



History

GCSE

History B

Unit Overview (A021)

Version 1

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SECTION 1: RATIONALE FOR THE CHANGES

Ofqual required all awarding bodies to strengthen their GCSE History qualifications for first teaching from September 2013. OCR has strengthened its Modern World specification but has also ensured that changes were kept to a minimum. Changes have been made to the assessment of A021 that may impact the way that teachers approach some aspects of this unit (previously A972/21).

You can access the OCR GCSE History B website here: www.ocr.org.uk/qualifications/gcse-history-b-modern-world-j417-j117-from-2012/ or download the up-to-date specification directly from this link: www.ocr.org.uk/Images/140128-specification-for-september-2013.pdf.

WHAT HAS CHANGED?

- The question paper will now have 5 questions instead of 6.
- Questions 1-4 will be based on sources.
- Question 5 will be a thematic question and will cover the period 1890-1918. This question will have 16 marks and will focus on a particular issue across time. Candidates will answer primarily from their own knowledge but will also have to use the sources in the question paper.
- The mark scheme will look rather different, with clearer guidance about the AOs being assessed in each question.

WHAT HAS STAYED THE SAME?

- The question paper will still be primarily a 'source investigation' and will contain a range of source material.
- There have been no changes made to the focus questions or the specified content of the unit. However, the changes to the assessment structure are such that teachers may wish to reconsider exactly how they teach some aspects of this unit.
- The question paper will still be assessed in 1 hour 30 minutes and will have 50 marks, plus 3 marks for Spelling, Punctuation and Grammar (SPaG).

WHY WERE CHANGES MADE TO THE SPECIFICATION?

In 2012 all awarding bodies were asked to strengthen their GCSE qualifications for first teaching from September 2013 by the regulator, Ofqual. The requirement to strengthen GCSE History was focused on the following areas:

- More comprehensive coverage of the specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term.
- Greater use of AO1 (recall, select, use and communicate knowledge and understanding).
- Greater transparency of mark schemes.

OCR'S APPROACH:

Two principles have guided OCR's approach to strengthening this specification. Firstly, the changes have been kept to a minimum to ensure that centres' existing resources and expertise can still be used. Secondly, where changes were necessary, the opportunity has been taken to improve the specification.

- **More comprehensive coverage of the specified content and change and/or development over a period of time sufficient to demonstrate understanding of the process of change, both long and short term.**

The new A021 unit is more of a development study, examining how British society was changed from 1890-1918.

A021 requires that the whole period be studied and the question paper will cover a substantial part of that period, 1890-1918, thus delivering comprehensive coverage of the content.

- **Greater use of AO1 (recall, select, use and communicate knowledge and understanding).**

This requirement has been met while at the same time the fundamental nature of the question paper as a source investigation has been largely preserved. The requirement has been achieved in two ways.

Firstly, Questions 1-4 will be asked in such a way to ensure that good knowledge of the historical context of the sources is required to produce a good answer.

Secondly, Question 5 will focus primarily on contextual knowledge and will demand knowledge of how British

society changed across the whole period. This will be achieved by basing Question 5 on one of the issues covered by the specification.

To allow candidates to respond to Question 5 adequately, the total number of questions has been reduced from 6 to 5.

- **Greater transparency of mark schemes.**

While we have always prided ourselves on the clarity and appropriateness of our mark schemes, there is now a requirement to recognise the different assessment objectives tested in a more explicit way.

To achieve this we have designed mark schemes that identify the requirements for each relevant assessment objective in each level. How this works in practice can be seen in the mark scheme for the specimen paper. This is also discussed in Section 2.



SECTION 2: THE MARK SCHEME AND EXAMPLE RESPONSES

The new mark scheme is organised differently from mark schemes used in the past. Levels are still used but each level now contains a clear statement about each assessment objective being tested.

Below is the mark scheme for Question 3 in the specimen paper for this unit. Also below is the example answer. The full

paper can be found on the OCR website. There is also a glossary of key terms used in the mark schemes on pages 75-76 of the specification.

The following question is based on a cartoon published in a British magazine in August 1916.

