

GCSE

History B (Modern World)

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

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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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.
7. 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.
8. 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.

1 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.

Q1	Answer	Marks	Guidance
	<p>Q1: Study Source A. Why was this source published at this time? Use details of the sources 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 problem of poverty in the late 1800s and/or ways to tackle it. They explain the purpose (in terms of intended impact) for it being published and they use their knowledge of Booth and/or other social reformers to explain why it was published then.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the problem of poverty in the late 1800s and/or ways to tackle it. They explain the purpose (in terms of intended impact) for it being published.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the problem of poverty in the late 1800s and/or ways to tackle it 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 problem of poverty in the late 1800s and/or ways to tackle it. They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of publication of the source without setting it in context.</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> <p>Continued on next page</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 1893 to change public attitudes about poverty and to pressure the government to take action to improve the lives of the poor. At the time there was a strong belief that stories of poverty were exaggerated, and that the poor were to blame for their own hardships and that their poverty was caused by their laziness or because of excessive drinking and therefore they did not deserve help because it would make them even lazier. Charles Booth initially believed this himself but he undertook a study of London and produced detailed poverty maps of different areas of the city which suggested that around 30% of the population lived below the poverty line. Booth's reports also showed that the majority of the poor were not idle. Their poverty was usually the result of problems like old age, illness, low wages, casual work or economic depressions. In Source A he shows that the men were either working or looking for work. He also shows that the poor were decent people. Their children are clean even though their clothes are ragged because they are too poor to buy new ones. They also rely on charity to feed their children. So Booth was trying to make people realise what a hard life the poor had and along with other social reformers like Seebohm Rowntree he was trying to get the government to pass measures which would help the poor.</i></p>

Q1	Answer	Marks	Guidance
		8	<p>Q1: Study Source A. Why was this source published at this time? Use details of the sources and your knowledge to explain your answer. Indicative content</p>
	Level 5 (8 marks)	8	<p>Answers at L5 will typically make a clear statement of purpose or intent ie the change the source is aiming to bring about eg changes in attitudes to poverty; new government measures on poverty. They should also comment on how the source tries to achieve its aim (eg through tone / language or emphasis). They will also make relevant use of knowledge of Booth or the wider context of poverty to explain date of publication (does not need to be specific to 1893 but should not refer to Liberal reforms). <i>In a nutshell: To get specific change relating to poverty by because (context)...</i></p>
	Level 4 (6–7 marks)	6-7	<p>Answers at L4 will typically make a clear statement of purpose or intent ie the change the source is aiming to bring about eg changes in attitudes to poverty; new government measures on poverty. They will also make relevant use of knowledge of Booth or the wider context of poverty to explain date of publication (does not need to be specific to 1893 but should not refer to Liberal reforms). <i>Nutshell: To get specific change relating to poverty because (context) ...</i></p>
	Level 3 (4–5 marks)	4-5	<p>Answers at L3 will typically spell out the message(s) of the source – that poverty is severe and widespread; or the poor need help; or the poor are generally well behaved. These points need to be supported with reference(s) to the source. Some answers may appear to be purpose (eg raising awareness) but are in fact message if they are about giving information rather than causing change in behaviour or attitude. <i>Nutshell: To tell people (raise awareness) about poverty / the poor ...</i></p>
	Level 2 (2–3 marks)	2-3	<p>Answers at L2 will typically show correct knowledge of poverty in the period but will not use this knowledge to do anything more than set the source in context (eg it was published because 30% of people lived in poverty). They will not address the issue of message or purpose. Alternatively answers at L2 may set out a valid message or purpose (eg this source was published to put pressure on the government OR published to get new measures to tackle poverty) but will not explain the statement they are making any further. <i>Nutshell: Published because people were poor OR to get something done about poverty</i></p>
	Level 1 (1 mark)		<p>Answers at L1 will typically describe the source but make no valid comment on purpose or message. <i>Nutshell: Description, no message or purpose</i></p>
	Level 0 (0 marks)		

How was British society changed, 1890–1918?

