</i>  |
| 1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <i>For 1(b) likely valid responses include: overcrowding; increased waste; pollution; lack of privies; lack of open space; lack of clean water supply; lack of sewers; back-to-back housing was poorly ventilated/ spread disease easily/ was cramped</i>  |
| 1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1) | <p><b>NOTE: Do not reward answers which simply name diseases, e.g. 'Cholera' or identify living conditions rather than problems, e.g. 'Back-to-back housing' (on its own)</b></p> <p><i>For 1(c) likely valid responses include: Clean Air Act; introducing smokeless fuel; lead free petrol; banning smoking in public places; various measure to encouraging less/cleaner car use (e.g. congestion charges, higher taxes for larger cars, etc.)</i></p> <p>Any other historically valid response is acceptable and should be credited.</p> |

| Question 2–9 marks   |  |
|--|--|
| <p><b>Write a clear and organised summary that analyses public health in medieval monasteries. Support your summary with examples.</b></p>   |  |
| Levels   | Notes and guidance specific to the question set  |
| <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p> <p><b>Level 3 (7–9 marks)</b></p> <p>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).<br/>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> | <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 could consider aspects of one or more of: aspects of PH in monasteries (e.g. sanitation, provision of clean water, the disposal of waste, access to knowledge from the various books they had).</i></p>   |
| <p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).<br/>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).</p>   | <p><i>Answers may show use of second order concepts such as causation / consequence ( eg why PH in monasteries was generally good OR causation alone (eg why they put so much importance in fresh water/ sanitation).</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise the 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><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).<br/>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).</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>   |
| 0 marks  | No response or no response worthy of credit.   |

| Question 2–9 marks<br>Write a clear and organised summary that analyses public health in medieval monasteries. Support your summary with examples.<br>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><b>[Causation / consequence – why health was good]</b><br/> <i>Public health in medieval monasteries was generally of a high standard. This was because monasteries were often built away from the unhealthy conditions in the towns. They had latrines which were built away from the living quarters and they flushed their waste away.</i></p> <p><i>Another reason was that piped fresh water in from the hills into the monastery kitchens and washing areas. These measures meant that monks did not tend to suffer from the types of diseases which were common in towns and villages, such as dysentery. [8]</i></p> <p><i>[other valid examples include existence of infirmaries/ quality of food]</i></p> <p><b>[Causation – underlying reason(s) for good public health]</b><br/> <i>Monasteries had a better standard of public health because they pure water was very important for their work, including for baptisms, Mass and washing rituals. This meant they were built near rivers to supply clean water.</i></p> <p><i>Another reason was the wealth of the Catholic church. Often, man-made waterways were built to supply clean water. Their wealth and land meant they could afford to dig trenches and lay pipes. Individuals and town councils often couldn't afford to do this. [Threshold – 7 marks]</i></p> <p><b>[Diversity – differences between public health in monasteries and towns]</b><br/> <i>In monasteries, public health was of a higher standard than in the towns. For example, their latrines were built away from the living quarters and flushed waste away. However, in medieval towns, Gongfermers emptied latrines but sometimes only tipped the cess into nearby streams which fed into the water supply. [Threshold – 7 marks]</i></p> |
| Level 2 (4–6 marks)   | <p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Causation / consequence]</b><br/> <i>Public health in medieval monasteries was generally of a high standard. This was because monasteries could deal with waste effectively. They were often smaller communities than towns, built in remote locations, away from the crowded conditions. They had latrines which were built away from the living quarters and they flushed their waste away. These measures meant that monks did not tend to suffer from the types of diseases which were common in towns and villages, such as dysentery. [6]</i></p> <p><b>[Causation]</b><br/> <i>Another reason was the wealth of the Catholic church. Often, man-made waterways were built to supply clean water. Their wealth and land meant they could afford to dig trenches and lay pipes, which town councils often couldn't afford. [Threshold – 4 marks]</i></p>   |
| Level 1 (1–3 marks)   | <p>Descriptions of monasteries with no clear organising concept, e.g.<br/> <i>Monasteries were run by the Catholic church. They piped fresh water from the hills and had latrines. Monks used water for lots of religious rituals like baptism. They also had infirmaries for the sick.</i></p> <p>OR Statements based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> <li>• <b>(Diversity)</b> <i>Public health in monasteries was generally better than in towns. [1]</i></li> <li>• <b>(Causation)</b> <i>Public health in monasteries was good because they libraries with medical books. [1]</i></li> </ul>  |
| 0 marks   |   |

| <b>Question 3–10 marks</b><br>Why did national and local governments find it difficult to deal with public health issues in the early modern period (1500–1750)? Explain your answer.   |   |
|---|---|
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>                           | <b>Notes and guidance specific to the question set</b>  |
| <b>Level 5 (9–10 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2). | <i>Explanations could consider: lack of knowledge/ understanding of the causes of disease; the lack of popularity/ support for measures (e.g. Gin Acts etc.); growth of towns (e.g. difficulty in accessing clean water and disposing of waste safely); lack of central government control.</i> |
| <b>Level 4 (7–8 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).                     | <i>Explanations are most likely to show understanding of the second order concepts of causation, but reward appropriate understanding of any other second order concept.</i>  |
| <b>Level 3 (5–6 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).<br>Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).                    | <i>Answers which simply describe some of the features of the period cannot reach beyond Level 1.</i>  |
| <b>Level 2 (3–4 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1).<br>Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).   |   |
| <b>Level 1 (1–2 marks)</b><br>Demonstrates some knowledge of features and characteristics of the period (AO1).<br>Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).   |   |
| <b>0 marks</b><br>No response or no response worthy of credit.  |   |

