

## **GCSE (9–1)**

### **History B (Schools History Project)**

#### **J411/43: Britain in Peace and War 1900-1918**

General Certificate of Secondary Education

### **2021 Mark Scheme (DRAFT)**

This is a DRAFT mark scheme. It has not been used for marking as this paper did not receive any entries in the series it was scheduled for. It is therefore possible that not all valid approaches to a question may be captured in this version. You should give credit to such responses when marking learner's work.

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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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## 1. Annotations

Annotation	Meaning
 1	Level 1
 2	Level 2
 3	Level 3
 4	Level 4
 5	Level 5
 6	Level 6
	Noted but no credit given
	Not answered question
	Extendable horizontal wavy line

## 2. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:


- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.



<b>High performance</b> <i>4–5 marks</i>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with consistent accuracy</li><li>• Learners use rules of grammar with effective control of meaning overall</li><li>• Learners use a wide range of specialist terms as appropriate</li></ul>
<b>Intermediate performance</b> <i>2–3 marks</i>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with considerable accuracy</li><li>• Learners use rules of grammar with general control of meaning overall</li><li>• Learners use a good range of specialist terms as appropriate</li></ul>
<b>Threshold performance</b> <i>1 mark</i>	<ul style="list-style-type: none"><li>• Learners spell and punctuate with reasonable accuracy</li><li>• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall</li><li>• Learners use a limited range of specialist terms as appropriate</li></ul>
<b>No marks awarded</b> <i>0 marks</i>	<ul style="list-style-type: none"><li>• The learner writes nothing</li><li>• The learner's response does not relate to the question</li><li>• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning</li></ul>

### 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 (e.g. grammar only)	Mark if candidate eligible for two thirds (e.g. grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3

- 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](mailto: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.

**Britain in Peace and War, 1900–1918****Question 1a – 3 marks**

**In Interpretation A, the film-makers try to show how upper-class women were expected to behave in the period 1900 -1914. Identify and explain one way in which they do this.**

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.*

*The explanation of how the author argues that the Edwardian era was a great period in British history may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the author. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

*For example:*

- The film makers show that upper-class women were expected to do as they were told by their husbands (1). This is shown when Cal talks to Rose like a child, saying 'You will never behave like that again Rose' (1) This shows that women of this class were expected to be subservient to their husbands (1).*
- The film-makers show how upper-class women were expected to pay attention to their appearances (1). Rose is dressed extravagantly even for breakfast, drinking her tea primly (1). This shows how women of this class were expected to display their wealth through a lavish lifestyle (1).*
- The film-makers show how upper-class women were expected to mix socially with other people from the same class (1). Cal says 'You will never behave like that again Rose' about her attending a working-class party (1). This shows that women were expected to adhere to society's rigid structures (1).*
- The film-makers show how women were expected to be deferential to their husbands (1). This is shown when Cal says 'You will obey me the way a wife is required to obey a husband.' (1) This tells us that women were expected to be meek and passive (1).*

<p><b>Question 1b – 5 marks</b>  <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand women’s lives during the period 1900 - 1914.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>  <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (5 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i>  <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i>  <i>Examples of areas for further research include: whether society had similar expectation of women from all social backgrounds/ whether women from all classes had similar lack of freedoms (similarity/difference/diversity); whether everyone shared this view of women (similarity/difference/diversity); whether and how far attitudes towards women had changed by 1918 (change/continuity); whether the lives of upper-class women were better than those of working or middle-class women due to social position and wealth/luxury (similarity/difference/diversity); whether attitudes like this were a reason for the suffrage movement (causation).</i></p>
<p><b>Level 2 (3–4 marks)</b>  The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>Level 1 (1–2 mark)</b>  The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	



