

GCSE

History B (Modern World)

Unit **A021/01**: How was British society changed, 1890–1918?

General Certificate of Secondary Education

Mark Scheme for June 2017

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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.

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:
 - i. 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.
 - ii. 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.
 - iii. 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.

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
1		8	<ul style="list-style-type: none"> •
	<p>Q: Study Source A. Why was this painting put on display in 1891? Use details of the source and your knowledge to explain your answer.</p> <ul style="list-style-type: none"> • Level 5 (8 marks) • Candidates demonstrate a sophisticated understanding of the source and a comprehensive knowledge and understanding of campaigns to alleviate poverty in the 1890s to produce a fully developed response explaining the purpose (intended impact) of the publication of the painting in the context of this situation. • Level 4 (6-7 marks) • Candidates demonstrate sound understanding of the source and knowledge and understanding of campaigns to alleviate poverty in the 1890s to produce a developed response explaining the purpose (intended impact) of the poster in the context of this situation. • Level 3 (4–5 marks) • Candidates demonstrate some understanding of the source and knowledge and understanding of campaigns to alleviate poverty in the 1890s to produce a response explaining the message of the poster in the context of this situation. • Level 2 (2–3 marks) • Candidates demonstrate basic understanding of the source and limited knowledge and understanding of campaigns to alleviate poverty in the 1890s but they do not relate their response to the message or purpose of the poster or they explain the message or purpose without setting it in the context of 1891. • Level 1 (1 mark) • Candidates describe the poster to produce a very limited response. 	8	<ul style="list-style-type: none"> • This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs. • <i>The painting was put on display for several reasons. Obviously the painting was designed to raise money for the Salvation Army as the source tells us this. However, it was displayed for a deeper reason, which is to try to change attitudes towards the poor by making people feel sympathetic towards them. It shows the terrible conditions they have to endure and with their bowed heads and the general darkness of the picture the artist is clearly trying to emphasise this. It was displayed at a time when organisations like the Salvation Army and social reformers like Booth and Rowntree were arguing that most of the poor were not poor because of drinking or gambling or stupidity but because of low wages or illness. Campaigners wanted to make the British public change their attitude to the poor and realise they needed help.</i>

	<p>Level 0 (0 marks)</p> <ul style="list-style-type: none">• No response or no response worthy of credit.		
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Q1	Answer	Marks	Guidance
		8	Q1: Study Source A. Why was this painting put on display in 1891? Use details of the source and your knowledge to explain your answer.
	Level 5	8	Answers at L5 will typically identify a specific purpose (ie an intended impact) of displaying the painting in 1891 (eg it was published to raise money for Salvation Army; to change attitudes towards the poor; improve provision for the poor). They will develop this statement by explaining how this is achieved in the source (eg by showing the hardships of the poor; the dark and dismal tone of the painting) OR with relevant use of the general context of the painting (eg work of Booth / Rowntree; knowledge of the Poor Law). Nutshell: Specific purpose (intended impact) with method OR relevant use of context
	Level 4	6-7	Answers at L4 will typically argue that the purpose of the painting is to demand change by highlighting specific problems which need to be addressed (eg deficiencies in the Poor Law) but fails to specify the action(s) or impact(s) desired. They will develop this statement by explaining how this is achieved in the source (eg by showing the hardships of the poor; the dark and dismal tone of the painting) OR with relevant use of the general context of the painting (eg work of Booth / Rowntree; knowledge of the Poor Law). Nutshell: General purpose (ie problems identified but no specific impact identified) with method OR relevant use of context
	Level 3	4-5	Answers at L3 will typically explain the message(s) of the source (eg to raise awareness of the hardships endured by the poor; to criticise existing provision for poor). They will support their answers with reference to the source or relevant use of context about the extent/ privations of poverty or efforts to relieve poverty. Nutshell: Message with reference to source or general context.
	Level 2	2-3	Answers at L2 will typically show correct knowledge of the context of poverty at this time but will not relate this to message or purpose (eg it was displayed in 1891 because there was terrible poverty at that time) Alternatively answers at L2 may set out a valid message or purpose (eg this source was published to change attitudes towards the poor) but provide no further valid explanation or support. Nutshell: Context without message/purpose OR message/purpose without context.
	Level 1	1	Answers at L1 will typically describe or paraphrase the source and give an assertion (eg It was displayed because people were queuing outside workhouses at this time) OR base their answer on an incorrect assertion or inference (eg to show that the poor were too lazy to work) Nutshell: Description / assertion.
	Level 0	0/NR	No response or no response worthy of credit.