Q	Answer	Marks	Guidance
3	<p>Q: Study Source D. What is the message of this source? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (8 marks)</p> <p>Candidates demonstrate a sophisticated knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a valid response supported by some contextual knowledge and understanding.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate limited knowledge and understanding of the period. They produce a simple response about a message of the cartoon.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of this cartoon is that women are the ones who are winning the war seriously. The woman in the cartoon is working in a munitions factory. In 1915, there was a shortage of shells for the army and women were encouraged to work in munitions factories to solve the crisis as the men were away fighting in the war. The cartoon is showing that the woman is more interested in getting the job done than in the issue of votes for women. The date of the cartoon is also important. 1916 is when subscription had been introduced, and the cartoon is saying that even women who had been attacking the government were prepared to put that aside for the good of the country and the war effort. So when the man talks about votes, the woman worker tells him that she is now too busy producing shells and winning the war to worry about the issue of votes. This suggests that everyone should be pulling together for the country regardless of beliefs. This is supported by the fact that even Mrs Pankhurst supported the idea of women going into the factories. The munitions crisis was solved and this was due to women entering the workforce, and many of them putting patriotism above politics.</i></p>

As the mark scheme shows, candidates will be rewarded for their knowledge and understanding of the period as revealed by the way in which they interpret the source in the question, in this instance a cartoon.

They will be awarded marks according to their ability to explain the message of the source and their ability to explain how the source arose from its particular context. In this instance, we see that the message is one of admiration for women working in the factories and supporting the war effort.

This answer is developed with relevant use of contextual knowledge by explaining that although there was a call for votes for women at this time, the women were putting this issue on hold and focusing on vital war work. There is further relevant context in the form of relevant references to conscription.

This answer would be worth full marks.

If we now turn to Question 5 in the specimen paper:

'Women were respected in the period 1890-1918.' How far do you agree with this interpretation? Use your knowledge of British society 1890-1918 and the sources to explain your answer.

It is clear that this is a very different type of question from Question 6 in previous question papers.

- This question is asking candidates how far they agree with the interpretation, rather than how far the sources support it. This means the candidates should base their answer primarily on knowledge and understanding, and should develop their own arguments.
- Candidates should try to explain both examples that women were respected and examples that they were not respected.
- It is still necessary to use the sources in the question paper. They should be used to support the arguments being made.
- Candidates should reach a conclusion based on analysis and evidence.

The different levels of response for Question 5 are explored below:

Answer	Exemplar and comment
<p>Level 6 (15–16 marks) Candidates demonstrate comprehensive knowledge and understanding of the position of women in the period 1890–1918 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>I partially agree with this interpretation, however at the beginning of the period, women were not really respected. Very few were properly educated and they did the most mundane and low paid jobs. This is why the women in Source A wanted the vote to improve their pay and conditions. Many people believed in separate spheres, where women should not bother themselves with politics or important issues. Their job was to look after the family. It was believed that women were more prone to hysteria and acting childishly, and were incapable of logical thought.</p> <p>Later, when Suffragettes started their campaign, many of these views of women were reinforced. When Suffragettes burnt down buildings or smashed windows, this was regarded as proof that they were irrational. Men argued that there was no point giving them the vote if they were incapable of understanding political issues as shown in Source C.</p> <p>Many of these attitudes changed during the First World War. Both the Suffragettes and the Suffragists stopped their campaign and instead helped the country in the war effort. Women worked in munitions factories as shown in Source D. Source F tells us that women were leaping out of bed at 5:15 in the morning because they were so keen to contribute to the war effort. Some women joined the Women's Land Army and helped to produce food for the country, while others worked as nurses, mechanics and drivers.</p> <p>Many men were really impressed by women's contribution to the war effort. They had shown themselves to be sensible and hard working and capable of doing jobs that previously had been thought of as only jobs that men could do. This earned women a lot of respect and explains why they gained the vote in 1918. Overall, women were far more respected at the end of the period than at the beginning and so the interpretation is only partially correct.</p>

Clearly this is a very high level answer. The candidate begins by setting out their position by partially agreeing with the statement, but clarifying their position by explaining that they would not agree with the interpretation if it only referred to the early part of the period and not to c1918.

This is a good illustration of how an answer evaluates the interpretation effectively – in this case showing that in some ways it is valid, but that in other respects the candidate disagrees with it and it explains why (because the position changes over time).

Although in these examples candidates produce a balanced conclusion, candidates do not need to produce a balanced conclusion to reach Level 5 or Level 6. They can conclude by agreeing or disagreeing with the interpretation however they must demonstrate that there is some merit in the counter argument even though they do not agree with it.