Q2	Answer	Marks	Guidance
	<p>Q2: Study Sources B and C. Which source is more useful as evidence about old age pensions? 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 old age pensions. They make inferences from the 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 old age pensions. 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 old age pensions. 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 old age pensions 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> <p>Continued on next page</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>Overall I think that although both of these sources are very biased they are extremely useful as historical evidence and it is not really possible to say that one is more useful than the other because they both provide evidence of the same thing, that welfare had become a political battle ground in the early 1900s.</i></p> <p><i>Source B looks like it is just there to provide information about pensions but in fact it provides us with really strong evidence about the rivalry between the Liberal and Tory parties in this period. The fact that the Liberals were publishing leaflets like this is useful evidence about how welfare reform became a political battleground. We can see how the Liberals have really played up the positive impact of the Old Age Pensions Act so that they will support the Liberal Party and turn public opinion against the Tories. It really emphasises that the Liberals have delivered pensions unlike the Tories. It emphasises how the Liberals were the ones who brought pensions but it conveniently does not mention that it was also pressure from the Labour Party and social reformers like Booth and Rowntree which led to pensions.</i></p> <p><i>Source C is also a biased source and this provides us with strong evidence that welfare reform was a battleground between the Liberal and Labour parties too. Source C shows how Labour was trying to undermine the Liberals. It is very selective. It pulls on our emotions with the sad story of the old lady and it points out how the coroner says that pensions hurt the old. Source C is clearly designed to take one case and use it to make the Liberals look bad for setting the age of the pension at 70. It is doing this to get people to support Labour as it is a pro-Labour paper and Labour was trying to win the vote of the working classes. In their manifesto they had proposals for measures like Labour Exchanges and National Insurance, both aimed at winning working class support. .</i></p>

How was British society changed, 1890–1918?

Q2	Answer	Marks	Guidance
		9	Q2: Study Sources B and C. Which source is more useful as evidence about old age pensions? Use details of the sources and your knowledge of the period to explain your answer. Indicative content
	Level 5 (8-9 marks)	8-9	Answers at L5 will typically argue that each source is useful because of what historians can infer from the fact of its publication (eg B useful because it shows the rivalry between Liberals and Tories; or C useful in showing how Labour was using pensions as a political weapon). Inferences will be supported by relevant use of extracts from the source(s) or relevant use of contextual knowledge. Answers at this level must make some kind of comparison however limited eg might infer political dimension from B and say it is more useful than c because C is just one case (ie sophisticated use of just one source). Nutshell: Equally useful or one more useful because at least one source shows how parties used need / popularity of OAPs to make political gain
	Level 4 (6-7 marks)	6-7	Answers at L4 will typically make supported inferences about the utility of each source (eg useful for investigating the scale or severity of poverty for the old by ...; or useful in showing the need for or value of old age pensions where it says ...). Inferences will be supported by relevant use of the source(s) or contextual knowledge. Answers must refer to both sources although answers at this level may only make valid inferences from one source. Nutshell: Each source useful or one more useful because at least one source shows need for / value of pensions
	Level 3 (4-5 marks)	4-5	Answers at L3 will typically argue limitations / value of one or both sources because of bias or (in)accuracy (eg C is not useful as it is presenting an inaccurate view of pensions to damage Liberals by). Alternatively answers may make a comparison between utility of sources based on unsupported inference(s) for particular types of historical enquiry (useful for different things because B provides information about how pensions work whereas C tells us about conditions of elderly poor). 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)
	Level 2 (2-3 marks)	2-3	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 political pamphlet) Nutshell: Useful for information OR not useful because of bias OR valid comment only on one source
	Level 1 (1 mark)	1	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.
	Level 0 (0 marks)		Nutshell: General assertion