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
2		9	
	<p>Q2: Study Sources B and C. Is one of these sources more useful to historians as evidence about medical inspections? Use details of the sources and your knowledge of the period to explain your answer.</p> <p>Level 5 (8-9 marks) Candidates demonstrate sophisticated understanding of the source(s) and sophisticated knowledge and understanding of the issue of school medical inspections. They make inferences from the nature / publication of the source(s) to produce a sophisticated evaluation of the utility of the source(s) to historians.</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the sources and sound knowledge and understanding of the issue of school medical inspections. They make inferences from the content of the source(s) in context and produce a developed response to evaluate the source for utility.</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the source(s) and some knowledge and understanding of the issue of school medical inspections. They use this to extract information from the source(s) to explain the utility or limitations of the source(s).</p> <p>Level 2 (2-3 marks) Candidates demonstrate limited understanding of the source(s) and limited knowledge and understanding of the issue of school medical inspections to make assertions about the usefulness of isolated parts of the source.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<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>I do not think that one source is more useful than the other. Sources B and C are both very useful sources but they are about different things.</i></p> <p><i>Source B is very useful because it provides evidence about the need for medical inspections. The Bishop is arguing that it is foolish to educate and feed only healthy children. He is referring to School Meals which were brought in in 1906. The Bishop wants medical inspections as well. He says that it will actually save money and that it has a lot of support. This might not be completely reliable as Source C suggests there was a lot of opposition from parents. But the fact that he is making these claims is useful because it shows how he thinks there is a desperate need.</i></p> <p><i>Source C is also useful but for different reasons. It is useful because it is showing the lack of impact of school inspections. The children are not being looked at properly by qualified doctors. This source may be biased because the BMA is arguing that there should be clinics staffed by doctors. This suggests they want more work. However, it still shows us that medical standards for children were not good even after inspections.</i></p> <p><i>Overall I believe that Source C is more useful because although Source B shows the need for these medical inspections, and how supporters of the measure tried to persuade MPs to back them with claims that they would improve the health of children. Source C actually tells us about how they worked in practice and shows that those claims did not become a reality because in practice they were not very effective.</i></p>

Q2	Answer	Marks	Guidance
		9	Q2: Study Sources B and C. Is one of these sources more useful as evidence of school medical inspections? Use details of the sources and your knowledge of the period to explain your answer.
	Level 5	9	<p>Indicative content</p> <p>Answers at L5 will typically argue that one source or neither source is more useful because each source is useful as evidence of different aspects of inspections. This will be based on valid inference(s) from B about support for inspections or their effectiveness in trials AND from C as evidence of ineffective implementation or hostile reactions. Inferences will be supported by relevant use of extracts from the source(s) or relevant use of contextual knowledge.</p> <p>Nutshell: Both useful as evidence of different aspects of inspections based on valid inferences from both sources</p>
	Level 4	7-8	<p>Answers at L4 will typically argue that one source or neither source is more useful because one source is useful as evidence of one or more aspects of inspections. This will be based on valid inference(s) from B about support for inspections or their effectiveness in trials OR from C as evidence of ineffective implementation or hostile reactions. Inferences will be supported by relevant use of extracts from the source or relevant use of contextual knowledge.</p> <p>Alternatively candidates may argue both sources are useful but support with valid inference(s) from only one source.</p> <p>Nutshell: One more useful as evidence of one aspect of inspections based on valid inference(s) from one source OR both useful but valid inference for only one source</p>
	Level 3	5-6	<p>Answers at L3 will typically argue one source is more useful or both sources are useful or not useful. This will be based on limitations / value of one or both sources because of bias or (in)accuracy (eg B is not useful as it is from a supporter which we can see from his arguments where he says ...; C is from the BMA which disapproved of the way inspections were run). Alternatively answers may make a comparison between utility of sources based on unsupported inference(s) for particular types of historical enquiry (eg B useful about arguments for inspection or C useful about reactions to inspections).</p> <p>Nutshell: Each source useful or limited because of bias / (in)accuracy (based on valid evaluation not assertion) OR comparison based on valid but unsupported inference(s)</p> <p>NOTE: Answers which argue not useful are limited to bottom of level</p>
	Level 2	3-4	<p>Answers at L2 will typically assert value of information per se (eg useful because it tells us ...) or asserts limitations based on simplistic provenance (eg B is a from the BMA which represents doctors)</p> <p>Nutshell: Useful for information OR not useful because of bias OR valid comment only on one source</p> <p>NOTE: Answers which argue not useful are limited to bottom of level</p>
	Level 1	1-2	<p>Answers at L1 will typically describe sources and make general assertions about use of sources eg these are both useful because they are primary sources.</p> <p>Alternatively answers at L1 will fail to address question of utility.</p> <p>Nutshell: General assertion</p>
	Level 0	0	

