

GCSE (9-1)

History B Schools History Project

J411/19: Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900-1918

General Certificate of Secondary Education

Mark Scheme for June 2023

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2023

MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

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

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

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

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













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

10. For answers marked by levels of response:

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

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

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	1241	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
	1681	BP	Blank page
	151	Highlight	Part of 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.

Mark scheme

Section A: Migrants to Britain, c.1250 to present

Question 1–3 marks <p>(a) Identify one positive impact of Migrants between 1500 and 1750.</p> <p>(b) Identify one contribution Italian migrants made to Britain in the late 1800s.</p> <p>(c) Identify the migrant group that the Kindertransport was set up to help.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(a), likely valid responses include: Hansa merchant or Jewish trading; Huguenot transformation of silk/ textile industry, sailcloth, tapestry, furniture, glass, leather, paper, clock or steel manufacture; significant Huguenot or Jewish financial backing for the establishment of the Bank of England.</i></p> <p>Do not accept: impact on ‘economy’; brought ‘skills’; ‘new food’</p> <p><i>For 1(b) Laying roads / tarmac; street music / organ grinders; the work of craftsmen (tiles, ceramics, mosaics); contribution to the food industry – ice cream</i></p> <p>Do not accept: ‘food’; banking; ‘created businesses’</p> <p><i>For 1(c) Jewish children; children from groups/ families persecuted by the Nazis; child refugees fleeing the Nazis</i></p> <p>Do not accept: ‘children’; ‘German children’</p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2–9 marks Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically. Answers could consider examples of persecution and mass-murder, e.g. the Palm Sunday massacres 1263 and 1264; Expulsion 1290.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve dealing with the causes of persecution or changes in the treatment of Jews by the monarchs.</i></p> <p><i>Reward appropriate use of any other second order concept including organisation by understanding of chronology.</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise the answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. 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>[Causation/ consequence] <i>Throughout the Middle Ages Jews faced prejudice and discrimination. This was mainly because of religion. Christians believed that Jews were responsible for the death of Jesus. As a result, they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping. In 1255, in the town of Lincoln, a Jewish man was accused of ‘Blood Libel’ – torturing and crucifying a nine-year-old boy in a ritual murder. [8]</i></p> <p>[Change] <i>During the Middle Ages, the experience of the Jews gradually worsened. At first they enjoyed the protection of the crown. For example, they were able to use Royal Castles for refuge. This changed during the long reign of Henry III and his son Edward I. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether. [9]</i></p> <p>NOTE: Change involves saying from what to what.</p> <p><i>Other valid areas might include: Causation – reasons for Expulsion 1290; Consequences – prejudice leading to conversion to Christianity</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Causation] <i>Throughout the Middle Ages Jews faced prejudice and discrimination. One reason was money. Many Jews were money lenders because Christians were forbidden to do this. Many people owed Jews money. This made them very unpopular. [THRESHOLD – 4 marks]</i></p>
Level 1 (1–3 marks)	<p>Descriptions of Jewish communities/ discrimination/ related events with no organising concept, e.g.</p> <p><i>In 1275 Edward I passed the Statute of Jewry. Jews were no longer allowed to collect interest on loans, people that owed them money no-longer had to pay them back, Jews had to wear yellow badges, were forced to live in selected areas of only a few towns and were not allowed to buy land and become farmers. [3]</i></p> <p>OR</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"> (Change) <i>In 1250, Jews were more welcome but by 1290 had been expelled.</i> (Causation/ consequence) <i>Jews faced prejudice and discrimination because they were money lenders.</i>
0 marks	