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
3		9	
	<p>Q3: Why do these sources give different views of the National Insurance Act? 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 the National Insurance Act and reactions to it in the years which followed. They interpret the purpose of the sources in context and produce a fully developed response to explain why these sources give different views of the National Insurance Act.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of the National Insurance Act and reactions to it in the years which followed. They produce a sound response to explain why these sources give different views of the National Insurance Act.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the National Insurance Act and reactions to it in the years which followed. They identify valid reasons why these sources give different views of the National Insurance Act.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the National Insurance Act and reactions to it in the years which followed. They produce a basic response by comparing the attitudes of the two sources.</p> <p>Level 1 (1 mark) Candidates describe the sources and produce a very 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>These two sources give different views because one is from the Liberal Party and the other is from their main opponents the Conservative Party. Source D is trying to sell the National Insurance Act to people while Source E which is two years after the introduction of the Act is trying to bring about changes to the Act by highlighting how many people still hate paying for it.</i></p> <p><i>Source D was published before the National Insurance Act was passed. It was trying to generate support for the National Insurance Act and to win support for the Liberal Party by showing ordinary working people that the Liberals were helping them. It tries to do this by describing National Insurance as a New Dawn which will provide people with benefits like unemployment benefit and health care. It shows Lloyd George as a friendly doctor. It does not mention that workers had to pay a contribution to these benefits and in many industries it was compulsory to join the National Insurance scheme.</i></p> <p><i>Source E is trying to undermine the Act because it disagrees with it. During this period the Liberal Party carried out a range of welfare reforms like School Meals, Old Age Pensions and National Insurance because it became convinced that the state had to act to help the poorest in society. Many Conservatives believed that people should be encouraged to support themselves and we can see in Source D that Conservative MPs are making this case at public meetings.</i></p>

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
3		9	
		9	Q3: Why do these sources give different views of the National Insurance Act? Use details of the sources and your knowledge to explain your answer. Indicative content
	Level 5 (8–9 marks)	8-9	Answers at L5 will typically compare the two views and then explain differences through valid explanation of purpose of at least one source in context (eg different because D is trying to get workers to support Liberals (or simply NI) by showing NI as symbol of hope while E is trying to gain support for Conservatives (or simply attacking NI Act) by campaigning to get NI or parts of NI Act abolished). These explanations need to show how each source tries to achieve its aim (eg through imagery or tone) and be placed in relevant context (eg amendment to NI Act in 1913 or just wider context of political rivalry over welfare). Nutshell: Different because they have different purposes with valid explanation of purpose of at least one (ie intended impact) in context
	Level 4 (6–7 marks)	6-7	Answers at L4 will typically compare the two views and then explain differences through valid explanation of purpose of at least one source (eg different because D is trying to get workers to support Liberals (or simply NI) by showing NI as symbol of hope while E is trying to gain support for Conservatives (or simply attacking NI Act) by campaigning to get NI or parts of NI Act abolished). These explanations need to show how each source tries to achieve its aim (eg through imagery or tone). Nutshell: Different because they have different purposes with valid explanation of purpose of at least one (ie intended impact)
	Level 3 (4–5 marks)	4-5	Answers at Level 3 will typically explain that they differ because the attitude of each source differs (D positive, saying that NI gives hope of better life while E is critical, calls for abolition / change to parts of NI Act). Explanations of difference need to be supported with relevant reference to source(s) or relevant use of contextual knowledge. Alternatively answers at L3 may select details or features from each source and explain how these disagree about NI (eg D says NI helps workers when they are sick but E does not agree as it says working men don't like it). Nutshell: Different attitudes to NI or points about NI with explanation of how this is conveyed.
	Level 2 (2–3 marks)	2-3	Answers at L2 will typically make undeveloped comments about purpose or attitude (eg one is Liberal propaganda, the other is Conservative propaganda OR one is critical while the other one is not OR they are both trying to get votes for their parties in the next election). Alternatively answers at L2 may select from each source but make no valid comparison (eg D says NI helps sick workers, E says working men don't like it). Nutshell: Undeveloped provenance or undeveloped assertion about purpose or attitude
	Level 1 (1 mark)	1	Answers at L1 will typically describe sources with no valid attempt at comparison Nutshell: Description with no comparison
	Level 0 (0 marks)		