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
3		9	
	<p>Q: Study Sources D and E. How similar are these sources? Use details of the sources and your knowledge to explain your answer.</p> <p>Level 5 (8–9 marks) Candidates demonstrate a sophisticated understanding of the sources, and knowledge and understanding of National Insurance during this period. They evaluate the sources to produce a fully developed response to explain similarities and/or differences in terms of attitudes towards National Insurance as revealed by the sources.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of National Insurance during this period. They make inferences from the sources to produce a fully developed response to explain similarities and/or differences in terms of attitudes towards National Insurance as revealed by the sources.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of National Insurance in this period. They produce a basic response by comparing the content of the sources.</p> <p>Level 2 (3 marks) Candidates demonstrate limited knowledge and understanding of National Insurance during this period. They compare isolated parts of the sources to produce a simple response.</p> <p>Level 1 (1–2 marks) Candidates describe the sources and produce a very limited response to the</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	9	<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>In some ways the sources are similar. Both show support for the National Insurance Act. In Source D the Trade Union official is positive about the Act because an important principle has been agreed about the responsibility of the government for health and welfare. In Source E Churchill argues that the National Insurance Act is very positive because it is trying to deal with important evils and miseries like poverty and unemployment.</i></p> <p><i>On the other hand there are differences as well. In Source D the trade unionist is not completely positive about National Insurance. He says that it should be the employer paying for National Insurance. This is not really surprising. The TUC represented workers and we know that they were very hostile to worker contributions to National Insurance. We also know that conditions in many industries were very poor. Workers like dockers could never be sure when they would have work and the rates of pay were low. By contrast, in Source E Churchill is 100 per cent positive about the Act. He believes it is an excellent measure. This is also not surprising. To begin with he is writing to someone who is criticising him and he is clearly trying to belittle them by saying that his difficulties are not important. Also, Churchill clearly believes in the importance of the Act. We can tell this from what he says about the need for sacrifice and the need to compete with Germany. As a member of the government it is also not surprising that Churchill is defending the Act.</i></p>