| Question 3–10 marks   |  |
|---|--|
| Why did national and local governments find it difficult to deal with public health issues in the early modern period (1500–1750)? Explain your answer. |  |
| Guidance and indicative content   |  |
| <b>NOTE:</b> Do not reward answers which argue why authorities took little/no action – only reward answers which explain why they found it difficult.   |  |
| Level 5<br>(9-10 marks)   | <p><b>Two or more reasons why governments found it difficult to deal with public health issues identified and fully explained, e.g.</b></p> <p><i>One reason why governments found it hard to deal with public health issues in the early modern period was the <b>lack of understanding of what caused illnesses</b>. For example, there were at least 8 major outbreaks of plague in the early modern period but people did not understand what caused it so they could not properly deal with it. Most people still thought that God had sent the plague or that it was caused by 'miasma'. They did not know about germs or the role of rats and fleas, so some of the measures the government took did not help, such as <b>burning barrels of tar in the streets to clear the 'bad air'</b> and banning cats and dogs from the street. These actions were <b>based on wrong beliefs so governments were unable to prevent the spread of plague</b>.</i></p> <p><i>Another reason why governments found it difficult to deal with public health issues was that some of the <b>measures that governments took were not popular</b>. For instance, there was a rise in drunkenness and social problems during the 'gin craze' of the 1660s. Gin coming from Holland was really cheap so the <b>government introduced a tax and licences to control the sales</b>. However, <b>this did not solve the problem because people just ignored the law</b> and opened up <b>illegal dram shops</b>. The government didn't get the gin craze under control until it made punishments really severe in the 1740s. [10]</i></p> |
| Level 4<br>(7-8 marks)  | <p><b>One reason why governments found it difficult to deal with public health issues identified and fully explained, e.g.</b></p> <p><i>One reason why governments found it hard to deal with public health issues in the early modern period was the <b>lack of understanding of what caused illnesses</b>. For example, most people thought plague was caused by 'miasma'. So the measures taken by governments, such as <b>burning barrels of tar in the streets to clear the 'bad air'</b>, did not help. Their actions were <b>based on wrong beliefs so governments were unable to prevent the spread of plague</b>. [Threshold – 7 marks]</i></p>  |
| Level 3<br>(5-6 marks)  | <p><b>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>There was a lack of understanding about the true causes of disease, so this made it very difficult to deal with public health issues like plague because their actions did not tackle the root cause of the problem.</i></li> </ul> <p><b>OR</b></p> <p><b>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>There was a lack of understanding about the true causes of disease. For example, there were outbreaks of plague every twenty years. One of the main theories at the time was that it was spread by miasma, so the 1578 plague orders contained instructions to do things like burn barrels of tar in the streets.</i></li> </ul>   |
| Level 2<br>(3-4 marks)  | <p><b>Describes public health issues or government action, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the Gin Craze, thousands of small gin shops opened in cellars, attics and back rooms in London. By the 1720s, it had become a serious problem.</i></li> <li>• <i>At this time the government had to deal with plague. There were 8 outbreaks in the early modern period. People with the plague were isolated in their homes and plague doctors went around trying to cure people</i></li> <li>• <i>At this time living conditions were bad. Towns were overcrowded and it was hard to get clean water. Air was polluted because of the increasing use of coal.</i></li> <li>• <i>The government tried to deal with the gin problem by passing Gin Acts.</i></li> </ul> <p><b>OR Identifies one or more reason but with <u>neither</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>support from precise evidence</b></li> <li>• <b>explaining why the reason made it difficult to deal with a particular problem, e.g.</b></li> <li>• <i>They found plague difficult to deal with because they didn't know what caused it.</i></li> <li>• <i>Local governments found it difficult to deal with sanitation in the towns because towns were growing in this period.</i></li> <li>• <i>They found plague difficult to deal with because they didn't know what caused it. Plague came every 20 years on average and could kill 30% of a community. [No detail about lack of causes]</i></li> </ul>  |

|                                    |  |
|------------------------------------|--|
| <b>Level 1<br/>(1–2<br/>marks)</b> | <p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"><li>• <i>They didn't understand or know what to do.</i></li><li>• <i>People ignored rules.</i></li></ul> <p><b>OR Describes actions by <u>general population</u>, e.g.</b></p> <ul style="list-style-type: none"><li>• <i>During the plague, people tried to avoid miasma by sniffing flowers and herbs.</i></li></ul> <p><b>OR Simply identifies health issues (without description), e.g.</b></p> <ul style="list-style-type: none"><li>• <i>The Gin Craze happened in this period.</i></li></ul> |
| <b>0 marks</b>                     |  |

| Question 4*-18 marks   |  |
|--|--|
| How far were improvements in public health in the 1800s brought about by improved scientific understanding about disease? Give reasons for your answer.  |  |
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br><b>Maximum 6 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>  | <b>Notes and guidance specific to the question set</b>   |
| <b>Level 6 (16–18 marks)</b><br>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).<br><br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>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 an alternative point of view.</i><br><br><i>Answers are most likely to show understanding of the second order concepts of change and continuity and causation or impact, but reward appropriate understanding of any other second order concept.</i><br><br><i>Grounds for agreeing include: Pasteur's Germ Theory leading to the 1875 Public Health Act or a range of other measures, e.g. Artisans' Dwellings Act, Sale of Food and Drugs Act; local initiatives, e.g. Rochdale (pail privies), Manchester (slum clearance, Lake Thirlmere dam and aqueduct) or Birmingham (slum clearance),</i> |
| <b>Level 5 (13–15 marks)</b><br>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).<br><br><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>  | <i>Grounds for disagreeing include other factors that were also/more important, e.g. 1867 Reform Act; action of individuals such as Chadwick or Disraeli; changing laissez-faire attitudes; technological advancement (e.g. engineering advancement leading to Bazalgette's sewers); public health crisis or poverty identified in Chadwick's report.</i>  |
| <b>Level 4 (10–12 marks)</b><br>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).<br><br><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>   | <i>NOTE: Some of these (e.g. engineering leading to sewers) may fit in either agree or disagree, as long as the candidate argues the point in a valid way.</i>   |
| <b>Level 3 (7–9 marks)</b><br>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 and reach a supported judgment on the issue in the question (AO2).<br><br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>   |  |
| <b>Level 2 (4–6 marks)</b><br>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).   |  |

|  |  |
|--|--|
| <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>   |  |
| <p><b>Level 1 (1–3 marks)</b><br/>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).</p> |  |
| <p><i>The information is communicated in a basic/unstructured way.</i></p>   |  |
| <p><b>0 marks</b><br/>No response or no response worthy of credit.</p>   |  |

**Question 4\* – 18 marks**

How far were improvements in public health in the 1800s brought about by improved scientific understanding about disease? Give reasons for your answer.