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 criticising the Prime Minister David Lloyd George because he is not admitting how hard life is on the home front in 1917. In fact he is being accused of pretending that everything is fine by playing a patriotic tune on his trumpet to distract people. In 1917 Britain was being hit hard by the German U-boat blockade and at one point the country was down to its last six weeks supply of wheat. Britain was forced to plough up all available land to grow food and there were extensive propaganda campaigns to get people to eat less bread. There was a programme of voluntary rationing in 1917 which had to be extended to become compulsory in 1918. Shortages of everyday goods were a major problem and prices rose dramatically for most goods. All of these points show how hard life was for ordinary people on the home front during the war. As the cartoon shows, coal and matches and many other goods were also in short supply. The cartoonist is mocking the Prime Minister by showing him playing the tune 'Keep the Home Fires Burning' when there is no coal to burn and no matches to light the coal with! He is just not facing up to reality.</i></p>

Q	Answer	Marks	Guidance
4		8	
		8	Q4: Study Source F. What is the message of the cartoonist? Use details of the source and your knowledge to explain your answer. Indicative content
	Level 5 (8 marks)	8	Answers at L5 will typically set out the cartoonist's view (criticising LG for pretending all is well or not seeing hardships being suffered) and explain how cartoonist conveys this message using details from the source and explaining the reasons for hardships (eg referring to U-boat blockade or shortages generally). Nutshell: Cartoonist viewpoint (critical of LG) with how this is conveyed in context
	Level 4 (6–7 marks)	6-7	Answers at L4 will typically set out cartoon's message (LG cannot see that people are suffering hardships in wartime) and explain how cartoon conveys this (eg he says keep home fires burning while the notices say there is no coal and no matches). Answers will set cartoon in context, which may be general comment about hardships of war. Nutshell: Cartoon's message (war causing hardship) with how this is conveyed in context
	Level 3 (4–5 marks)	4-5	Answers at L3 will typically explain a valid sub-message (eg certain items are in short supply) with explanation based on basic context eg general reference to hardships of war). Nutshell: Sub-message with simple context
	Level 2 (2–3 marks)	2-3	Answers at L2 will typically comment on details of the cartoon without reference to message (eg the cartoon shows a shop window which represents ...). Nutshell: Interprets imagery
	Level 1 (1 mark)	1	Answers at L1 will typically describe the source and or misinterpret the cartoon (eg Lloyd George is trying to make people forget the war or LG is trying to boost morale or cartoon is saying the welfare reforms are not working). Nutshell: Description or misinterpretation
	Level 0 (0 marks)		

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
5 		19	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.
	<p>Q: Study all the sources. ‘In the period 1890-1918 government action improved the lives of people in Britain.’ 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 the effects of government action on the lives of British people 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. 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 the effects of government action on the lives of British people 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. 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 the effects of government action on the lives of British people 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</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 partially agree with this interpretation. In many ways the actions of the government did improve the lives of British people in the period 1890-1918. In 1897 the Conservative government brought in the Workmen’s Compensation Act which gave compensation to workers who were injured at work. The Liberal government brought in measures to help children like the School Meals in 1906. Old Age Pensions also improved lives. As Source B shows, pensioners over 70 got 5 shillings a week or 7s 6d if they were a couple. Other Acts like National Insurance 1911 improved lives with unemployment and sickness benefit. Source D talks about National Insurance in 1911 as a new dawn. Even during war time government action improved people’s lives. In 1916 the government brought in controls on rents to stop landlords charging too much. When rationing was introduced in 1918 it actually improved the health of the majority of the population by making decent food widely available and controlling the price of it.</i></p> <p><i>On the other hand, there is an argument that government action did not improve people’s lives, or did not make much difference. Many measures like School Meals were not compulsory so it was up to local councils to decide whether they brought them in. Acts like the Children’s Act were difficult to enforce often because parents did not even know about the Acts. Although measures like Old Age Pensions helped many old people it was still not that common for people to reach the age of 70. Source B shows how one woman died because you did not qualify for pensions until you were 70. Groups like the Labour Party criticised the pensions because they were too low. National Insurance did help some workers but many people opposed it as well. Trade Unions wanted National Insurance to be non-contributory and many workers felt they were worse off because they had to pay contributions. Many workers struggled to afford the 4d per week contributions which were taken out of their wages. We can see this reflected in the report in Source E where it is called a hated act. Wartime</i></p>

