

GCSE

History A (Schools History Project)

Unit **A955B/22**: Historical Source Investigation: A Study in British History:
Protest & Reaction in Britain 1800-1914

General Certificate of Secondary Education

Mark Scheme for June 2015

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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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Annotations

The annotations which will be used for June 2015 will be:

1		1181	+	Similarity/Agree
2		1171	-	Difference/Disagree
3		1801	Eval	Evaluation
4		621	CONT	Contextual knowledge
5		311	L1	Level 1
6		321	L2	Level 2
7		331	L3	Level 3
8		341	L4	Level 4
9		441	L5	Level 5
10		501	NAQ	Not answered question. Knowledge is wrong
11		361	S	Support
12		811	SEEN	Noted but no credit given
13		291	I	Inference
14		1331	XSS	Cross-reference

Use TICK 6 for Level 6 on question 5 please.

Q	Answer	Marks	Guidance
1	<p>Q: Study Sources A and B. Why were the Luddites and the supporters of the Tolpuddle Martyrs represented in such different ways in these two sources? Use the sources and your knowledge to explain your answer.</p> <p>Level 5 (9 marks) Candidates demonstrate a sophisticated understanding of the sources and knowledge and understanding of, and attitudes towards, the Luddites and the Tolpuddle Martyrs. They interpret the message and purpose of both sources in context and produce a fully developed response to explain why the two groups are represented in such different ways.</p> <p>Level 4 (6-8 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of, and attitudes towards, the Luddites and the Tolpuddle Martyrs. However, their answers are weaker in interpreting the message and purpose of one of the sources or explaining the context of one of the sources. They produce a sound response to explain why the two groups are represented in such different ways. (See over for guidance on this level)</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of the two groups. They produce a basic response by comparing the attitudes of the two sources.</p> <p>Level 2 (2-3 marks) Candidates demonstrate limited knowledge and understanding of one or both groups. They interpret the source(s) and produce a simple response.</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>The artist of Source A had made the Luddites look as if they are mad, violent monsters. Their faces are drawn to make them look wicked, they are armed and they look like a destructive rabble. The Luddites were skilled textile workers who were being put out of work by automated machines that could be operated by unskilled people who could be paid lower wages. This made the Luddites unemployed at a time when there was a lot of unemployment and high food prices. The Luddites attacked the machines and even burned down textile factories. The factory owners and the government were worried about them and in 1812 passed a new law making machine-breaking punishable by death. This source shows the fear that people had of the Luddites and the picture could have been drawn like this to justify the harsh treatment of the Luddites such as execution.</i></p> <p><i>The second source shows the supporters of the Tolpuddle Martyrs as well behaved and organised. Many people at the time, even MPs, saw the Tolpuddle Martyrs as victims. They were farm labourers who had formed a union because their wages were being reduced. It was not against the law to form a union and many people thought they were treated unfairly when they were transported to Australia. Marches and petitions were organised to support them. The one in the source is the famous demonstration when tens of thousands of people protested and delivered a petition for their release. One reason why these pictures give different impressions is because the Tolpuddle Martyrs were not violent like the Luddites. However, a more important reason is the publisher of Source B supported the Tolpuddle Martyrs. This explains why the demonstration is shown as respectable with many well-dressed people there. Its aim was to encourage people to support them and oppose the harsh treatment of the Martyrs. The aim of the Luddite drawing was the opposite - to make people oppose the Luddites and support their harsh treatment.</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1 mark) Candidates describe the source(s) and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p>Scoris:</p> <ul style="list-style-type: none"> • Use L1 – L3 to show awarding of message • Use L4 / L5 to show awarding of purpose (intended impact) <p>Award L4 if candidates consider two of Context / Purpose / Message (L5 reserved for candidates who do all three)</p> <p>Award L3 if Purpose is not considered. Purpose must be present for L4 and L5.</p>