**Guidance and indicative content**

**NOTE: For L3+ the resulting change/ improvement does need to be identified (but details about it are not required as the question's emphasis is causation)**

**Level 6  
(16-18  
marks)**

**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2-2 or 3-1). Clinching argument = 18 marks , e.g.**

*There is evidence to support the statement because big improvements were brought about after the publication of Pasteur's Germ Theory in 1861. This claimed that it was germs which made liquids turn bad and in 1864 he proved germs caused decay. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and this was important for the passing of the 1875 Public Health Act.*

*However, change wasn't only brought about because of improved understanding. Some working class men had been given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class, who were now a big group of voters. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason he supported the 1875 Public Health Act.*

*Additionally, there is further evidence to go against the statement because there were public health improvements before 1861, which happened for other reasons. For example, change also happened because of individuals like Edwin Chadwick. In 1842, Chadwick wrote a report for the Poor Law Commission. It contained shocking details of the public health crisis. Even though Chadwick believed disease was spread by miasma, he recommended that towns should be forced to provide clean water and sewerage systems. His report was very influential and many politicians supported Chadwick. This led to the passing of the 1848 Public Health Act.*

*Another reason for public health improvements was 'The Great Stink' in 1858 when, 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 1300 miles of new sewers across London which helped to stop the spread of cholera.*

*Overall, I do agree with the statement. The other reasons discussed had only a limited impact – for example, the 1848 Public Health Act was permissive, and Bazalgette's sewers were only in London. And although knowledge about germs wasn't the only reason that the 1875 Public Health Act was passed, it was less likely to have gained as much support without the scientific evidence to back it up.*

**Level 5  
(13-15  
marks)**

**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1) e.g.**

*There is evidence to support the statement because big improvements were brought about after the publication of Pasteur's Germ Theory in 1861. This claimed that it was germs which made liquids turn bad and in 1864 he proved germs caused decay. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and this was important for the passing of the 1875 Public Health Act.*

*However, change wasn't only brought about because of improved understanding. Some working class men had been given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class, who were now a big group of voters. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason he supported the 1875 Public Health Act.*

*Another reason for public health improvements was 'The Great Stink' in 1858 when, 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 1300 miles of new sewers across London which helped to stop the spread of cholera.*

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| Level 4<br>(10-12<br>marks) | <p><b>One sided argument, two explained points of support (2-0), e.g.</b><br/> <i>I don't agree because there were other reasons too. For example, the 1875 Public Health Act happened because some working class men were given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class. The Prime Minister, Disraeli, was determined to win their support and promised that public health would be top of the agenda. This was why he passed the 1875 Public Health Act.</i></p> <p><i>Additionally, change also happened because of individuals like Edwin Chadwick. In 1842, Chadwick wrote a report for the Poor law Commission. It contained shocking details of the public health crisis. Even though Chadwick believed disease was spread by miasma, he recommended that towns should be forced to provide clean water and sewerage systems. His report was very influential and many politicians supported Chadwick. This led to the passing of the 1848 Public Health Act.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b><br/> <i>There is evidence to support the statement because big improvements were brought about after the publication of Pasteur's Germ Theory in 1861. This claimed that it was germs which made liquids turn bad and in 1864 he proved germs caused decay. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and this was important for the passing of the 1875 Public Health Act.</i></p> <p><i>However, change wasn't only brought about because of improved understanding. Some working class men had been given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class, who were now a big group of voters. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason he supported the 1875 Public Health Act.</i></p> |
| Level 3<br>(7-9<br>marks)   | <p><b>One sided argument; one explained point of support (1-0), e.g.</b><br/> <i>I agree because big improvements were brought about after the publication of Pasteur's Germ Theory, which claimed it was germs which made liquids turn bad. In 1864 he proved that it was germs that cause decay. This convinced most other scientists that disease was caused by germs and also gave support for the earlier ideas of people like John Snow. People became more willing to pay more money to improve public health, and this was important for the passing of the 1875 Public Health Act.</i></p>  |
| Level 2<br>(4-6<br>marks)   | <p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li><i>I agree because there were improvements because in 1861 Louis Pasteur had proven that germs were the cause of disease.</i></li> <li><i>I don't fully agree. It was the action of individuals like Benjamin Disraeli who pushed through the 1875 Public Health Act.</i></li> <li><i>I don't agree because it was also to do with how attitudes were starting to move away from laissez-faire at this time.</i></li> </ul> <p><b>Alternatively, description of public health improvements/ scientific developments/ without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li><i>The 1875 Public Health Act said that all local authorities had to appoint a medical officer. They had to take responsibility for sewers and water supplies.</i></li> <li><i>In 1861 Pasteur's published his Germ Theory and later proved that germs are the cause of decay and disease. This was important and led to big changes.</i></li> </ul>   |
| Level 1<br>(1-3<br>marks)   | <p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li><i>They had to make improvements because the conditions in towns were really bad.</i></li> <li><i>The causes of disease were discovered during this period.</i></li> <li><i>Individuals played a big role.</i></li> <li><i>Water got cleaner.</i></li> </ul>   |
| 0 marks                     |  |

| <b>Question 5*–18 marks</b><br>'Responses to epidemics between 1900 and 2000 were <b>not</b> effective.' How far do you agree? Give reasons for your answer.  |  | <b>Notes and guidance specific to the question set</b>   |
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| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br><b>Maximum 6 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>   | <b>Level 6 (16–18 marks)</b><br>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).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>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 consider the alternative point of view.</i><br><i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time or significance, but reward appropriate understanding of any other second order concept.</i>   |
| <b>Level 5 (13–15 marks)</b><br>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).<br><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i> | <b>Level 4 (10–12 marks)</b><br>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).<br><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>   | <i>Grounds for agreeing include: inadequate/ ineffective responses to Spanish Flu (e.g. lack of national co-ordination; inefficient copies of public information film; factories kept going; pubs mostly stayed open; Armistice Day celebrations went ahead; unhelpful press reaction, e.g. 'eat plenty of porridge' in <i>News of the World</i>; 'quack' remedies such as Dr Williams' 'Pink Pills for Pale People') and HIV / AIDS (e.g. reluctance of government to fund research out of belief that it was only gay men and drug users who were affected, and there was prejudice against these groups; hospitals told to detain AIDS patients; doctors wearing gowns and masks around patients; media's response caused fear and misunderstanding of the condition; lots of overreaction because people didn't understand how the virus was actually transmitted, e.g. some Fire Service staff refused to give mouth-to-mouth resuscitation and some parents removed their children from a class where one pupil had acquired HIV from a transfusion.</i> |
| <b>Level 3 (7–9 marks)</b><br>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 and reach a supported judgment on the issue in the question (AO2).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>                        | <b>Level 2 (4–6 marks)</b><br>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).<br><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>  | <i>Grounds for disagreeing include: effective responses to Spanish Flu (e.g. work of James Niven in Manchester; other towns did shut schools, theatres, cinemas and dance halls, and disinfected trams daily) and HIV / AIDS (e.g. setting up of Terrence Higgins Trust which raised awareness; government funded free HIV tests and screened blood transfusions; public information campaign explained how the virus was really spread; charities provided clean needles to drug addicts; Princess Diana shook the hand of a man suffering with the illness in front of photographers and journalists to challenge the idea that HIV and AIDS was passed from person to person by touch; the government funded ART for people who were HIV positive).</i>   |
| <b>0 marks</b><br>No response or no response worthy of credit.  |  |  |

