

## **GCSE (9-1)**

### **History B Schools History Project**

**J411/16: Crime and Punishment, 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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: Crime and Punishment, c.1250 to present

## Question 1–3 marks

- (a) Name one type of serious crime in medieval Britain (1250-1500).
- (b) Name one major religious, political or social change in the early modern period (1500 – 1750).
- (c) Give one reason why new crimes emerged after 1900.

Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: homicide (murder), (petty) treason, arson, burglary, robbery, receiving stolen goods, theft of goods worth more than 12 pence, counterfeiting coins, rape.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	Do <b>not</b> allow: vagrancy; theft (without qualification)
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(b), likely valid responses include: rise of the puritans, civil war, population growth, new products from colonies, The Reformation / Break from Rome; growth of world trade, belief in witchcraft / witch craze</p> <p>Do <b>not</b> allow: plagues; poverty; printing press</p> <p>For 1(c), likely valid responses include: increase in car/ mobile phone ownership, reclassification of drugs, development of computers/ internet, immigration/ increase in discrimination.</p> <p>Do <b>not</b> allow: technology (on its own)</p> <p>Any other historically valid response is acceptable and should be credited.</p>

<b>Question 2—9 marks</b> <b>Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	
<b>Level 3 (7–9 marks)</b> <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). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider aspects of one or more of the following: development of CID branches; Golden Age of policing; use of technology.</i> <i>Use of conceptual understanding to organise the response might in this case involve second order concepts such as causation; change (e.g. changing scope/ role/ methods of police force; or changing nature of police officers and their training; or change in attitudes from growing acceptance by mid-1800s, to the 'Golden Age' in the early 1900s, to a development of hostility/ lack of trust in twentieth century); consequence (e.g. impact of police force)</i>
<b>Level 2 (4–6 marks)</b> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>Level 1 (1–3 marks)</b> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).</p>	
<b>0 marks</b> <p>No response or no response worthy of credit.</p>	

Question 2—9 marks Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples. Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b> After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In 1878 the CID was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were <b>taking photographs of crime scenes</b> and during the next century, <b>fingerprinting began to be used</b>. Now the police have many other technologies such as <b>DNA testing and CCTV cameras</b>. [9]</p> <p><b>[Change]</b> After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In 1878 the CID was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were <b>taking photographs of crime scenes</b>. [7]</p> <p><b>NOTE: Change involves saying from what to what.</b></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Change]</b> When the CID was set up in 1878, the work of the new detectives was limited as they relied on witnesses and using clues, such as footprints, from the crime scene. However, <b>by the twentieth century</b>, the police were routinely using new methods. For example, since the early 1900s, the police have been able to use <b>fingerprints and blood groups</b> to assist them in eliminating suspects and identifying criminals. [6]</p> <p><b>[Causation]</b> During this period respect for the police was eroded in some areas. This erosion in trust may have been partly caused by the fact that <b>far fewer police officers walk the streets today and instead they operate from patrol cars</b> as they have a large area to cover. <b>Fewer people know their local police officer</b> because of this. [5]</p> <p><b>[Consequence]</b> A consequence of police officers having to <b>operate from patrol cars</b> is that there has been an erosion of trust among some members of the public. [4]</p>
Level 1 (1–3 marks)	<p>Descriptions of policing with no clear organising concept, e.g. In 1878 the CID was set up. The police started to use fingerprinting as it became available to them. Community police officers have been introduced. [3]</p> <p><b>OR</b></p> <p>Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> <li>• <b>(Change)</b> The focus of policing changed from preventing crime to catching criminals as well.</li> <li>• <b>(Causation/ consequence)</b> During this period, the use of new technology meant that police forces could more easily identify criminals.</li> </ul>
0 marks	