Q	Answer	Marks	Guidance
2		8	
	<p>Q: Study Source C How useful is this source as evidence about the Rebecca Riots? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (7-8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of the Rebecca Riots. They make sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response to evaluate the source for utility (they explain ways in which the source is useful as evidence about the rioters) and ways in which the source is not useful with specific reference to their contextual knowledge (useful and not useful: different contextual knowledge for both sides).</p> <p>Level 4 (5-6 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the Rebecca Riots. They make sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response to evaluate the source for utility - they explain ways in which the source is useful as evidence about the Rebecca Riots AND why it is not useful. However, contextual knowledge is only effectively deployed for one side</p> <p>Level 3 (4 -5 marks) Candidates demonstrate some understanding of the source and sound knowledge and understanding of the Rebecca Riots. They use their knowledge of the Rebecca Riots to produce a developed response explaining the usefulness or limitations of the source.</p> <p>Level 2 (2-3 marks) Candidates demonstrate limited understanding of the source and knowledge and understanding of the Rebecca Riots. They produce a basic response by explaining the surface information in the source as a whole. Generally unsupported</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>This source is a threatening letter to a farmer from the rioters. The farmer is obviously one who had criticised the riots - 'your cursing at the people's good cause'. If he does not join the march he will be 'launched into eternity'. As well as protesting against the Poor Law and road tolls the rioters were also angry about the high rents tenant farmers had to pay to landowners and the low wages that were paid to farm labourers. This letter is particularly useful because it shows that farmers were a target.</i></p> <p><i>The letter is also useful because it shows us a change in tactics by the protestors. At first they attacked toll-gates and landlords using a lot of violence and killing people but in 1843 they turned to less violent tactics such as mass public meetings and processions. This was partly because the violence was not working and because some criminals were using it as a cover for their own activities.</i></p> <p><i>At the meetings the demonstrators demanded lower rents. This is why the farmer is being forced to go to the meeting. He might be forced at the meeting to agree to lower his rents. The reference in the letter to the 'heavy burden of supporting you and your like' could be a reference to the high rents. This letter is also forcing the farmer to allow his labourers to attend the meeting. This shows that he would not normally let them go.</i></p> <p><i>Of course, this letter by itself would not be useful for giving an overall impression of the Rebecca Riots. It does not tell us anything about the earlier tactics of the rioters such as the attacks on tollgates and the other grievances such as the Poor Law and tithes. Nor does it tell us about the use of troops by the authorities or about whether the riots were successful - in 1844 the Government passed the Turnpikes Act which reduced some of the tolls.</i></p> <p>Award L3 if both useful / not useful are done but done poorly: ie both sides considered but not developed</p>

Q	Answer	Marks	Guidance
	<p>assertions or descriptions (eg 'sent letters to farmers').</p> <p>Level 1 (1 mark) Candidates paraphrase parts of the source and produce a very limited response. Copying or paraphrasing</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><u>Scoris:</u></p> <ul style="list-style-type: none"> • Use L3 – L5 for usefulness to show where awarded • Use CONT to show where contextual knowledge is awarded <p>The level of contextual knowledge defines the mark in the level.</p>

Q	Answer	Marks	Guidance
3		8	
	<p>Q: Study Source D. Why was this source published in June 1888? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (8 marks) Candidates demonstrate a sophisticated understanding of the source and knowledge and understanding of the grievances of the match girls, the campaigning of Annie Besant and the general situation at the time. They explain the message in the source, the purpose (in terms of intended impact) of the publication of the article and they use their knowledge of the match girls and Besant to explain why it was published at that particular time (1888) / why then</p> <p>Level 4 (6-7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the grievances of the match girls, the campaigning of Annie Besant. They explain the purpose (in terms of intended impact, esp use of 'White Slavery' and effect of these words – public attention / change) of the publication of the article but fail to explain why it was published in 1888.</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the match girls and the work of Annie Besant to explain the message of the source.</p> <p>Level 2 (2-3 marks) Candidates demonstrate some understanding of the source and limited knowledge and understanding of the match girls and work of Annie Besant They explain some context / topic but fail to explain the message or purpose of the source. Candidates make very little use of the source and show limited knowledge and understanding of Annie Besant's role.</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>This source was published in 1888 because this was when Annie Besant was campaigning to help the match girls. This was a time of a lot of unrest and of the growth of the New Unions which had large memberships of unskilled workers and were more extreme than the old unions. In 1888 the match girls working in the Bryant and May match factory in London asked Annie for help. They were very poorly paid and often suffered from phossy jaw which was caused by the phosphorous used in the making of matches. Their faces would turn green and black, and there would be horrible smelling pus. The source tells of the poor pay and the long hours and the young age of the girls who had to stand all day. It also tells of how they lost some of their wages through a system of fining them that was very unfair. The article tries to have an impact on its audience by calling the girls 'white slaves' and comparing their poor wages with the huge profits that the shareholders were making. It is also sarcastic by calling the wages of the girls a 'splendid wage.'</i></p> <p><i>Bryant and May were very rich and making huge profits and articles like this one were published by Annie to turn public opinion against them and put pressure on them to improve the conditions of the match girls. Annie hoped that such bad publicity would embarrass the company which might lose business. However, after this article was written some of the workers were sacked. Annie helped the match girls organise a strike. Their demonstrations and articles by Besant like this one won them a lot of public sympathy. The horrible details in the article had a huge impact on the public and Bryant and May gave in. The company gave the sacked workers their jobs back and agreed to end the fines system that is described in the source.</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1 mark) Candidates paraphrase or copy the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><u>Scoris:</u></p> <ul style="list-style-type: none">• Use L1 – L3 for message• Use L4 / L5 for purpose• Use CONT for contextual knowledge