The remainder of the opening paragraph is a good illustration of how contextual knowledge now carries greater weight in this question. Here the candidate has effectively used their own knowledge about women's low pay and lack of education at this time, and then used Source A as evidence to support this point.

They then go on to demonstrate a good understanding of the period, particularly the early period, in which women and men were believed to move in different spheres. Note that the entire paragraph is consistent in focusing on the key point that early in the period women were not respected. This point is then reinforced in the second paragraph. Note that the main point is the same – lack of respect in the earlier period – and that the candidate uses their own knowledge and then reinforces this with a reference to Source C.

In the third and fourth paragraphs the candidate turns to the second part of their argument that over time attitudes changed. Again, in both paragraphs we see the use of contextual knowledge to support the argument, and further support is deployed by using sources D and F.

Answer	Exemplar and comment
<p>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of the position of women in the period 1890–1918 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>I partially agree with this interpretation that women were respected. Some of the time they were respected, but some of the time women were not respected.</p> <p>Many women did not get equal opportunities in work or in the law generally, which shows they were not respected. Married women did not have the same rights as their husbands. This was one of the things which the women in Source B were complaining about when they talk about laws on marriage and divorce being unfair. Most of the workers in sweated trades were women. Women were also second class citizens, obviously, because they could not vote for almost all of this period so clearly that was a lack of respect. And when the Suffragettes campaigned for the vote, the newspapers and cartoons treated them with very little respect. They were often shown as ugly women who were only making a fuss because they could not get a husband.</p> <p>On the other hand women did get some respect. They could vote in local elections and could serve on school boards. Some people even admired the Suffragettes. For example when Emily Davidson was killed she got criticised but her funeral was such an impressive spectacle that one newspaper, The Times, did say how impressed it was. More importantly, women got respect for their work during the First World War. We can see this in Source D. The cartoonist obviously approves of the woman who is just getting on with her work and not asking for the vote.</p> <p>So overall I partially agree with the statement because we can find evidence of women being respected and not respected.</p>

This is a good answer. It sets out a clear position and a reason why the candidate only partially agrees with the statement. However, unlike the previous answer it bases the argument on the existence of evidence for and against the interpretation in the question, without the developed point about attitudes changing over time. This is what differentiates the previous answer from this one.

The candidate makes use of their knowledge to construct an effective argument in the second and third paragraphs, relevant to each side of the question. The candidate also makes use of Source B and Source D. However, the sources are not linked

to knowledge in the same way as they are in the higher level answer; they are used as stand-alone pieces of evidence.

Also, the candidate has not used the same range of source material and contextual knowledge displayed in the higher level answer. So it is still a strong answer, but it is Level 5 and not Level 6.



Answer	Exemplar and comment
<p>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of the position of women in the period 1890–1918 to produce a developed response that either effectively supports or challenges the interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>I think this interpretation is wrong because women were not respected in this period. Even when women finally got the vote in 1918 many men were opposed to it.</p> <p>Women suffered discrimination in areas like work. This is shown in Source A where the women complain that they are competing with men but only men have a vote about issues like pay and conditions and so their standing is lowered. This obviously agrees with the statement. So does the fact that most of the workers in sweated trades were women – they got the lowest pay and the worst conditions.</p> <p>Source B also shows that women were not respected. They were not treated equally in areas like marriage and divorce. As Source B says any section of the population which does not have the vote is not treated fairly.</p> <p>Even as late as 1916 Source C shows that some men opposed women getting the vote. The man in the factory talks about women getting the vote as being a load of ‘cackle’ which is very disrespectful. Even when women got the vote in 1918 some men in Parliament, like Lord Birkenhead, said it was a disaster.</p> <p>There were many other areas where women were not shown respect. When Suffragettes started campaigning for the vote the papers made fun of them and published cartoons and posters which showed them as ugly and stupid. Many MPs opposed women’s suffrage as well, particularly the Conservatives but also the Liberal Prime Minister Asquith.</p>

This answer is a Level 4 answer because it only addresses one side of the issue. In this answer the candidate produces an argument that the interpretation in the question is wrong and supports it effectively, using several sources and their contextual knowledge relevantly to support their argument. There is good use of Source B although it is debatable whether Source E is being used effectively to support the argument.

However, they do not acknowledge that an alternative argument is possible and is therefore the answer is awarded a Level 4.