Q3	Answer	Marks	Guidance
		9	Study Sources D and E. How similar are these sources? Use details of the sources and your knowledge to explain your answer.
	Level 5	9	<p>NOTE: E is a response to a letter which criticises NI. If candidates argue E is critical then this is not valid. However, it is valid to use a reference to the original complaint (which E is responding to) as evidence of opposition to NI but this must be explained clearly.</p> <p>Answers at L5 will typically argue that the sources have similar or different aims. They will develop this argument by identifying the purpose of the sources (D trying to persuade audience to support NI; E is defending/justifying/persuading NI to a critic) and explaining at least one fully with relevant use of the methods/arguments used to achieve their aims (eg D says the masses will not thank them for opposing it; E mocks the critic) or the context of the source(s) (eg the discontent with the Act re workers' families).</p> <p>Nutshell: Similar or different purposes supported by valid explanation of purpose of at least one source</p>
	Level 4	7-8	<p>Answers at L4 will typically argue the sources are similar or different based on what they reveal about attitudes towards NI (D could be interpreted as positive or negative or mixed; E is positive towards NI – although E contains references to opposition to NI). They will develop this argument with relevant use of the methods/arguments used by both sources (eg D says the masses will not thank them for opposing it; E says it helps Britain be competitive) or the context of the source(s) (eg the discontent with the Act re workers' families).</p> <p>Nutshell: Similar or different attitudes; both attitudes supported by explanation of arguments/methods OR relevant context</p>
	Level 3	5-6	<p>Answers at L3 will typically argue the sources are similar or different based on what they reveal about attitudes towards NI (D could be interpreted as positive or negative or mixed; E is positive towards NI – although E contains references to opposition to NI). They will develop this argument with relevant use of the methods/arguments used by one source (eg D says the masses will not thank them for opposing it; E says it helps Britain be competitive) or the context of one source (eg the discontent with the Act re workers' families).</p> <p>Nutshell: Similar or different attitudes; one attitude supported by explanation of arguments/methods OR relevant context</p>
	Level 2	3-4	<p>Answers at L2 will typically and compare the purpose(s) or attitude(s) of source(s) and make a valid comparison but fail to develop or support their answers (eg they are similar because they both support NI).</p> <p>Nutshell: similar / different because sub-messages OR valid comparison of purpose(s) /attitude(s) with no support</p>
	Level 1	1-2	<p>Answers at L1 will typically compare isolated parts of the sources (or source provenance) to explain how the sources are similar and/or different (eg different because one is Bill ie before Act; one is after Act passed).</p> <p>Alternatively answers may identify purpose(s) or attitude(s) of sources but make no valid comparison.</p> <p>Nutshell: Compares isolated details or provenance OR identifies purpose(s) /attitude(s) with no valid comparison</p>
	Level 0	0/NR	No response or no response worthy of credit (including responses with no comparison).

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
4		8	
	<p>Q4: Study Source F. What is the message of the cartoonist? Use details of the source and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated knowledge and understanding of the period. They interpret the cartoon by explaining the cartoonist's main message and produce a fully developed response, supported by comprehensive contextual knowledge and understanding.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the cartoon's main message and produce a developed response, supported by sound contextual knowledge and understanding.</p> <p>Level 3 (4–5 marks) 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) 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) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) 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 cartoonist is saying that conscription is wrong. He is claiming that the military commanders and the business owners want conscription because they benefit from the war and it is the ordinary workers, brain or hand workers, who will be paying the price. This is not surprising because the cartoon was in a paper for the workers. We can see how the cartoonist dislikes conscription from the way the worker is bound and blindfolded and the officer has a gun to his head. The employer looks happy, and he has a big bag of money hanging from his belt. The cartoon is commenting on conscription which was introduced in 1916. This meant that the government could call up any unmarried men between the ages of 18 and 40. It was an extremely controversial measure. Fifty MPs voted against it when it was debated in Parliament and thousands became conscientious objectors and refused to fight. Many of these ended up in prison.</i></p>

Q4	Answer	Marks	Guidance
		8	Q: Study Source F. What is the message of the cartoonist? Use details of the source and your knowledge to explain your answer.
	Level 5	8	Answers at L5 will typically set out the cartoonist's viewpoint (critical of conscription) and explain how the cartoon conveys this message (eg worker is unwilling and has to be tied up). They will set the cartoon in its context, which may be a general comment about the war or specific comment on recruitment / conscription. Nutshell: Critical of conscription with how this is conveyed in context.
	Level 4	6–7	Answers at L4 will typically set out the cartoon's main message (businessmen / military are forcing workers into the army OR workers do not want to join the army) and explain how the cartoon conveys this message (eg worker is tied and blindfolded; businessman / commander look triumphant). They will set the cartoon in its context, which may be a general comment about the war or specific comment on recruitment / conscription. Nutshell: Main message – workers being forced into army with how this is conveyed in context.
	Level 3	4-5	Answers at L3 will typically explain a valid sub-message (eg the businessman and military commander have got control of the worker) with explanation based on basic context. Alternatively answers at this level will identify the cartoonist's view or cartoon's main message but fail to support their answer with relevant explanation. Nutshell: Sub-message with source reference or context OR viewpoint / main message without support
	Level 2	2–3	Answers at L2 will typically interpret isolated details of the cartoon without reference to an overall message (eg the figure on the left represents business) Nutshell: Interprets isolated parts of cartoon.
	Level 1	1	Answers at L1 will typically describe the source and/or misinterpret the cartoon. Nutshell: Description / misinterpretation.
	Level 0	0	No response or no response worthy of credit.

