

GCSE

History B (Modern World)

Unit **A972/21**: British Depth Study, 1890-1918

General Certificate of Secondary Education

Mark Scheme for June 2014

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Unclear
	Development
	Evaluation
	Short section of answer (1-2 lines)
	Significant amount of material that does not answer the question
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5
	Significant section of answer
	Point has been noted, but no credit has been given

Subject-specific Marking Instructions

GENERAL POINTS

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

MARKING

1. Half marks should not be used.
2. Do not transfer marks from one part of a question to another.
3. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
4. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

5. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
6. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be question 6. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
7. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.
8. **Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet**
- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3

5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.
- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

1	Study Source A What can you learn from this source? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion or describes surface detail OR Irrelevant evaluation	1	<i>Example: It shows they played football.</i> <i>Example: It was not like this in the trenches.</i> <i>Example: We don't learn anything because it is propaganda.</i> <i>Example: We don't learn anything because life in the trenches was not like this. Troops suffered from problems like trench foot and suffered heavy casualties 'going over the top'.</i>
	Level 2 Valid inference from source about conditions for troops in France	2-3	<i>Example: We learn that soldiers did have leisure time.(2)</i> <i>Example: The source shows that soldiers in the British Army were being treated well and were happy. (3)</i>
	Level 3 Valid comment on how experience of British troops in 1914 was being portrayed to the public back in Britain	4	<i>Example: From the source we learn how life for the soldiers was being portrayed back in England. People are being told that life in the army is fun and conditions are good.</i>
	Level 4 Develops Level 3 response with valid explanation of why experience of troops was being portrayed in this way to public back in Britain	5-6	<i>Example: From the source we learn how life for the soldiers was being portrayed very positively back in England. The government wanted to reassure people back home that the soldiers were happy and being treated well. (5 marks)</i> <i>Example: From the source we learn how life for the soldiers was being portrayed very positively back in England. There was no conscription at this time and Britain wanted men to volunteer to join the army. Images like this would encourage them. (6 marks)</i>

2	Study Source B How far are you surprised by this source? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion of surprise without explanation OR Valid comment but fails to explain surprised or not surprised	1	<i>Example: I am surprised because the newspaper was asking for letters from troops.</i> <i>Example: When war broke out in 1914 the government introduced DORA which controlled newspapers and brought in censorship. Soldiers' letters were censored too.</i>
	Level 2 Surprised or not surprised based on everyday empathy or undeveloped comments on provenance	2	<i>Example: I am not surprised people wanted to know what was going on in the war.</i> <i>Example: I am not surprised a newspaper wanted information because that would sell copies.</i>
	Level 3 Surprised or not surprised based on internal (in)consistencies within source	3	<i>Example: I am not surprised because the source says people wanted information about the war so the newspaper asked for letters from soldiers which gave some information about the war.</i>
	Level 4 Uses relevant context of First World War to assert source is surprising or not surprising	4	<i>Example: I am surprised by this source. When war broke out in 1914 the government controlled newspapers and brought in censorship.</i>
	Level 5 Uses relevant context of First World War to explain why specific elements of source are surprising OR not surprising (Cross references to contextual knowledge or other sources – obvious sources are D or E - required to reach this level. Key here is that candidates are assessing whether or not they are surprised by the events described in the source)	5-7	<i>Example: I am not surprised by this source. The government censored soldiers' letters so the newspaper would not be able to publish anything secret or bad for morale. (5)</i> <i>Example: I am quite surprised by this source. When war broke out in 1914 the government introduced DORA which controlled newspapers and brought in censorship. So it seems a bit strange that the newspaper is planning to print details from the soldiers' letters. (6)</i> <i>Example: In some ways I am surprised by Source B. The government controlled what people knew about the war though DORA so it is surprising to see the newspaper asking for soldiers' letters. On the other hand the letters were censored so I am not surprised because the newspaper could not print anything the government did not want them to. (7)</i>
	Level 6 Argues source is not surprising given its origin and context (Answers here realise the importance of the fact that this is early in the war or that the Formby Times was a local newspaper)	8	<i>Example: I am not at all surprised that the newspaper is offering to publish information about the war because although DORA controlled information it took time for DORA to come into effect. It is too early in the war for the restrictions to be effective.</i> <i>Example: I am not really surprised by this source. It might seem surprising that the paper was asking for these details, but The Formby Times was a local newspaper and as Source G shows the local papers were much more open than the national newspapers.</i>