Answer	Exemplar and comment
<p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of the position of women in the period 1890–1918 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>I agree and disagree with the interpretation. Source A says that women and men were competitors for work and Source B shows that women were complaining about unequal treatment in marriage and divorce. Source C also shows no respect to women, making fun of them. On the other hand Source D shows women some respect and in a way Source E seems to respect them too.</p>

Although there is an attempt to present a balanced argument in this answer there is no valid, relevant supporting evidence presented. The candidate sensibly selects Sources B and C but only produces outline summaries without indicating which side of the argument the sources support. They then simply assert that Source D shows a lack of respect without explaining how it does so.

Answer	Exemplar and comment
<p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of the position of women in the period 1890–1918 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>In the period 1890-1918 women faced many problems. Source A shows they were competing with men for jobs. Source B shows they were not treated equally. Source C shows people made fun of them.</p>

In this answer the candidate has implicitly suggested a disagreement with the interpretation, but no more than that. The source summaries which follow are limited and there is no attempt to link them to any line of argument.

Answer	Exemplar and comment
<p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of the position of women in the period 1890–1918 or makes little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>In this period women were not allowed to vote and marriage and divorce were very unfair.</p>

In this response the candidate has correctly pointed out that women had no vote for most of the period and there is a hint of the candidate having read and understood Source B. However, the answer offers no more than this and so is awarded Level 1.



SECTION 3: ACTIVITIES

Teachers may wish to reconsider the ways in which they teach this unit because Question 5 will be asking for a slightly new approach in two respects:

- The ability to consider an issue across the period 1890-1918.
- The ability to weave contextual knowledge and sources together into an argument.

At the simplest level, it is important that teachers should emphasise links between the topics covered in lessons even more strongly than they do now.

ACTIVITY 1

Teachers might want to discuss with candidates themes that arise in the unit at the beginning of a main topic and then ask students at the end of each lesson whether they thought that the material they covered in that lesson related to any particular theme.

ACTIVITY 2

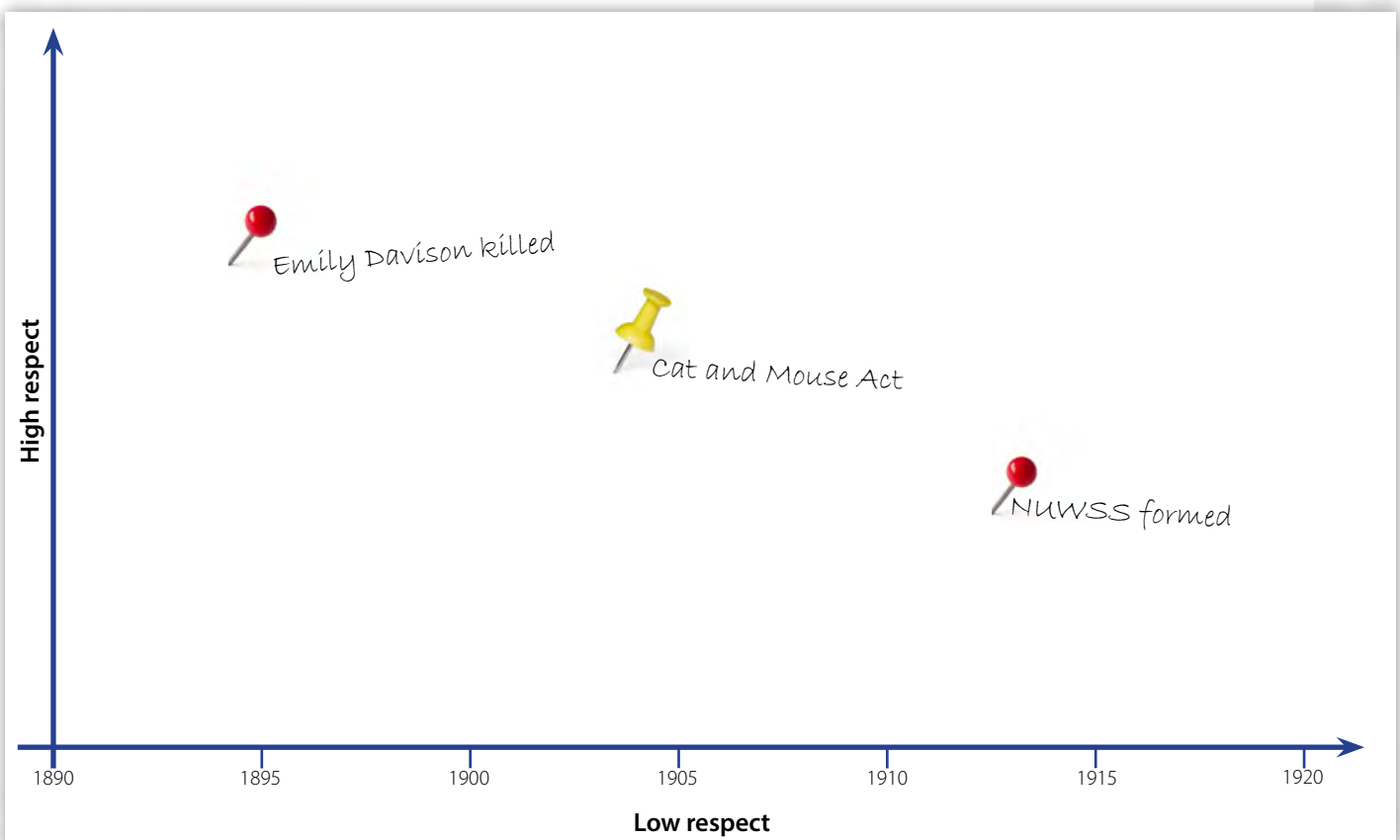
Have students work in groups and give them small collections of sources, perhaps similar to the collections that can be found in past papers (available on the OCR website). Ask students to study the sources and look for emerging themes, points of agreement or disagreement, and/or evidence of change. This can work particularly well at the beginning of a topic when candidates have little or no prior knowledge.