Question 3–10 marks Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<p><i>Answers could consider:</i> <i>Encouraged to move for economic reasons (e.g. recruitment by NHS/ transport in Caribbean); persecution (e.g. Kenyan and Ugandan Asians); unemployment at home (e.g. Jamaica); admiration of the 'Mother Country' / shared education/ culture; British Nationality Act 1948; impact of troops returning home after serving in the British Army/ being stationed in Britain during WWII.</i></p> <p><i>Explanations are most likely to show understanding of the second order concepts of causation, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Answers which simply describe Commonwealth migrants cannot reach beyond Level 1.</i></p>
Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</p> <p><i>One reason that Commonwealth migrants came was for work. Britain was facing a labour shortage in the early 1950s and needed help to re-build Britain after WWII. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution where they were living in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So many people came to Britain because they felt driven out from their homes. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</p> <p><i>Many people of Asian origin came to Britain because of persecution. For example, in 1972, the President of Uganda, Idi Amin, expelled the country's 50,000 Asians and most came to Britain. So many people came to Britain because they felt driven out from their homes. [THRESHOLD – 7 marks]</i></p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> Many Kenyan migrants were being persecuted in their own country, so they came to Britain as they saw it as a safe refuge. In 1948 the British Nationality Act was passed so people came to Britain because they now had rights as British citizens. Many people saw Britain as the 'Mother Country' so they moved here because they believed it would be more culturally familiar than other places. <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> Conditions in Jamaica were very poor. For example, a hurricane had devastated the country and the sugar trade had collapsed. In 1948 the British Nationality Act was passed. This gave British citizenship to people living in British colonies. Citizens of other Commonwealth nations became British subjects.
Level 2 (3-4 marks)	<p>Describes Commonwealth migration or other relevant events without addressing the question, e.g.</p> <p><i>The Empire Windrush arrived from Jamaica in June 1948, carrying 492 West Indians. Commonwealth migrants also included people from India, Pakistan and Africa. [4]</i></p> <p>OR</p> <p>Identifies one or more reason but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> support from precise evidence explaining why the reason led to people moving to Britain, e.g. <ul style="list-style-type: none"> People came to Britain because of the British Nationality Act of 1948. Many people moved from Jamaica after there was a hurricane. In 1948 people from the Caribbean moved to Britain on the Windrush. They moved because Britain had a labour shortage. [no detail about <u>the labour shortage</u>]
Level 1 (1–2 marks)	<p>Valid but general assertion(s) OR identifies country of origin, e.g.</p> <ul style="list-style-type: none"> They moved to find a better life. They wanted work. People moved to Britain from the Caribbean.
0 marks	

Question 4*–18 marks 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migration since 1750.</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 highest levels, answers must identify and consider reasons to both agree and disagree with the statement.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Irish migrants driven from their homes by famine 1846–50; Italians driven from homes after 1871 because of warfare, military conscription, poverty and disease; Germans fled Germany to avoid warfare; Jewish refugees fleeing persecution in the Russian Empire.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for disagreeing include: Industrialisation created opportunities for migrants in Britain (e.g. navvies from Ireland and Germany working on canals, roads and railways); trade and Empire (e.g. Indian servants and wealthy Indians; lascars and Chinese sailors in trading ports such as Cardiff, South Shields, Liverpool and London); enslaved Africans forced to come by owners.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas 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>Empire and growing connections with the wider world meant that until the 1960s anyone from the Empire or Commonwealth could migrate to work in Britain.</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).	

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

Question 4* – 18 marks 'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree?	
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>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p> <p><i>Finally, the Industrial Revolution played a big role. Britain's industrialisation created economic opportunities that pulled people to Britain. For example, Irish and German migrants came to be navvies, working on the new canals, roads and railways. So these people also came to Britain because there were plenty of opportunities for work.</i></p> <p><i>Overall, I think that being driven from their homes was not the most important factor for people moving to Britain. Whilst push factors like famine and persecution were catalysts, it was the pull of jobs and economic opportunities that resulted in these groups choosing Britain as their country of destination.</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>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were ‘driven’ from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were ‘driven’ from their homes by circumstances.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were ‘driven’ from their homes by circumstances.</i></p>
Level 2 (4-6 marks)	<p>Identification of specific reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>I disagree because Irish navvies came for work.</i> <i>I agree because some migrants were fleeing persecution, such as Russian Jews.</i> <p>Alternatively, description of relevant migrant groups without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Irish and German navvies worked on canals, roads and railways.</i> <i>In the Russian Empire there was a lot of persecution against Jews and there were over 200 pogroms between 1881 and 1884.</i> <i>Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <i>I disagree because migrants came for work in Britain.</i> <i>I agree because lots of people fled from persecution.</i>
0 marks	