Q	Answer	Marks	Guidance
		9	
4	<p>Q: Study Sources E and F. Which of these two sources represents the more commonly-held view about suffragettes <u>at the time</u>? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (8-9 marks) Candidates demonstrate sophisticated understanding of the points of view of both sources. These are explained, evaluated and compared through a sophisticated knowledge and understanding of attitudes towards the suffragettes to reach a supported conclusion about typicality. They produce a fully developed response, supported by comprehensive contextual knowledge and understanding: specifically window smashing / debates in Parliament in March 1912.</p> <p>Level 3 (6-7 marks) Candidates demonstrate a sound understanding of the points of view of the two sources. These are explained, evaluated and compared through a sound knowledge and understanding of attitudes towards the suffragettes. They produce a developed response, supported by sound contextual knowledge and understanding but not tied specifically to March 1912. Both sources done well for L3/7.</p> <p>Level 2 (3-5 marks) Candidates demonstrate some understanding of the point(s) of view of one or both sources. These are explained and evaluated through some knowledge and understanding of attitudes towards the suffragettes. They produce a developed response, supported by some contextual knowledge and understanding. Award range of marks in band based on quality of contextual knowledge.</p> <p>Level 1 (1-2 marks) Candidates paraphrase the sources with limited understanding and produce a very limited response.</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>These two sources have completely different views towards the suffragettes but Source F is the one that represents the views of most people at the time. Source E is in support of the suffragettes. It is making the point that women may be well educated and have responsible jobs like doctors but they are still not allowed the vote while men may be drunks, mad or criminals but despite this they can still vote. So a well educated and hardworking woman cannot vote while a useless man can vote. This shows that the poster is clearly in favour of women getting the vote and was probably published to persuade people that women deserved the vote.</i></p> <p><i>Source F, on the other hand, is critical of the suffragettes. It comes from The Times newspaper which opposed giving women the vote and was published at the time when the <u>Conciliation Bill</u> was being debated in Parliament. This is what the author means when he writes that the suffragette argument that they had to use violence because peaceful methods would not work, is no longer true.</i></p> <p><i>1912 was a turning point when the suffragettes turned to more violent methods such as setting fire to mail boxes and smashing windows. As Source F says this violence turned many people against the suffragettes and it also went against the image presented in Source E of women as responsible. <u>In March 1912 the suffragettes started a massive campaign of window smashing and this is probably what the source refers to.</u> Source F says that this turned a lot of people against the suffragettes. Although The Times was biased against the suffragettes, what it says about the public attitude is correct.</i></p> <p><i>Many people at the time were horrified by the suffragette tactics and they probably lost them a lot of support. The behaviour of the suffragettes was considered to be unladylike and proof that women were not sensible enough to be given the vote. This means that the view in Source E was not typical and was undermined by the violent tactics used. Anyway, Source E was published by the suffragettes and so did not represent the views of most people.</i></p>