How was British society changed, 1890–1918?

5		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 12 to allocate SPaG marks.
Q	Answer	Marks	Guidance
	<p>Q: Study all the sources, A – F. ‘Between 1890 and 1918 British people were in favour of government intervention in their lives’. How far do you agree with this interpretation? Use your knowledge of British society 1890-1918 and the sources to explain your answer.</p> <p>Level 6 (15–16 marks) Candidates demonstrate comprehensive knowledge and understanding of changes to government intervention in people’s lives 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>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of changes to government intervention in people’s lives 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>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of changes to government intervention in people’s lives 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</p>	16	<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>Overall I do agree with the statement. The government intervened in people’s lives in many ways in the period 1890-1918 and on the whole the British people wanted and benefited from these changes.</i></p> <p><i>One of the most important areas in which the government intervened was poverty, health and welfare. From the 1890s onwards attitudes in society were changing about poverty and the poor. Public opinion was changed by social reformers like Booth and Rowntree and organisations like the Salvation Army. Source A is a good example of the kind of methods these groups used. It is designed to show how hard life was for the poor and change attitudes towards the poor. The work of social reformers also influenced politicians like David Lloyd George and Winston Churchill. As a result they brought in a range of welfare measures. School Meals were brought in in 1906. School Medical Inspections followed in 1907. Source B shows us that there was a lot of support for School Medical Inspections. The Bishop says that parent were completely in support and that ratepayers did not mind because it did not cost a lot and would save money. Measures like Old Age Pensions also had a lot of support. We know that over 500 000 old people gained from the pensions. We also know that Lloyd George was regarded as a hero because of the pensions. National Insurance also had a lot of support. As Source D shows, many trade unionists were in favour of the Act, even if they were disappointed by some parts of it. Once war broke out in 1914 British people mostly accepted the ways that government intervention affected them because they believed they were necessary for the war effort. So restrictions on free speech and newspapers were accepted under the Defence of the Realm Act. Most people also followed measure like wage controls and rationing because they were seen to be fair and treat everyone the same. Even conscription had a fair amount of support, again because it was seen as fair – recruits were taken from all sections of society.</i></p> <p><i>On the other hand, there was some opposition. Although attitudes were changing, many people, especially in the Conservative party, still believed</i></p>