Question 5*–18 marks 'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500'. How far do you agree?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migrant groups between 1250 and 1750.</p> <p>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 both time periods – medieval and early modern.</p> <p>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference) causation /consequence but reward appropriate understanding of any other second order concept.</p> <p>Grounds for agreeing could include: 1300–1500 unwelcome: English merchants resented the privileges given to the Italians and regularly demanded that these should be cut; Edward III had to frequently remind mayors and sheriffs that no harm must come to Flemish cloth workers; in 1325 Edward II arrested all foreigners near the south coast when he feared a French invasion; English weavers and cloth guilds resented special privileges given to Flemish competitors; violent treatment of foreigners and Flemish weavers /merchants by the rebels in 1381; in 1436 – 37, migrants from the Low Countries were ordered to leave England unless they bought a special licence and swore an oath of allegiance; in 1439, the 'hosting law' said that all foreign merchants had to live in the households of English people who had to report on the migrants' activities; in 1440, the 'Aliens' Subsidy' introduced a tax on all foreign-born resident;</p> <p>1500–1750 welcome: Cromwell re-opened English borders to Jews in 1650s; Edward VI welcomed Walloons and other French-speaking refugees (e.g. provided part of Canterbury Cathedral for their services); in 1681, King Charles II offered Huguenots refugees denizen status and the Church raised funds to support them; in 1708 the British government gave Huguenots the same legal rights as people born in England; positive reception for Palatines to begin with (e.g. collections were made and a relief fund of £20,000 was raised); parish records, tax registers, court records, etc. show that a large</p>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

number of Black people were accepted members of communities in England;

Grounds for disagreeing include:.

1300–1500 welcome: From the 1330s onwards Flemish weavers were invited by Edward III who persuaded significant numbers to move to England (e.g. by promising to help and protect the Flemish migrants and letting them work wherever they chose in England); fair treatment of the tailor Giles Morville in Essex, 1450; nineteen Flemish migrants became freemen of York in the 1350s; English kings invited Italian bankers to England and gave them special privileges over England's wool trade in return for large loans; in 1354 a law said that all aliens on trial could be tried by a half-alien jury; from the 1370s onwards, letters of denization could be issued to grant migrants the same rights and protection as any English person; evidence from Colchester courts suggests integration of Flemish weavers into society and trade; evidence from surnames about marriages between migrants and English.

1500–1750 unwelcome: English merchants and tradesmen became envious of the Hansa merchants in London and pressed the government to remove their privileges and attacked the Steelyard where they lived; in 1597 Elizabeth I expelled the Hansa merchants from London completely; harsh laws against Gypsies under Henry VIII, Mary I and Elizabeth I; Jewish migrants after 1656 faced restrictions and prejudice (e.g. not allowed to attend university or become lawyers; popular songs portrayed them as criminals); prejudice against Huguenots (e.g. anti- Huguenots riot in Spitalfields in late seventeenth century); public opinion turned against the Palatines when it was discovered around a third were Catholic (e.g. stoned by a mob in Kent; thousands deported to Ireland); enslavement of Black Africans in England; patronising attitude towards Indian servants in paintings; poor treatment of Indian servants, etc.

Question 5*–18 marks 'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500'. How far do you agree?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points from each period OR three from one period and one on the other (2–2 or 3–1). Clinching argument = 18 marks</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p> <p><i>However, some migrants were welcomed after 1500 as well, which would support the statement. For example, in 1681, King Charles II offered Huguenots refugees denizen status and the Church raised funds to support them. Important Huguenot communities developed in Soho and Spitalfields and in 1708 the British government gave Huguenots the same legal rights as people born in England. This is evidence that the government saw the Huguenot as no different to British citizens.</i></p> <p><i>On the whole, I don't really agree that migrants were increasingly welcomed between 1300 and 1750. The deciding pattern seems to be more that they were welcomed (at least by the elite of the country) only if they had a perceived economic or religious value.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2–1), e.g.</p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500..</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, i.e. two explained points from same period (2–0), e.g. <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p>Alternatively, balanced argument, i.e. one valid explained point from each period (1–1), e.g. <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, after 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p>
Level 3 (7-9 marks)	<p>One sided argument, i.e. one explained point from one period (1–0), e.g. <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>I disagree because Flemish weavers were persuaded to move here by Edward III so there were welcomed before 1500.</i> <i>I agree because there was lots of legislation against migrants before 1500, such as the 'Aliens Subsidy'.</i> <i>I disagree because there were restriction on Jewish migrants in the 1600s so they weren't welcomed after 1500 either.</i> <p>Alternatively, description of relevant migrant groups / attitudes towards them without linking this to the question or without full explanation, e.g.</p> <ul style="list-style-type: none"> <i>Thousands of Palatines were deported to Ireland in 1709.</i> <i>In the 1300s there were Italian bankers in England, taking the place of Jewish money lenders who had been expelled.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. <i>I disagree because there were riots against migrants after 1500.</i></p>
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.