| Question 5* – 18 marks  |  |
|---|--|
| 'Responses to epidemics between 1900 and 2000 were <b>not</b> effective.' How far do you agree? Give reasons for your answer. |  |
| Guidance and indicative content   |  |
| Level 6<br>(16-18 marks)  | <p><b>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).</b> Clinching argument = 18 marks , e.g.</p> <p><i>I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the <b>national response was limited</b> and local authorities were left to organise themselves. The government issued a <b>public information film</b> which advised people to do things like <b>avoid public transport and crowds</b> if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was <b>not distributed until very late</b> in the second wave, and there were not enough copies, <b>meaning it was not very effective</b>.</i></p> <p><i>However, some local responses to the Spanish Flu were effective. For example, the <b>medical officer in Manchester, Dr. Niven</b>, tried to limit the flu's spread by doing things like <b>publishing advice about hygiene and organising the closure of businesses and schools</b>. This was <b>effective because the death rate was lower</b> in Manchester than in other cities like London and Glasgow.</i></p> <p><i>Initially, many of the responses to HIV and AIDS were ineffective. For example, in the <b>early 1980s</b>, there was <b>lots of ignorance</b> about how the disease was spread and <b>people over-reacted</b>. For example, some <b>Fire Service staff stopped giving mouth-to-mouth resuscitation</b> out of fear of infection. The government said hospitals should detain AIDS patients. These kinds of <b>responses were ineffective because they spread fear</b> that the condition could be passed on by contact.</i></p> <p><i>However, by the <b>late 1980s</b> there was more understanding and more helpful responses. For example, <b>charity groups provided clean needles</b> to drug addicts to reduce transmission. The government <b>funded free HIV tests</b> there was a big <b>public information campaign</b> to educate people called 'Don't die of ignorance'. Leaflets and TV adverts explained how the virus was really spread. This was <b>effective in raising awareness</b> and helping to reduce the spread.</i></p> <p><i>Overall I agree with the statement. I think responses to Spanish Flu were fairly ineffective because although some towns like Manchester did shut schools and theatres, there was no coordinated effort which could deal with the overwhelming number of infections. Furthermore, although responses to HIV and AIDS became more effective over time, the damage from earlier ineffective measures had already been done and took a long time to tackle ignorance about the condition.</i></p> |
| Level 5<br>(13-15 marks)  | <p><b>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1), e.g.</b></p> <p><i>I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the <b>national response was limited</b> and local authorities were left to organise themselves. The government issued a <b>public information film</b> which advised people to do things like <b>avoid public transport and crowds</b> if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was <b>not distributed until very late</b> in the second wave, and there were not enough copies, <b>meaning it was not very effective</b>.</i></p> <p><i>However, some local responses to the Spanish Flu were effective. For example, the <b>medical officer in Manchester, Dr. Niven</b>, tried to limit the flu's spread by doing things like <b>publishing advice about hygiene and organising the closure of businesses and schools</b>. This was <b>effective because the death rate was lower</b> in Manchester than in other cities like London and Glasgow.</i></p> <p><i>Initially, many of the responses to HIV and AIDS were ineffective. For example, in the <b>early 1980s</b>, there was <b>lots of ignorance</b> about how the disease was spread and <b>people over-reacted</b>. For example, some <b>Fire Service staff stopped giving mouth-to-mouth resuscitation</b> out of fear of infection. The government said hospitals should detain AIDS patients. These kinds of <b>responses were ineffective because they spread fear</b> that the condition could be passed on by contact.</i></p>  |

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| Level 4<br>(10-12<br>marks) | <p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.</i></p>   |
|                             | <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.</i></p> <p><i>However, some local responses to the Spanish Flu were effective. For example, the medical officer in Manchester, Dr. Niven, tried to limit the flu's spread by doing things like publishing advice about hygiene and organising the closure of businesses and schools. This was effective because the death rate was lower in Manchester than in other cities like London and Glasgow.</i></p>         |
| Level 3<br>(7-9<br>marks)   | <p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.</i></p>  |
| Level 2<br>(4-6<br>marks)   | <p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I disagree because during the Spanish Flu many towns did things such as shut schools which would have been effective.</i></li> <li>• <i>I disagree because during the HIV and AIDS epidemic the government screened blood transfusions.</i></li> </ul> <p><b>Alternatively, description of response(s) to epidemic(s) without linking this to the question, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the HIV and AIDS epidemic, some parents removed their children from a class where one pupil had acquired HIV from a transfusion because they didn't know how the virus was transmitted.</i></li> <li>• <i>The impact of the Spanish Flu led to the Ministry of Health being set up in 1919.</i></li> <li>• <i>It was difficult for the government to respond effectively to Spanish Flu at a time when huge numbers of medical staff were still away at war.</i></li> </ul> |
| Level 1<br>(1-3<br>marks)   | <p><b>Valid but general assertion(s), or identification/descriptions of epidemics, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because there was lots of ignorance about AIDS.</i></li> <li>• <i>The government response to Spanish Flu was inadequate.</i></li> <li>• <i>The Spanish Flu came in waves. The second wave struck Britain between October and December 1918.</i></li> <li>• <i>Hospitals looked after people during the Spanish Flu.</i></li> </ul>  |
| 0 marks                     |   |

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

## Question 6a – 3 marks

**In Interpretation A, the book presents the members of the WSPU (Suffragettes) as brave and determined. Identify and explain one way in which it 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 book presents the members of the WSPU as brave and determined + 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 book presents the members of the WSPU as brave and determined 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 in the book. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

**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 book shows an angry-looking policeman advancing towards the Suffragettes. (1) This shows that they faced arrest for their demonstrations. (1) This suggests that they were brave because they were prepared to break the law and be arrested for their beliefs. (1)*

**OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this presents the Suffragettes as brave and determined (1).**

- *The book emphasises how the WSPU carried on even though they were challenged by the authorities. (1) For example, there is an angry-looking policeman coming to arrest them but they just 'fought harder'. (1) This makes their actions seem even more courageous (1).*
- *The illustration portrays the women as very defiant. (1) For example, they are standing with their fists raised and their hands on their hips. (1) This gives us the impression that they wouldn't give in, no matter what (1).*
- *The author emphasises how daring their actions were. (1) For example, they choose to list things like 'breaking windows' and 'starting fires' (1). This suggests that the members are prepared to break the law to achieve the vote (1).*

**NOTE: For three marks, candidates MUST identify how their chosen way makes the Suffragettes seem brave / determined.**

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| <p><b>Question 6b – 5 marks</b><br/> <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 the campaigns for women's suffrage between 1900 and 1918.</b></p>  |  |
| <p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p> <p><b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b></p> | <p><b>Notes and guidance specific to the question set</b></p>  |
| <p><b>Level 3 (5 marks)</b><br/> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>  | <p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i></p>  |
| <p><b>Level 2 (3–4 marks)</b><br/> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>   | <p><i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i></p>  |
| <p><b>Level 1 (1–2 mark)</b><br/> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>  | <p><i>Examples of areas for further research include: reasons for Suffragette militancy (causation, change), the extent of (dis)agreement over these tactic amongst the women's movement, e.g. relationship between WSPU and NUWSS (diversity – similarity/difference), the impact of the WSPU on public opinion / the campaign for women's suffrage (consequence), the nature of and reasons for opposition to women's suffrage (diversity and cause), the reasons for the government giving some women the vote in 1918 (causation / change), impact of other groups in this period, e.g. NUWSS (consequence/ significance).</i></p> |
| <p><b>0 marks</b><br/> No response or no response worthy of credit.</p>   |  |

| Question 6b – 5 marks<br>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 the campaigns for women's suffrage between 1900 and 1918.<br>Guidance and indicative content |   |
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| Level 3 (5 marks)  | <p>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 the campaigns for women's suffrage 1900–1918.</p> <p><i>[Consequence]</i><br/><i>Interpretation A suggests that the WSPU had an important and positive impact on the campaign for women's suffrage. I would investigate whether the militancy in their campaign had any negative consequences as well, such as damaging public opinion. This would help us to understand the overall effectiveness of their methods weighed up against other reasons women achieved the vote.</i></p> <p><b>Alternatively, developed, valid line of enquiry:</b> i.e. based on second order concept, with <u>clear explanation</u> of how the enquiry would increase understanding of the campaigns for women's suffrage between 1900 and 1918, e.g.</p> <p><i>[Causation]</i><br/><i>I would investigate why the members of the WSPU chose to use such militant methods in their campaign. This would allow us to understand how effective the campaign for the vote had been up until that point and whether previously methods were failing or just working more slowly than the WSPU wanted.</i></p> <p><i>[Diversity]</i><br/><i>I would look at the range of different opinions within the women's movement and find out how much support there was for the WSPU's militant methods. This would help us to understand how much controversy they caused within the suffrage movement, and how united or divided the movement was.</i></p> |
| Level 2 (3-4 marks)  | <p>Valid line of enquiry based on second order concept, with no clear indication of how this would improve understanding of the campaigns for women's suffrage 1900–1918, e.g.</p> <p><i>[Causation]</i><br/><i>I would investigate why the members of the WSPU chose to use such militant methods in their campaign. (3)</i></p> <p><i>[Consequence]</i><br/><i>I would investigate whether the militancy in their campaign had any negative consequences (3), such as damaging public opinion or losing MPs' support. (4)</i></p>   |
| Level 1 (1–2 marks)  | <p><b>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</b><br/><i>I would look for more information about the buildings where they broke windows and started fires. (1)</i></p> <p><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</b><br/><i>It shows them protesting outside Buckingham Palace and I would find out if they really did that. (1)</i></p>  |
| 0 marks  |   |

| <b>Question 7–12 marks</b><br><b>Interpretations B and C both focus on the role of propaganda during the First World War. How far do they differ and what might explain any differences?</b>   |  |
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| <b>Levels</b><br><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>  | <b>Notes and guidance specific to the question set</b>   |
| <b>Level 4 (10–12 marks)</b><br>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>Answers could consider:</p> <ul style="list-style-type: none"> <li>Comparison of provenance and source type alone, eg B is from 1928, C from 2014; C is from a book, B is from a podcast.</li> <li>Individual points of similarity/difference in content: Interpretation B says the government lied and covered things up and C agrees that there was 'biased' reporting; B says that there was 'hysteria' in the press but C says it was just 'reporting'; B focuses on the government but C is only about the press.</li> <li>Differences in the overall message about or portrayal of wartime propaganda and/or the role of the government or press in its delivery, e.g. B gives us the impression that the propaganda used in the war was way over the top, with the government using 'deliberate lying' to whip up 'hysteria' in the press and the population, in order to gain recruits and support for the war. The government seem to be controlling everything with 'spies' and 'censorship' and were highly 'successful' in this aim. On the other hand, C implies that the press remained relatively restrained and were just 'trying to tell the story' of what actually happened rather than 'trying to mislead or mobilise' anyone. We get the impression the 'journalists and editors' were fairly independent rather than just being told what to write by the government.</li> <li>Developed reasons for differences – author and purpose of B, e.g. Ponsonby was a pacifist and is therefore trying to persuade his readers that the war was not justified. He is therefore more likely to emphasise that people were duped into fighting by lies and propaganda.</li> </ul> |
| <b>Level 3 (7–9 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).                            |  |
| <b>Level 2 (4–6 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).                                   |  |
| <b>Level 1 (1–3 marks)</b><br>Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).   |  |
| <b>0 marks</b><br>No response or no response worthy of credit.   | <p>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</p> <p>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</p>  |