In the case of women, for example, a suitable collection of sources such as the ones in the specimen materials should enable candidates to deduce for themselves that the work women did changed across the period 1890-1918. This could lead to another useful activity, which is to provide students with collections of sources and consider what kind of Question 5 they would set if they were the examiner.

ACTIVITY 3

Another useful approach might be a life graph or similar device. A life graph is a representation of experiences or attitudes for an individual or a group across a period of time. A simple example is shown below. The axes represent respect shown to women and the events below the graph are examples that students place on the graph to indicate whether they think these events increased, decreased or had no effect on respect for women.

Clearly the approach can be and should be adapted in many different ways for different themes and different groups.



SECTION 4: RESOURCES

- Shephard, Colin & Rees, Rosemary *OCR British Depth Study 1906–1918* Hodder
- Walsh, Ben *OCR GCSE Modern World History* Hodder (Contains sections covering both British Depth Studies)
- Modern World History Student Book with Active Book CD-ROM
- Modern World History Teacher Guide with editable CD-ROM

Useful websites include:

Britain 1906-18

- www.nationalarchives.gov.uk/education/britain1906to1918
Sources and tasks from the National Archives.

Victorian Web

- www.victorianweb.org/art/illustration/dore/gallery1.html
Wide range of links and resources on Victorian period.

Victorian London

- www.victorianlondon.org
Very large collection of materials on many aspects of Victorian London.

Hidden Lives

- www.hiddenlives.org.uk
Virtual archive about children in care – wide range of source material.

Campaign for Women's Suffrage

- www.bl.uk/learning/histcitizen/21cc/struggle/suffrage/summary/womenssuffrage.html
An excellent collection of sources from The British Library. The first six sources are particularly relevant to the study of arguments for and against women's suffrage.

Suffrage campaign letters

- www.postalheritage.org.uk/learning/teachers/freeresources/messagethroughtime/downloads/Document%206.pdf
A collection of letters written by suffrage campaigners from the web site of the Postal Museum www.postalheritage.org.uk.

Spartacus

- www.spartacus.schoolnet.co.uk/W1918.htm
Brief outline but some useful contemporary comments on the Act.

The Home Front in WW1

- www.bbc.co.uk/history/trail/wars_conflict/home_front/the_home_front_01.shtml
Detailed account from the BBC web site, with a special section on DORA.

The National Archives Spotlights on History First World War

- www.nationalarchives.gov.uk/pathways/firstworldwar/spotlights/alleged.htm
Very useful analysis of propaganda and censorship in the war.

To give us feedback on, or ideas about the OCR resources you have used, email resourcesfeedback@ocr.org.uk

OCR Resources: *the small print*

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