<p>accurate. Meaning is communicated clearly.</p> <p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of changes to government intervention in people's lives 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>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of changes to government intervention in people's lives 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>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of government intervention in people's lives 1890-1918 or make 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>Level 0 (0 marks) No response or no response worthy of credit.</p>	<p><i>in the old laissez fair ideas and self help. Some people just did not trust the government. We can see this in Source C which says that many parents were hostile to medical inspections because they thought the government would take their children away. We also know that the House of Lords opposed the People's Budget of 1909 which was designed to pay for the new Old Age Pensions. And as Sources D and E show, some people were opposed to National Insurance. In Source D the TUC felt that worker contributions were wrong. In Source E we see that some employers were unhappy about paying contributions. Even in wartime there was opposition to government intervention. Source F shows us a workers newspaper which was opposed to conscription. Several other newspapers were closed down during the war, including the pacifist newspaper The Tribunal. The socialist Daily Herald was also watched closely by the censors. There were also critics of the war itself. One of the most famous was the poet Siegfried Sassoon.</i></p> <p><i>Despite this opposition, I believe that there was significantly more support for government intervention than there was opposition. Around 500 000 gained from old age pensions while 14 million school meals were served in 1914. The Lords were defeated over the Budget and National Insurance was passed. There was no real uprising against the government during the war even though there was criticism. All of these points suggest to me that there was much more support than opposition.</i></p>
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Q5	Answer	Marks	Guidance
		16	<p>Q5: Study all the sources, A – F. ‘Between 1890 and 1918 British people were in favour of government intervention in their lives’. How far do you agree with this interpretation? Use your knowledge of British society 1890-1918 and the sources to explain your answer.</p>
	Level 6	15–16	<p>Answers at L6 will typically present a sustained two-sided argument about whether people favoured government intervention across the period 1890-1918. Candidates use relevant examples from their own knowledge to support the argument. Answers will also use most of the sources as evidence to support either side of the argument. Nutshell: Sustained, two-sided argument supported by examples and relevant use of most of the sources across 1890-1918 [Answers with no source use but otherwise meet L6 requirements mark at bottom of L5, 12 marks]</p>
	Level 5	12–14	<p>Answers at L5 will typically present a two-sided argument in relation to the statement using relevant examples from their own knowledge and source(s) to support each side of the argument. Nutshell: Sustained, balanced argument supported by examples and relevant use of source(s) to support the argument. [Answers with no source use but otherwise meet L5 requirements mark at bottom of L5]</p>
	Level 4	9–11	<p>Answers at L4 will typically present a one-sided argument in relation to the statement using relevant examples from their own knowledge and source(s) to support the argument. Nutshell: One-sided argument supported by examples and relevant use of source(s) to support the argument. [Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]</p>
	Level 3	6–8	<p>Answers at L3 will typically present a two-sided argument which addresses the statement but lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question. Answers may only assert that some sources support a particular argument. Nutshell: Balanced argument supported by undeveloped evidence and asserts source support. [Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]</p>
	Level 2	4–5	<p>Answers at L2 will typically present a one-sided argument which lacks developed support. Candidates select some events and developments from their knowledge but may not fully explain how they relate to the question. Answers may only assert that some sources support a particular argument. Nutshell: One-sided argument supported by undeveloped evidence and asserts source support. [Answers with no source use but otherwise meet L2 requirements mark at bottom of L2] [Answers which use sources only, irrespective of quality, mark at Level 2, 4 marks]</p>
	Level 1	1–3	<p>Answers at L1 will typically outline a narrative of some events in Britain in the period without addressing the question. Alternatively answers at L1 will present no valid argument in response to the question</p>
	Level 0	0	<p>Nutshell: Brief narrative unrelated to question OR no valid argument No response or no response worthy of credit.</p>


PLEASE TURN OVER FOR ADDITIONAL NOTES ON ARGUMENTS WHICH CANDIDATES MIGHT USE


<p>Q5: Study all the sources, A – F. ‘Between 1890 and 1918 British people were in favour of government intervention in their lives’. How far do you agree with this interpretation? Use your knowledge of British society 1890-1918 and the sources to explain your answer.</p>	
<p>Grounds for agreeing</p> <p>Knowledge based (YK)</p> <ul style="list-style-type: none"> • Extent and harshness of poverty and health problems • Concerns over national efficiency • Reformers like Booth and Rowntree changed attitudes so intervention welcome • Trade unions and Labour Party demanded intervention • Once reforms introduced they were welcomed (eg Old Age Pensions, Labour Exchanges) • General support for war effort 1914-18 (support for conscription, rationing, government control of industry) 	<p>Grounds for disagreeing</p> <p>Knowledge based (NK)</p> <ul style="list-style-type: none"> • Laissez faire attitudes still remained • Many measures imposed on grounds of national efficiency but not the wish of majority • Conservative opposition eg to OAP Act and 1909 Budget • Criticism of measures not doing enough (eg limitations of OAPs; contributions and lack of coverage for NI; Friendly Societies opposed NI) • Criticism / opposition in wartime (eg opposition to conscription; strikes)
<p>Source based (YS)</p> <ul style="list-style-type: none"> • Source A as example of harsh conditions or of campaigning • Source B shows demand for medical inspections • Source D shows support (albeit mixed) for NI 	<p>Source based (NS)</p> <ul style="list-style-type: none"> • Source C shows criticism of implementation • Source D shows criticism of NI – landlords and employers should pay • Source E provides evidence of dislike of NI • Source F criticises conscription

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.

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	O2	O3	SPaG	Total
1	3	2	4		9
2	3	2	4		9
3	3	1	4		8
4	3	1	4		8
5 	9	3	4	3	19
Totals	20	10	20	3	53

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