3	Study Source C. How useful is this source to a historian studying the home front in World War One? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion OR Selects from source	1	<i>Example: It is useful because it tells us what the war was like for one person.</i> <i>Example: The source is not useful because it only contains information about 1914. So it doesn't tell us about important events like conscription in 1916.</i> <i>Example: The source tells us that some British cruisers were sunk.</i>
	Level 2 Makes valid inference(s) about Home Front but fails to address question of usefulness of Source C	2	<i>Example: The British were told about setbacks like losing three cruisers in the North Sea to German submarines.</i>
	Level 3 Asserts content is useful or not useful	3	<i>Example: The source is useful because it tells us useful information like British people were supporting the Belgian Flag Day.</i> <i>Example: The source is not useful because most of the information is not about the home front. It is about the war at sea or Belgium.</i>
	Level 4 Argues content of Source C is useful / not useful on basis of reliability or typicality	4	<i>Example: I do not think this source is useful. At this time DORA controlled all the newspapers so the man would get all his information from newspapers controlled by the government, like where it says the Allies are pressing the Germans stiffly.</i> <i>Example: I do not think this source is useful about the Home Front. It is from early in the war when people were optimistic. By 1917 people were suffering food shortages because of U-boats and a diary like this would have been less positive.</i>
	Level 5 Uses inference from the source to argue usefulness of Source C as evidence about popular attitudes or impact of censorship / propaganda Answers could argue a variety of ways eg useful because it ... <ul style="list-style-type: none"> • shows propaganda / information management • shows people did know about bad news from the fighting • shows popular support for the war • shows life went on as normal in some ways 	5-6	<i>Example: This source is useful because it shows how the government controlled how much information people on the home were told about the war, even the setbacks.5</i> <i>Example: The source is useful because it tells us about how much people did know about what was happening, even bad news. For example he was told about setbacks like losing three cruisers in the North Sea to German submarines.6</i>
	Level 6 Argues source is useful for two or more lines of investigation (ie two or more L5 inferences)	7	<i>Example: Both L5 examples</i>

4	Study Source D Why was this source published in May 1915? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion OR Argues source was published to provide information	1	<i>Example: It was published because some soldiers are being gassed.</i> <i>Example: It was published to show the public what conditions were like in the trenches</i>
	Level 2 Valid comment but fails to address message or purpose of Source D	2	<i>Example: This source is really anti-German.</i>
	Level 3 Focus on context of source with no direct comment on message or purpose	3	<i>Example: This source was published because at this time there was a big propaganda drive and the government was using methods like posters and other types of propaganda to get people to support the war effort or join the army.</i>
	Level 4 Secondary message of source	4	<i>Example: The source was published to show British soldiers were bravely fighting on even against deadly weapons like gas.</i> <i>Example: The source was showing how deadly gas was.</i>
	Level 5 Addresses question using main message of source (Germans are evil) OR Valid but undeveloped purpose	5	<i>Example: It was published to show that the Germans are evil because they are using poison gas.</i> <i>Example: The source was published to get people to support the war effort.</i>
	Level 6 General purpose of source (to use outrage against Germans or sympathy for troops to get people to support the war effort)	6	<i>Example: The source was published to make the British people hate the Germans because of what they had done to British soldiers.</i> <i>Example: The source was published to cause outrage about the use of gas and get people to take part in the war effort.</i>
	Level 7 Specific purpose of source (to get the people to join in the war effort by joining up / working in munitions)	7	<i>Example: The source was published to make the British population get behind the war effort by joining the armed forces or getting involved in war industries like munitions.</i>
	Level 8 General and specific purpose of source (Levels 6 and 7)	8	<i>Example: The source was published to make the British population outraged by the Germans using gas so that they would get behind the war effort by joining the armed forces or getting involved in war industries like munitions.</i>