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.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set
Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> <i>Examples of areas for further research include: reasons for 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>
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
0 marks No response or no response worthy of credit.	

Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand 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>Alternatively, developed, valid line of enquiry: 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>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would look for more information about the buildings where they broke windows and started fires. (1)</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>It shows them protesting outside Buckingham Palace and I would find out if they really did that. (1)</i></p>
0 marks	

Question 7–12 marks 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?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • <i>Comparison of provenance and source type alone, eg B is from 1928, C from 2014; C is from a book, B is from a podcast.</i> • <i>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.</i> • <i>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.</i> • <i>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.</i> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

Question 7–12 marks	
Interpretations B and C both focus on the role of propaganda during the First World War. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ author of B, e.g.</p> <p><i>As L3, plus:</i> <i>I think B is more critical about the use of propaganda because Ponsonby was a pacifist so 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>NOTES:</p> <ol style="list-style-type: none"> For these interpretations, award 10–12 marks for candidates who use the purpose/author of B to explain difference in portrayals. Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B is positive because the author is a pacifist</i>
Level 3 (7–9 marks)	<p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B is very critical about the use of propaganda. It gives us the impression that it 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 are seen to have been in control of everything with ‘spies’ and ‘censorship’. They were highly ‘successful’ in this aim.</i></p> <p><i>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.</i></p> <p>NOTE: Answers with support from only one interpretation limit to 7 marks</p>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>Interpretation B says the government lied and covered things up and C agrees that there was ‘biased’ reporting.</i> <i>B says that there was ‘hysteria’ in the press but C says it was just ‘reporting’.</i> <i>B focuses on the lies told by the government but C is only about the press and the way it reported the war.</i> <p>Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS</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>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</p> <p><i>I think B is more critical about the use of propaganda because Ponsonby was a pacifist and is therefore trying to persuade his readers that the war was not justified. He is therefore more likely to emphasise that people were duped into fighting by lies and propaganda.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</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>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</p> <p><i>B argues that the government told lots of lies through propaganda in order to get recruits for the army.</i></p>
0 marks	

Question 8*–20 marks 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?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<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>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<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>
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<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>
Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. 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>	
Level 1 (1–4 marks) 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. <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><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>
<p>0 marks No response or no response worthy of credit.</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

<p>Level 5 (17-20 marks)</p>	<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 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><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><i>Additionally, the Labour Party criticised the fact that workers were having to contribute out of their low wages. For example, workers earning under £160 a year had 4d a week deducted from their wages. Labour said the money should come entirely from the taxation of the wealthy, which shows the reforms weren't a complete 'attack' 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>Level 4 (13-16 marks)</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 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><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>

Level 3 (9-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <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>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <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>
Level 2 (5-8 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <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>Identification of reason(s) to support/challenge without full explanation, (2–4 marks), e.g.</p> <ul style="list-style-type: none"> <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> <i>Yes, the Liberals introduced pensions. Also, they had to increase taxes to make this happen. (3)</i> <p>Alternatively, description of reforms/ budget / clash with Lords/ related events without linking this to the question, (2–4 marks), e.g. <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>Alternatively, valid but general assertions (1 mark), e.g. <i>Yes, there were lots of reforms introduced that tackled poverty.</i></p>
0 marks	

<p>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?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the lives of people in Edwardian society.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to support and reasons to challenge the interpretation</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of 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></p> <p><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></p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><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></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1).</p>	

<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>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

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	
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 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>
Level 4 (13-16 marks)	<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>One sided argument, two explained points of support (2–0), e.g. <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>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <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>One sided argument; one explained point of support (1–0), e.g. <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>Identification of reason(s) to support/challenge without full explanation (2–4 marks),, e.g.</p> <ul style="list-style-type: none"> <i>No, I don’t agree because Rowntree showed there was still lots of poverty.</i> <i>Yes, I agree because workers went to places like Scarborough on holiday. However, Rowntree showed poverty was still widespread. (3)</i> <p>Alternatively, description of leisure / lifestyle/ related events without linking this to the question (2–4 marks), e.g. <i>Cycling was a big craze and golf clubs were popular. Blackpool was a popular holiday resort. (3)</i></p> <p>Alternatively, valid but general assertions (1 mark), e.g. <i>No, there were still people who were too poor to worry about ‘fun’.</i></p>
0 marks	

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2023 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.