| Question 7–12 marks<br>Interpretations B and C both focus on the role of propaganda during the First World War. How far do they differ and what might explain any differences?<br>Guidance and indicative content |  |
|---|--|
| Level 4 (10–12 marks)   | <p>Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ author of B, e.g.</p> <p>As L3, plus:<br/><i>I think B is more critical about the use of propaganda because Ponsonby was a pacifist <b>so</b> is more likely to view propaganda used during the war in a negative way because he thinks it led people to support violence. (10) In his book, he is trying to persuade his readers that the war was not justified. (11) so he wants to emphasise that people were duped into fighting by lies and propaganda. (12)</i></p> <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>1. For these interpretations, award 10–12 marks for candidates who use the purpose/author of B to explain difference in portrayals.</li> <li>2. Do NOT allow undeveloped comments about provenance at this level, e.g. <b><i>B is positive because the author is a pacifist</i></b></li> </ol>  |
| Level 3 (7–9 marks)   | <p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B is very <b>critical</b> about the use of propaganda. It gives us the impression that it was <b>way over the top</b>, with the government using 'deliberate lying' to whip up 'hysteria' in the press and the population, in order to gain recruits and support for the war. The <b>government are seen to have been in control of everything</b> with 'spies' and 'censorship'. They were highly 'successful' in this aim.</i></p> <p><i>On the other hand, C implies that the <b>press remained relatively restrained</b> and were just 'trying to tell the story' of what <b>actually happened</b> rather than 'trying to mislead or mobilise' anyone. We get the impression the 'journalists and editors' were <b>fairly independent</b> rather than just being told what to write by the government.</i></p> <p><b>NOTE:</b> Answers with support from only one interpretation limit to 7 marks</p>   |
| Level 2 (4–6 marks)   | <p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <li>• <i>Interpretation B says the government lied and covered things up and C agrees that there was 'biased' reporting.</i></li> <li>• <i>B says that there was 'hysteria' in the press but C says it was just 'reporting'.</i></li> <li>• <i>B focuses on the lies told by the government but C is only about the press and the way it reported the war.</i></li> </ul> <p><b>Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS</b></p> <p><i>Interpretation B suggests that the government controlled everything through propaganda to get recruits for the war but C gives the impression the reporting was more balanced.</i></p> <p><b>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b></p> <p><i>I think B is more critical about the use of propaganda because Ponsonby was a pacifist and is therefore trying to persuade his readers that the war was not justified. He is therefore more likely to emphasise that people were duped into fighting by lies and propaganda.</i></p> |
| Level 1 (1–3 marks)   | <p><b>Comparison of simplistic provenance, e.g.</b></p> <p><i>They are different because B is from a book but C is from a podcast.</i></p> <p><i>They are different because B is from an MP but C is a proper historian who has done lots of research.</i></p> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b></p> <p><i>B argues that the government told lots of lies through propaganda in order to get recruits for the army.</i></p>  |
| 0 marks   |  |

| Question 8*–20 marks<br>In the 2009 documentary 'The Making of Modern Britain', presenter Andrew Marr said that the Liberals launched a 'radical' (extreme and far-reaching) attack on poverty and the upper classes. How far do you agree with this view of the changes made by the Liberal Party between 1906 and 1911?  |   |
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| Levels   | Notes and guidance specific to the question set   |
| <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.<br><b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>   |   |
| <b>Level 5 (17–20 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).<br>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).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the threats to political stability or tensions in Edwardian society.</i><br><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 support and to challenge the interpretation.</i>   |
| <b>Level 4 (13–16 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>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).<br><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>  | <i>Answers are most likely to show understanding of change and continuity (how far Liberal actions and policies were different to previous governments' actions or policies); consequence (impact of reforms); significance (importance of reforms); and diversity (similarity/difference between different groups, eg rich and poor) and but reward appropriate understanding of any other second order concept.</i>   |
| <b>Level 3 (9–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).<br>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).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>  | <i>Grounds for agreeing include: The Liberal government brought in a series of welfare reforms – e.g. Free School Meals, school medical services, National Insurance and Old Age Pensions; these policies were radical in the changes they brought for vulnerable groups, e.g. the pensions were non-contributory and ended the threat of the workhouse for the elderly, 10 million men and 4 million women were now covered by insurance against illness and 2.25 million were covered by insurance against unemployment; these policies were influenced by a 'New Liberalism' which was 'radical' and different to the previous laissez-faire attitude of governments; to pay for the reforms Lloyd George introduced the</i> |
| <b>Level 2 (5–8 marks)</b><br>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).<br>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).<br><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>   |   |
| <b>Level 1 (1–4 marks)</b>   |   |

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| <p>Demonstrates some knowledge of features and characteristics of the period (AO1).<br/> Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).<br/> 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.<br/> <i>The information is communicated in a basic/unstructured way.</i></p> | <p><i>'People's Budget' in 1909 which marked a significant increase in various taxes, which were aimed at the rich upper classes; the reforms were hugely controversial and met with enormous opposition which shows how 'radical' they were; they led to a Constitutional Crisis which lasted for two years – the Conservative majority in the House of Lords would not pass the budget; eventually, after 2 more General Elections, the House of Lords passed the budget and also the Parliament Act of 1911 which significantly reduced the Lords' powers and introduced salaries for MPs so that people without a private income could enter Parliament.</i></p>   |
| <p><b>0 marks</b><br/> No response or no response worthy of credit.</p>   | <p><i>Grounds for disagreeing include: The reforms were limited in a number of ways and therefore not 'radical', e.g. not everyone qualified for pensions, National Insurance against unemployment was restricted to trades where seasonal unemployment was common, the families of workers were not covered by National Insurance; the optional nature of School Meals and Medical Inspections was a sign of government nervousness about doing too much; the reforms reflected the continuing value of encouraging self-reliance, e.g. the NI payments were not enough to support a working man and his family and pensioners had to be 'of good character' to qualify which reflect lingering 'deserving poor attitudes'; the Labour Party criticised the Liberal reforms for not going far enough – they felt that workers should not have to fund their own benefits and that the money should come entirely from the taxation of the wealthy; the Liberals did not pass 'radical' legislation such as giving the vote to women in this period; the 1909 'People's Budget' was as much about money for Dreadnoughts as for pensions which does not show a break from past actions or attitudes.</i></p> |

## Question 8\*-20 marks

In the 2009 documentary 'The Making of Modern Britain', presenter Andrew Marr said that the Liberals launched a 'radical' (extreme and far-reaching) attack on poverty and the upper classes. How far do you agree with this view of the changes made by the Liberal Party between 1906 and 1911?