5	Study Sources E and F. How similar are these two sources? Use details of the sources and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion OR Summarises / selects details but no valid comparison made	1	<i>Example: They are similar because they are both about fighting.</i> <i>Example: Source E says the DLI gave a good account of themselves. Source F says there was a great victory.</i>
	Level 2 Argues similar or different based on comparison of provenance	2-3	<i>Example: They are not similar. One is a national newspaper, one is a local newspaper.</i>
	Level 3 Argues similar or different using matching or contrasting details or points from sources	4-5	<i>Example: They are not really similar. Source E says that the British suffered heavy losses and all their officers were killed. Source D says that everything went well and there were 'some' losses.</i> <i>Example: The two sources are similar. Both say that the British forces beat the Germans and forced them back.</i> <i>Example: Source E is more focused on what the men of one regiment, the DLI, were doing. That is because it is a letter from a man in that regiment and the letter is being published in the local paper. Source F is more about how the Battle of the Somme is going and looks more at the whole of the British Army.</i>
	Level 4 Compares impression given by each source <ul style="list-style-type: none"> • Positive message about British troops • Positive message about the Battle of the Somme • Different impressions about the nature and impact of the fighting 	6-7	<i>Example: Sources E and F are similar because they are really upbeat and positive about the performance of the British troops. Both are telling the British public that the troops are doing a good job and are in good spirits and that the people back home can be proud of them.</i> <i>Example: Sources E and F are not really similar. Source F is really positive and gives the impression that everything worked like clockwork, it says the battle went exactly on time and there was perfect discipline. Source E gives us a different impression, admitting that all the officers and sergeants were killed.</i>
	Level 5 Comparison based on valid, relevant evaluation of source(s) NOTE: To reach this level there MUST be a comparison as well as relevant evaluation.	8-9	<i>Example: I do not think Sources E and F are similar because I think I can trust Source E whereas I cannot trust Source F. Source E is a local newspaper and Source G shows that local newspapers got letters from soldiers and really told people the truth about what was going on, like all the officers being killed. By contrast, Source F is virtually government propaganda. It tells us that the battle went like clockwork and had perfect timing which is not very believable. It is obviously censored under DORA to give the government line.</i>

6	<p>Study all the sources, A-G. 'In the years 1914-18 people in Britain did not know what was really happening in the war.' How far do the sources in this paper in this paper support this statement? Use details from the sources and your own knowledge to explain your answer. Remember to identify the sources you use.</p>		
	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General answers unsupported from the sources NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.</p> <p>OR Uses the sources without addressing the question</p>	1-4	<p><i>Example: Agree, during the war the government brought in DORA which meant censorship so nobody knew what was happening.</i></p> <p><i>Example: Source B shows that people saw wounded soldiers and talks about the London Scottish being shattered. Source D says ...</i></p>
	<p>Level 2 One sided answer with explanation of how the sources support OR oppose the statement NOTE- Mark at bottom of level if only one source used.</p>	5-7	<p><i>Example: The statement is true – Source A shows that the war was shown as being great fun, playing football and larking about. Source F is presenting the battle as a great victory ...</i></p>
	<p>Level 3 Balanced answer with explanation of how the sources support AND oppose the statement NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.</p>	8-10	<p><i>Example: Level 2 plus ... Disagree, Source D talks about all the officers being killed in one attack so obviously that is realistic. Source E says ...</i></p>
	<p>Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of</p> <ul style="list-style-type: none"> • effective evaluation of the sources used which could be based on evaluation of tone/language/purpose • context 	+2	<p><i>Example: Source D disagrees with the statement as it shows the harsh realities of life in the trenches. Since it was published in a newspaper under DORA restrictions it is fair to say that this is reliable evidence that people did get some idea of what was happening on the front line.</i></p>

Source A	Agree (soldiering was fun)	Source E	Agree (very positive spin on British troops) Disagree (some losses)
Source B	Disagree (newspaper asking for letters which would be published)	Source F	Agree (good news) Disagree (clear that casualties were heavy)
Source C	Agree (mostly good news) Disagree (mentions bad news)	Source G	Disagree (local press told people) Agree (national press controlled)
Source D	Disagree (horrors of gas)		

Assessment Objectives Grid

Question	AO1	AO2	AO3	Total
1	3	0	4	7
2	1	2	5	8
3	2	2	4	8
4	3	0	5	8
5	2	1	4	7
6	2	2	8	12
Totals	12	7	31	50

APPENDIX 1

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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