Question 2–12 marks Interpretations B and C both focus on how men reacted to the First World War. How far do they differ and what might explain any differences?	
Levels	Notes and guidance specific to the question set
<b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li>• (L1) Comparison of provenance and source type alone, eg B is an online forum, C is a documentary; B is a member of the public but C is a historian they are both from 2014.</li> <li>• (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was written by someone who hates war and C by a historian who has done lots of research.</li> <li>• (L2) Individual points of similarity/difference in content: both interpretations say that lots of men joined up to the army; both sources acknowledge the casualties; C says the war was about freedom but B doesn't mention this – it just says people were misled.</li> <li>• (L3) Differences in how the interpretations portray either the reasons men joined up, or how they responded to the war generally: B gives the impression that men were duped or 'misled' into joining up. They didn't really understand the 'realities of war' and it questions whether their 'patriotic pride' would have been felt had they really understood. However, C argues that the men who volunteered to fight wholeheartedly supported the war because it was a fight for 'freedom and democracy'. They volunteered despite knowing full well the scale of 'the casualties and the risks to their lives' so they must really have felt it was a 'war worth fighting'.</li> <li>• (L4) Comparison as L3, plus developed reasons for differences based on purpose of Interpretation B. e.g. The reason that B argues that men were 'misled' into volunteering' is because the author is trying to persuade others that war is wrong and not worth the loss of life. He says we must 'learn the mistakes from the past' so he is unlikely to highlight evidence which suggests men were truly in favour of the war.</li> </ul> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can</i></p>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

	<p><i>be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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<p><b>Question 3*–20 marks</b>  <b>According to the website <i>www.victorian-era.org</i>, the Edwardian upper classes ‘paid little or no attention to the needs of the working class’. How far do you agree with this view of Edwardian society between 1900 and 1914?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of British politics in this period.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the issue of change and continuity in politics.</i></p>
<p><b>Level 4 (13–16 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of change and continuity (changes introduced by 1918 to benefit the working class / continuation of problems for working class); causation (why there was change / lack of change); consequence (the results of these causes); and significance (relative importance of changes); similarity/difference (diversity of experience of different workers) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 3 (9–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).          Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: lack of unemployment/welfare system in 1900; continuation of poor conditions of the working classes is evidence of lack of attention by those in power (the upper classes), e.g. low wages for unskilled labourers; 28% York’s population lived below the poverty line; poorer working class families continued to live in overcrowded and insanitary slums; only 66% of working class babies lived beyond the age of 1; danger and lack of regulation in some industries, eg Sweated Trades; the weakness of the Labour Party and of Trades Unions.</i></p>
<p><b>Level 2 (5–8 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b></p>	<p><i>Grounds for disagreeing include: Rowntree’s</i></p>

<p>Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>investigations into poverty in York, and the impact that this had on those in power, shows that attention was being paid to the needs of the working class; there were upper-class members of the Labour Party who were standing up for the working class; local councils had started to build good-quality streets and new terraced houses with flushing toilets in working-class districts; lots of factory owners closed their factories for a week in the summer so many working class families went to British seaside resorts; the Liberal government brought in series of welfare reforms after 1906 to improve the lives of the poor and elderly – by 1914 there were things like Free School Meals, National Insurance and Old Age Pensions.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<p><b>Question 4*–20 marks</b>  <b>According to the 2019 TV documentary <i>Edwardian Britain in Colour</i>, ‘a wave of strikes threatened to pull the nation apart’. How far do you agree with this view of Britain between 1910 and 1914?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of government responses to the demands of total war.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both evidence to support and to challenge the interpretation.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of change and continuity (reasons for strikes and extent of upheaval); consequence (whether the strikes threatened to ‘pull the nation apart’); and similarity and difference (diversity of experience across British society) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: growth in militancy of the unions; increase in union membership; growth of syndicalism – an ideology and rejection of traditional organisations and methods; ‘Great Unrest’ 1910-1914 – strikes in multiple industries, some violent, with riots and troops being called out in several areas; the seamen and transport strike in Liverpool in 1911 resulted in naval gunboats being sent to the Mersey and mounted soldiers being sent to the city; supply of coal stopped National Miners’ Strike of 1912; 40 million working days lost in 1912 alone; revolution certainly seemed like a real possibility at the time to many, eg King was fearful of it, gunsmiths in London ran out of guns.</i></p>
<p><b>Level 2 (5–8 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>Grounds for disagreeing include: strikes did not threaten the fabric of society because their cause was bad economic times rather than ideological belief – overthrow of the establishment / ‘pulling the nation apart’ not a real possibility; the government controlled the strikes and had vast resources at their disposal – revolution would not have been successful and therefore they</i></p>

<p><b>Level 1 (1–4 marks)</b>                  Demonstrates some knowledge of features and characteristics of the period (AO1).                  Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).                  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>didn't really threaten to 'pull the nation apart'; the Labour Party, growing in popularity among the workers and strikers, was focussed on the democratic process rather than the overthrow of established structures of society.</i></p>
<p><b>0 marks</b>                  No response or no response worthy of credit.</p>	

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