## Guidance and indicative content

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| Level 5<br>(17-20<br>marks) | <p><b>Balanced argument; two explained points of support each side <u>OR</u> three on one side and one on the other (2-2 or 3-1).</b> Clinching argument = 20 marks</p> <p><i>There is a lot of evidence to support this interpretation. For example, after 1906 the Liberal Party brought in a range of - in society. For example, they introduced a <b>government-funded pension</b>. A person over 70 with no other income would receive <b>five shillings per week</b>. This shows a 'radical' <b>attack on poverty</b> because it accepted a <b>big change in the role of government in providing for the poor</b> – people received the pension with no contribution to a pension fund.</i></p> <p><i>In addition, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a <b>significant increase in taxes on income and unearned income</b>, which were aimed at the rich upper classes. This was definitely a 'radical' <b>attack on the upper classes</b> as shown by the fact that the Liberals had to <b>remove the traditional powers of the House of Lords</b> in order to get the Budget passed by Parliament.</i></p> <p><i>However, there is also some evidence to challenge this interpretation. For example, the <b>National Insurance against unemployment was restricted to trades where seasonal unemployment was common</b> and even then the payments were not enough to support a working man and his family. So the <b>reforms were limited</b> in a number of ways and therefore, <b>although positive, not necessarily 'radical'</b>.</i></p> <p><i>Additionally, the Labour Party criticised the fact that <b>workers were having to contribute</b> out of their low wages. For example, <b>workers earning under £160 a year had 4d a week deducted</b> from their wages. Labour said the money should <b>come entirely from the taxation</b> of the wealthy, which <b>shows the reforms weren't a complete 'attack'</b> on the upper classes.</i></p> <p><i>Overall I think the interpretation is right because even though the reforms were not comprehensive by today's standards, they were hugely controversial and met with enormous opposition; they led to a Constitutional Crisis which lasted for two years. This shows how 'radical' they were considered at the time.</i></p> |
|                             | <p><b>Balanced <u>or</u> one-sided argument; three explained points of support (2-1 or 3-0), e.g.</b></p> <p><i>There is a lot of evidence to support this interpretation. For example, after 1906 the Liberal Party brought in a range of - in society. For example, they introduced a <b>government-funded pension</b>. A person over 70 with no other income would receive <b>five shillings per week</b>. This shows a 'radical' <b>attack on poverty</b> because it accepted a <b>big change in the role of government in providing for the poor</b> – people received the pension with no contribution to a pension fund.</i></p>   |
|                             | <p><i>In addition, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a <b>significant increase in taxes on income and unearned income</b>, which were aimed at the rich upper classes. This was definitely a 'radical' <b>attack on the upper classes</b> as shown by the fact that the Liberals had to <b>remove the traditional powers of the House of Lords</b> in order to get the Budget passed by Parliament.</i></p>   |
|                             | <p><i>However, there is also some evidence to challenge this interpretation. For example, the <b>National Insurance against unemployment was restricted to trades where seasonal unemployment was common</b> and even then the payments were not enough to support a working man and his family. So the <b>reforms were limited</b> in a number of ways and therefore, <b>although positive, not necessarily 'radical'</b>.</i></p>   |
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| Level 3<br>(9-12<br>marks) | <p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree. For example, after 1906 the Liberal Party brought in a range of - in society. For example, they introduced a government-funded pension. A person over 70 with no other income would receive five shillings per week. This shows a 'radical' attack on poverty because it accepted a big change in the role of government in providing for the poor – people received the pension with no contribution to a pension fund..</i></p> <p><i>In addition, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a significant increase in taxes on income and unearned income, which were aimed at the rich upper classes. This was definitely a 'radical' attack on the upper classes as shown by the fact that the Liberals had to remove the traditional powers of the House of Lords in order to get the Budget passed by Parliament.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>There is a lot of evidence to support this interpretation. For example, after 1906 the Liberal Party brought in a range of - in society. For example, they introduced a government-funded pension. A person over 70 with no other income would receive five shillings per week. This shows a 'radical' attack on poverty because it accepted a big change in the role of government in providing for the poor – people received the pension with no contribution to a pension fund.</i></p> <p><i>However, there is also some evidence to challenge this interpretation. For example, the National Insurance against unemployment was restricted to trades where seasonal unemployment was common and even then the payments were not enough to support a working man and his family. So the reforms were limited in a number of ways and therefore, although positive, not necessarily 'radical'.</i></p> |
|                            | <p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree. After 1906, the Liberal Party brought in a range of - in society. For example, they introduced a government-funded pension. A person over 70 with no other income would receive five shillings per week. This shows a 'radical' attack on poverty because it accepted a big change in the role of government in providing for the poor – people received the pension with no contribution to a pension fund.</i></p>  |
| Level 1<br>(1-4<br>marks)  | <p><b>Identification of reason(s) to support/challenge without full explanation, (2-4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I don't agree because workers had to fund their own benefits so it wasn't just left to the upper classes. (2)</i></li> <li>• <i>Yes, the Liberals introduced pensions. Also, they had to increase taxes to make this happen. (3)</i></li> </ul> <p><b>Alternatively, description of reforms/ budget / clash with Lords/ related events without linking this to the question, (2-4 marks), e.g.</b></p> <p><i>The House of Lords would not pass the Liberals' budget and the government eventually passed the Parliament Act of 1911 to reduce the Lords' powers. This was the first time that pensions were introduced. (3)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b></p> <p><i>Yes, there were lots of reforms introduced that tackled poverty.</i></p>  |
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| <b>Question 9*–20 marks</b><br><b>According to a 2010 Timelines.tv documentary entitled 'A Golden Age?', the Edwardian era was a 'prosperous' age where 'fun was available and affordable to all'.</b><br><b>How far do you agree with this view of lives of people in Britain between 1901 and 1914?</b>  |  |
|--|--|
| <b>Levels</b><br><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b><br><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b><br><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>   | <b>Notes and guidance specific to the question set</b>   |
| <b>Level 5 (17–20 marks)</b><br>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).<br>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).<br><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> | <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the lives of people in Edwardian society.</i><br><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 support and reasons to challenge the interpretation</i>  |
| <b>Level 4 (13–16 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).<br>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).<br><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>  | <i>Answers are most likely to show understanding of diversity (similarity/difference between different groups, eg rich and poor) and change and continuity (how experiences changed or stayed the same across the period) but reward appropriate understanding of any other second order concept.</i><br><i>Grounds for agreeing include: British trade and industry made Britain world's richest country; lavish lifestyles for some people (upper classes); wide range of leisure activities for middle classes; working class wages were higher than they had been in the 19th century and some workers could afford luxuries; many working-class families lived in better housing as local councils built good-quality streets and new terraced houses with flushing toilets; many workers had Saturday afternoons off and went to watch football and cricket; there were four bank holidays in the year and lots of factories closed for Wakes week in the summer – many families went to British seaside resorts; the Liberal government had brought in a series of welfare reforms after 1906 to improve the lives of the poor and elderly – by 1914 there were things like Free School Meals, National Insurance and Old Age Pensions.</i> |
| <b>Level 3 (9–12 marks)</b><br>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).<br>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).<br>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).<br><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>  | <i>Grounds for disagreeing include: Low wages for unskilled labourers; lack of unemployment/welfare system in 1900; Rowntree's investigations had revealed 28% York's population</i>   |
| <b>Level 2 (5–8 marks)</b><br>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).<br>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).<br><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</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.