<b>Question 3–10 marks</b> <b>Why did different types of crime emerge in the early modern period (1500–1750)? Explain your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	<i>Valid answers could consider reasons for emergence of highway robbery, e.g. more roads had been built in the 17th and 18th centuries, meaning that travel by stagecoach was more common; roads were poorly lit; there were more wealthy people; there were few banks so people tended to carry money and jewellery with them; horses became cheaper to buy and handguns were easier to obtain.</i>
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	<i>They may consider reasons for the appearance of smuggling, e.g. during the 17th century, governments had increased import duties to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad; there was a large market for smuggled goods because import duties made goods more expensive to buy; it was relatively easy as Britain had several thousand miles of unguarded coastline; many people didn't really see smuggling as a crime; it was a quick way to make good money for a night's work.</i>
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	<i>The emergence of witchcraft prosecutions can also be considered. This occurred in areas controlled by the Puritans during the Civil War and in the 1580s and 1590s when there was hardship and famine.</i>
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	<i>Vagrancy also became a big problem because of the growing population, rapid inflation and bad harvests. Moral crimes increased because of Puritan influence. More people were punished for drinking, swearing and sexual immorality.</i>
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks Why did different types of crime emerge in the early modern period (1500–1750)? Explain your answer. Guidance and indicative content	
Level 5 (9–10 marks)	<p><b>Two or more reasons identified and fully explained, e.g.</b></p> <p><i>Smuggling emerged because the government increased the tax on goods imported from abroad</i>, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad. Smugglers, often poorly paid labourers, could make a lot of money by smuggling goods into the country and selling them on to people who wanted to buy them at a cheaper price.</p> <p><i>Highway robbery emerged because more roads were built during the sixteenth and seventeenth centuries</i>. This meant that the number of travellers on the roads increased because coach travel on better roads became more common. People often carried their money and valuable jewellery with them on the stagecoaches as there were no banks in which to keep them. This meant that as they travelled on remote roads away from towns, they could be vulnerable as targets for opportunistic highway robbers. [10]</p>
Level 4 (7–8 marks)	<p><b>One reason identified and fully explained, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Smuggling emerged because the government increased the tax on goods imported from abroad</i>, such as tea, brandy and silk. Smugglers, often poorly paid labourers, could make a lot of money by smuggling goods into the country and selling them on to people who wanted to buy them at a cheaper price. [THRESHOLD – 7]</li> <li><i>During this period, there was growth in belief in magic and the devil</i> and the government introduced harsh new laws against witchcraft. In 1542, the first law making witchcraft a crime was passed. After 1563, someone found guilty of using witchcraft to kill a person could be hanged. This meant that the number of witchcraft trials increased dramatically, especially during times of tension like famine and plague. [8]</li> <li><i>Vagrancy became a big problem in this period because of the growing population and bad harvests, leading to a rise in food prices and a fall in wages. This meant that the unemployed had no choice but to leave their villages and become vagrants searching for work, begging and sometimes stealing to survive.</i> [THRESHOLD – 7]</li> </ul>
Level 3 (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>Many new roads were built, so this meant that Highway Robbery emerged as a new crime because there were more potential victims travelling for criminals to target.</i></li> <li><i>The government increased the tax on goods imported from abroad which meant smuggling emerged because smugglers could sell things to people who wanted to buy them at a cheaper price.</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>Moral crime emerged because of Puritan influence. The Puritans wanted to create godly communities were against 'immoral' behaviour, such as drinking, swearing and sexual immorality.</i></li> <li><i>Smuggling emerged because the government increased the tax on goods imported from abroad, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad.</i></li> </ul>

Level 2 (3-4 marks)	<p><b>Describes different crimes without explaining <u>why</u> they emerged in this period, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>There was an increase in smuggling. Boats brought goods from places like France and Holland, then gangs of smugglers used the quiet beaches along the south coast and they hid the goods in caves. [4]</i></li> <li>• <i>Highwaymen were usually brutal thugs who robbed people in stagecoaches. [3]</i></li> <li>• <i>Witches were people who others believed had evil powers and caused harm such as the death of an animal. [3]</i></li> <li>• <i>Vagrants were seen as a nuisance because they wandered from their villages and begged for food. [3]</i></li> <li>• <i>The Puritans believed that dancing, drinking and swearing were moral crimes. [3]</i></li> </ul> <p><b>OR</b></p> <p><b>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 led to the emergence of a particular crime, e.g.</b></li> </ul> <ul style="list-style-type: none"> <li>• <i>New crimes emerged because of increased import taxes.</i></li> <li>• <i>Highway robbery became a crime in this period because many new roads were built. <b>[No detail about new roads]</b></i></li> <li>• <i>The Bloody Code meant new crimes emerged.</i></li> <li>• <i>The Black Act led to different crimes.</i></li> <li>• <i>Horses and handguns also became easier to obtain.</i></li> <li>• <i>Increase in superstition led to rise in witchcraft accusations. <b>[No detail about rise in superstition]</b></i></li> <li>• <i>Vagrancy increased and many people became unemployed.</i></li> <li>• <i>Moral crime increased because of Puritan influence. <b>[No detail about Puritans]</b></i></li> </ul>
Level 1 (1-2 marks)	<b>Valid but general assertion(s), OR identifies new crime, e.g.</b> <ul style="list-style-type: none"> <li>• <i>Highway robbery emerged.</i></li> <li>• <i>New crimes emerged because people needed money.</i></li> <li>• <i>Vagrants were people who begged.</i></li> </ul>
0 marks	