	Level 0 (0 marks) No response or no response worthy of credit.		<u>Scoris:</u> <ul style="list-style-type: none">• Use L2 / L3 / L4 to show where source evaluation is awarded• Use CONT for contextual knowledge
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Q	Answer	Marks	Guidance
5	<p><u>CLINCHING ARGUMENT</u></p>	19 (16+3)	<p><i>✍</i> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 14 to allocate SPaG marks.</p>
	<p>Q: 'Protests did not have much support in the period 1800-1914.' How far do you agree with this interpretation? Use your knowledge of Protest and Reaction In Britain 1800-1914 and the sources to explain your answer.</p> <p>Level 6 (15-16 marks) Candidates demonstrate comprehensive knowledge and understanding of protest and reaction, 1800-1914 to produce a fully developed response that evaluates the interpretation effectively. They make sophisticated use of a range of sources to support their response. Writing justifies a clinching argument: leads to the conclusion. 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 protest and reaction, 1800-1914 to produce a balanced response that evaluates both sides of the interpretation effectively. They make good use of several of the sources to support their response. Conclusion may come across as an after-thought. 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 protest and reaction, 1800-1914 to produce a developed response that either effectively supports or challenges the interpretation. Attempts a balanced response but one side is much weaker than the other either in terms of either contextual knowledge or source use. Spelling, grammar and punctuation are accurate. Meaning is communicated clearly./ disagree</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>I partly agree with this statement. Protests often involved violence so were seen as threatening. Each protest was carried out by one section of society with its own grievance and so would not attract mass support. This can be seen with the Luddites. These were skilled craftsmen who opposed the introduction of machines like power looms. The Luddites smashed machines and because of this there was not much support for them. The new machines provided people with jobs. However, in places like Nottingham and Lancashire there was a lot of support where they lived and 12,000 troops had to be sent into Yorkshire to deal with them. But there was not wider support. The middle classes saw them as dangerous thugs as Source A shows.</i></p> <p><i>There was a lot more support for the Tolpuddle Martyrs. This was because people thought they had been dealt with unfairly and because they were not violent. Trade Unions were not illegal and the men had been transported through old laws about swearing oaths. Source B shows the demonstration at Copenhagen Fields when ten of thousands of people demonstrated. There were protests all over the country and 800,000 people signed a petition. The Government was forced to release the men.</i></p> <p><i>Support for the match girls was more mixed. After Annie Besant's article was published all classes of people contributed money to the strike fund. Her article was effective because it showed how badly the girls were treated. The headline 'White slavery' conjured up horrible images in the minds of the public. Several newspapers supported them. All the publicity was very bad for Bryant and May and they gave in.</i></p> <p><i>As Source F shows there was not a lot of support for the suffragettes. Many people believed that women should have children, look after the home and not be involved in politics. Some people believed that women did not have the mental capacity to understand politics. The violence the suffragettes used made people oppose their ideas. When they saw women burning down buildings they decided they were not fit to have the vote. However, some people supported them. This can be seen by the size of marches in favour of</i></p>

Q	Answer	Marks	Guidance
	<p>Level 3 (6-8 marks) Candidates demonstrate some knowledge and understanding of protest and reaction, 1800-1914 to produce a one-sided response. They must assert which sources support their argument.</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 protest and reaction, 1800-1914 and produce a basic response that makes little valid use of sources. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1-3) Candidates demonstrate limited knowledge of protest and reaction, 1800-1914 or make a limited use of sources. A very limited response is produced. 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>them and by 1914 they were getting close to winning the vote.</i></p> <p><i>Overall, there is a pattern that after the early lack of support for the Luddites, there was more support for the Tolpuddle Martyrs and the match girls. It is significant that there was support for protests that did not use violence. This explains why there was not a lot of support for the suffragettes.</i></p> <p>Scoris:</p> <ul style="list-style-type: none"> • Use TICK 6 for Level 6 • Use + / - for agree • Use CONT for contextual knowledge • Use S for source use as support <p>All sources and no knowledge – award maximum of Level 2</p> <p>All knowledge and no sources – award maximum Level 2</p> <p>If answer best fits a level, but source use is weak, award at bottom of level.</p> <p><u>Argument driven by knowledge, not sources. The argument controls the mark.</u> <i>Knowledge must be relevant to the interpretation/ argument</i></p>

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.

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.

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