*The information is communicated in a basic/unstructured way.*

**0 marks**

No response or no response worthy of credit.

*lived below the poverty line; poorer working class families continued to live in overcrowded and insanitary slums; only 66% of working class babies lived beyond the age of 1; danger and lack of regulation in some industries, eg Sweated Trades; women were paid less than men.*

**Question 9\*–20 marks**

According to a 2010 Timelines.tv documentary entitled 'A Golden Age?', the Edwardian era was a 'prosperous' age where 'fun was available and affordable to all'. How far do you agree with this view of lives of people in Britain between 1901 and 1914?

**Guidance and indicative content**

|                                      |  |
|--------------------------------------|--|
| <b>Level 5<br/>(17-20<br/>marks)</b> | <p><b>Balanced argument; two explained points of support each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 20 marks</b></p> <p><i>There is a lot of evidence to support the interpretation because 'fun' was accessible, even to the working classes. Many workers now had Saturday afternoons off and took part in leisure activities, shown by the rise in attendance at football and cricket matches. Among the middle classes, there was also a huge craze for cycling and cycling clubs became extremely popular. This show the range of activities available to a wide variety of people.</i></p> <p><i>Additionally, holidays were becoming affordable to the working class, whose wages were higher than before 1900. There were four bank holidays a year and many factories now closed for a full week in the summer ('Wakes Week'), so there was a big growth of British seaside resorts, like Blackpool. The growth of these resorts and cheap train tickets shows that even workers had some kind of disposable income available to spend on holidays.</i></p> <p><i>However, there is lots of evidence to challenge the interpretation. Wages were much lower for unskilled labourers and poorer working class families continued to live in overcrowded and insanitary slums, with only 66% of working class babies lived beyond the age of 1. This shows how there were many working class people who did not share in the prosperity of the nation.</i></p> <p><i>As well as this, there was growing concern about poverty in this period. For example, Seebohm Rowntree's investigations had revealed 28% of York's population lived below the poverty line, caused by things like old age and illness. This demonstrates how almost a third of the population in some areas could not even afford the basic necessities in life, never mind have money for leisure activities or holidays.</i></p> <p><i>Overall, I think that although the lives of many working class people were improving in this period, giving them access to 'fun', the interpretation leaves out too many people. If only a tiny minority were not sharing in prosperity, the Liberal government would not have introduced such sweeping reforms to tackle poverty.</i></p> |
|                                      | <p><b>Balanced <u>or</u> one-sided argument; three explained points of support (2-1 or 3-0), e.g.</b></p> <p><i>There is a lot of evidence to support the interpretation because 'fun' was accessible, even to the working classes. Many workers now had Saturday afternoons off and took part in leisure activities, shown by the rise in attendance at football and cricket matches. Among the middle classes, there was also a huge craze for cycling and cycling clubs became extremely popular. This show the range of activities available to a wide variety of people.</i></p> <p><i>Additionally, holidays were becoming affordable to the working class, whose wages were higher than before 1900. There were four bank holidays a year and many factories now closed for a full week in the summer ('Wakes Week'), so there was a big growth of British seaside resorts, like Blackpool. The growth of these resorts and cheap train tickets shows that even workers had some kind of disposable income available to spend on holidays.</i></p> <p><i>However, there is lots of evidence to challenge the interpretation. Wages were much lower for unskilled labourers and poorer working class families continued to live in overcrowded and insanitary slums, with only 66% of working class babies lived beyond the age of 1. This shows how there were many working class people who did not share in the prosperity of the nation.</i></p>   |

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| Level 3<br>(9-12<br>marks) | <p><b>One sided argument, two explained points of support (2-0), e.g.</b><br/> <i>I agree because 'fun' was accessible, even to the working classes. Many workers now had Saturday afternoons off and took part in leisure activities, shown by the rise in attendance at football and cricket matches. Among the middle classes, there was also a huge craze for cycling and cycling clubs became extremely popular. This show the range of activities available to a wide variety of people.</i></p> <p><i>Additionally, holidays were becoming affordable to the working class, whose wages were higher than before 1900. There were four bank holidays a year and many factories now closed for a full week in the summer ('Wakes Week'), so there was a big growth of British seaside resorts, like Blackpool. The growth of these resorts and cheap train tickets shows that even workers had some kind of disposable income available to spend on holidays.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b><br/> <i>There is a lot of evidence to support the interpretation because 'fun' was accessible, even to the working classes. Many workers now had Saturday afternoons off and took part in leisure activities, shown by the rise in attendance at football and cricket matches. Among the middle classes, there was also a huge craze for cycling and cycling clubs became extremely popular. This show the range of activities available to a wide variety of people.</i></p> <p><i>However, there is lots of evidence to challenge the interpretation. Wages were much lower for unskilled labourers and poorer working class families continued to live in overcrowded and insanitary slums, with only 66% of working class babies lived beyond the age of 1. This shows how there were many working class people who did not share in the prosperity of the nation.</i></p> |
|                            | <p><b>One sided argument; one explained point of support (1-0), e.g.</b><br/> <i>I agree because 'fun' was accessible, even to the working classes. Many workers now had Saturday afternoons off and took part in leisure activities, shown by the rise in attendance at football and cricket matches. Among the middle classes, there was also a huge craze for cycling and cycling clubs became extremely popular. This show the range of activities available to a wide variety of people.</i></p>  |
| Level 1<br>(1-4<br>marks)  | <p><b>Identification of reason(s) to support/challenge without full explanation (2-4 marks),, e.g.</b> <ul style="list-style-type: none"> <li>• <i>No, I don't agree because Rowntree showed there was still lots of poverty.</i></li> <li>• <i>Yes, I agree because workers went to places like Scarborough on holiday. However, Rowntree showed poverty was still widespread. (3)</i></li> </ul> <p><b>Alternatively, description of leisure / lifestyle/ related events without linking this to the question (2-4 marks), e.g.</b><br/> <i>Cycling was a big craze and golf clubs were popular. Blackpool was a popular holiday resort. (3)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b><br/> <i>No, there were still people who were too poor to worry about 'fun'.</i></p> </p>   |
| 0<br>marks                 |  |

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