<b>Question 4*–18 marks</b>	
<p><b>How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer.</b></p>	
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> AO2 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>
<p><b>Level 6 (16–18 marks)</b> 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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the middle ages.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider the alternative point of view.</i></p>
<p><b>Level 5 (13–15 marks)</b> 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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: women who were scolds being forced to sit in public; use of stocks or pillory in a public place so that the criminals could be seen by other villagers; priests made to confess sins publicly.</i></p>
<p><b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: fines imposed by manor or church courts; prisons used for serious crimes; hanging; being burned alive.</i></p> <p><i>Do NOT allow scold's bridle as a medieval punishment</i></p>
<p><b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>Allow candidates to use 'hanging' as a valid reason to support or challenge the statement as long as it justified.</i></p>

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

Question 4* – 18 marks How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer. Guidance and indicative content	
Level 6 (16-18 marks)	<p>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.</p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>Furthermore, women who were convicted of being scolds (gossiping) could be forced to sit in public on aucking stool. This was a type of wooden toilet and the women were dragged around the village for everyone to see. The purpose of this was humiliation because it was intended to disgrace the women so that they did not 'misbehave' again.</i></p> <p><i>On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p> <p><i>Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by imprisonment. Prisons were dirty, unhealthy places where prisoners had to pay the gaoler for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience designed to dissuade them from committing further crimes.</i></p> <p><i>Overall, I think that there were more punishments that were not designed to humiliate. Manor courts, Church courts and Hundred courts all used fines as a way of punishing criminals; these would have been popular and commonly used as they were a way of raising money for the King, church or Lords. Moreover the humiliation punishment of the cucking stool was just used for women and so that suggests that it was not as widely used as other punishments such as fines, execution or imprisonment that could have been used for men and women.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1), e.g.</p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>Furthermore, women who were convicted of being scolds (gossiping) could be forced to sit in public on aucking stool. This was a type of wooden toilet and the women were dragged around the village for everyone to see. The purpose of this was humiliation because it was intended to disgrace the women so that they did not 'misbehave' again.</i></p> <p><i>On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I disagree because there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p> <p><i>Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by imprisonment. Prisons were dirty, unhealthy places where prisoners had to pay the gaoler for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience designed to dissuade them from committing further crimes.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again. [7]</i></p>
Level 2 (4-6 marks)	<p><b>Identification of agree/disagree without full explanation or supporting evidence, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because stocks were used and that was humiliating.</li> <li>• No because they also used fines which weren't really to humiliate.</li> </ul> <p><b>Alternatively, description of punishments 1250-1500 without explicitly addressing the humiliation, e.g.</b></p> <p><i>There were many different ways in which criminals in this period were punished; executions such as hangings or burnings were done in public and large crowds gathered to watch the event.</i></p>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s)</b></p> <ul style="list-style-type: none"> <li>• Yes, there were punishments that embarrassed criminals.</li> </ul>
0 marks	

<b>Question 5*-18 marks</b> <b>'The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.' How far do you agree?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <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> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime in the early nineteenth century.</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>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: Industrialisation led to increase in population in towns; growing number of beer houses leading to alcoholism.</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: growth of industry and trade; growth of railways and fare dodging; emergence of white collar crime; end of the Napoleonic Wars meant soldiers returned looking for work and wartime boom in industries ended; increase in bread prices.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

## Question 5\* – 18 marks

'The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.' How far do you agree?

## Guidance and indicative content

Level 6 (16-18 marks)	<p><b>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.</b></p> <p><i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the <b>population of towns grew rapidly</b> as people moved from rural areas looking for work in the factories. This meant that there were <b>more opportunities for crime such as theft</b>, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment <b>provided the ideal conditions</b> for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was <b>more the general growth of industry and trade</b> which meant that there were many more opportunities for criminals to commit crime. For example, there were more <b>warehouses and factories</b>, so <b>theft from the workplace</b> increased. Also, the opening up of <b>more banks</b> led to more bank robberies. So crime levels increased because there were <b>more goods to steal and more places</b> from which to steal them.</i></p> <p><i>Linked to this, <b>industrialisation and the expansion of trade</b> meant that there were <b>new crimes</b> which emerged in this period. There were <b>now opportunities for 'white-collar' crimes</b> with corrupt bankers and businessmen. For example, <b>George Hudson, the railway financier, embezzled funds from investors</b>. The expansion of the railways meant that '<b>fare-dodging</b>' became a crime. So the crime rate <b>increased in urban areas, but it was new industries which was the cause</b>.</i></p> <p><i>Finally, crime levels increased because of <b>economic changes</b>. The <b>expansion of the middle classes</b> meant there were <b>more houses with more valuable goods</b> to be stolen. Meanwhile, after <b>1815 when the Napoleonic Wars ended</b>, there were thousands of soldiers returning to Britain looking for work but many industries were now laying off workers. This led to <b>economic hardship and so people turned to crimes</b> like theft in order to survive. So <b>wealth and poverty</b> both played a part in increased crime rates.</i></p> <p><i>On the whole I would say that urbanisation was a trigger cause in the increase in crime rates – most of the crime and the new crimes were occurring in urban areas (we know this because people like Peel were increasingly calling for a police force); however, at the root of urbanisation was Britain's expansion of trade and industry which led to changes to the economy, to towns and to the population.</i></p>
Level 5 (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>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was <b>more the general growth of industry and trade</b> which meant that there were many more opportunities for criminals to commit crime. For example, there were more <b>warehouses and factories</b>, so <b>theft from the workplace</b> increased. Also, the opening up of <b>more banks</b> led to more bank robberies. So crime levels increased because there were <b>more goods to steal and more places</b> from which to steal them.</i></p> <p><i>Linked to this, <b>industrialisation and the expansion of trade</b> meant that there were <b>new crimes</b> which emerged in this period. There were <b>now opportunities for 'white-collar' crimes</b> with corrupt bankers and businessmen. For example, <b>George Hudson, the railway financier, embezzled funds from investors</b>. The expansion of the railways meant that '<b>fare-dodging</b>' became a crime. So the crime rate <b>increased in urban areas, but it was new industries which was the cause</b>.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I disagree because it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p> <p><i>Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for 'white-collar' crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that 'fare-dodging' became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected. [9]</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to agree/disagree without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No, I think it was more the railways being developed because that led to fare-dodging. Also, the Napoleonic Wars had finished and more people were unemployed.. [6]</i></li> <li>• <i>Yes, there were more opportunities in the overcrowded lodging houses. [4]</i></li> </ul> <p><b>Alternatively, description of crime rates, urbanisation, or related events in this period.</b></p> <ul style="list-style-type: none"> <li>• <i>Industrialisation caused people to move from the countryside to the towns. In 1750, only 20 per cent of the population lived in urban areas. But by 1850, as many people lived in towns and cities as in the countryside.</i></li> <li>• <i>In this period, overall, crime increased between 1750 and 1850 and there was a very sharp increase in crime between 1815 and 1820. The most common type of crime in this period was petty theft.</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because lots of people came to towns looking for work.</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.**

<p><b>Question 6b – 5 marks</b>  <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand 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>  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>  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>  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>  No response or no response worthy of credit.</p>	

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the campaigns for women's suffrage between 1900 and 1918. Guidance and indicative content	
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> <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> <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> <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> <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> <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> <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> <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> <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>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• 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> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	<p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

<b>Question 7–12 marks</b> <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> <b>Guidance and indicative content</b>	
<b>Level 4 (10–12 marks)</b>	<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:  <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>B is positive because the author is a pacifist</b></li> </ol>
<b>Level 3 (7–9 marks)</b>	<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>
<b>Level 2 (4–6 marks)</b>	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <li>• Interpretation B says the government lied and covered things up and C agrees that there was 'biased' reporting.</li> <li>• B says that there was 'hysteria' in the press but C says it was just 'reporting'.</li> <li>• B focuses on the lies told by the government but C is only about the press and the way it reported the war.</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>
<b>Level 1 (1–3 marks)</b>	<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>
<b>0 marks</b>	

<b>Question 8*–20 marks</b> 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?		<b>Notes and guidance specific to the question set</b>
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> AO2 Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> AO4 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> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>		<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> <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> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>		<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> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>		<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 'People's Budget' in 1909 which marked a significant</i>
<b>Level 2 (5–8 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>		
<b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1).		

<p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>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></p> <p>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

Level 5 (17-20 marks)	<p>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</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' attack on poverty 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' attack on the upper classes 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>Balanced <u>or</u> one-sided argument; three explained points of support (2-1 or 3-0), e.g.</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' attack on poverty 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' attack on the upper classes 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>

Level 3 (9-12 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 (1-4 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>

<b>Question 9*-20 marks</b> <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> <b>How far do you agree with this view of lives of people in Britain between 1901 and 1914?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	
<b>Level 5 (17–20 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the lives of people in Edwardian society.</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. 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> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<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> <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> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<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 lived below the poverty line; poorer working class families continued to live in overcrowded and insanitary slums; only 66%</i>
<b>Level 2 (5–8 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1).	

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

**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 (17-20 marks)</b>	<p>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</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>Balanced <u>or</u> one-sided argument; three explained points of support (2–1 or 3–0), e.g.</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>

Level 3 (9-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <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>  <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>
Level 2 (5-8 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <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 (1-4 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 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>  <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>  <i>No, there were still people who were too poor to worry about 'fun'.</i></p>
0 marks	

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