Q	Answer	Marks	Guidance
5 	<p>through explanation and analysis of some relevant key concepts, and features to reach a conclusion. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of the effects of government action on the lives of British people 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. 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 the effects of government action on the lives of British people 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 marks) Candidates demonstrate very limited knowledge of the effects of government action on the lives of British people or make little 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>16 + 3</p>	<p><i>saw life getting worse for many people in Britain as well. Under the Defence of the Realm Act there was strict control of travel for example. There was also censorship. The government introduced harsh penalties for people who broke the laws on rationing. Many workers found that their wages were controlled by the government even though their bosses made big profits from the war. Many people suffered from shortages and hunger; although this was not strictly the government's fault, it was the government's responsibility to look after people.</i></p> <p><i>Overall, therefore, I think that the actions of the government did improve the lives of many British people. Many groups benefited, like pensioners, children and the unemployed. Although the benefits were sometimes limited and did not go far enough, life for most groups definitely did not get worse. The only groups who were worse off were the very wealthy who were taxed to pay for the benefits through measures like Lloyd George's 1909 People's Budget.</i></p>

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
5 ✍		19 (16+3)	✍ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid to allocate SPaG marks.
		16	<p>Q: Study all the sources. ‘In the period 1890-1918 government action improved the lives of people in Britain.’ 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>Indicative content</p>
	Level 6 (15–16 marks)	15-16	<p>Answers at L6 will typically present a sustained and logical two sided argument (which could support one side but needs to acknowledge existence of alternative view). From their own knowledge candidates use relevant examples from across the whole period (c1890-1914 and 1914-18) to support each side of the argument. Answers will also use most of the sources as evidence to support either side of the argument. A valid conclusion will do more than summarise the points made. It will make a clinching argument (eg yes because of the sheer scale of what the government did OR yes before war, no during war).</p> <p>Nutshell: Sustained balanced argument supported by evidence which covers whole period 1890-1918 and makes relevant use of most of the sources to support the argument.</p> <p>[Answers with no source use cannot be awarded L6] + [L6 answers which cover most but not all period mark at L6/15 marks].</p>
	Level 5 (12–14 marks)	12-14	<p>Answers at L5 will typically present a sustained two sided argument as in L6. From their own knowledge candidates use relevant examples from most of the period (eg c1890-1914) as supporting evidence, along with at least one source to support each side of the argument.</p> <p>Nutshell: Sustained balanced argument supported by evidence which covers most of the period 1890-1918 and makes relevant use of several of the sources.</p> <p>[Answers with no source use but otherwise meet L5 or L6 requirements mark at bottom of L5]</p>
	Level 4 (9–11 marks)	9-11	<p>Answers at Level 4 will typically present a one sided argument. From their own knowledge candidates use relevant examples from most of the period (eg c1890-1914) as supporting evidence, along with at least two sources to support the argument.</p> <p>Nutshell: One sided argument supported by evidence which covers most of the period 1890-1918 and makes relevant use of some sources.</p> <p>[Answers with no source use but otherwise meet L4 requirements mark at bottom of L4]</p>
	Level 3 (6–8 marks)	6-8	<p>Answers at Level 3 typically present a balanced argument which lacks developed support. Candidates select some events and developments from their knowledge but these may be limited in range and may not fully address the question. Answers typically assert that some sources support a particular argument but fail to explain how they do so.</p> <p>Nutshell: Balanced argument with undeveloped supporting knowledge and support from sources is asserted not explained.</p> <p>[Answers with no source use but otherwise meet L3 requirements mark at bottom of L3]</p>
5 ✍	Level 2 (4–5 marks)	4-5	<p>Answers at Level 2 typically present a one sided argument which lacks developed support. Candidates select some events and developments from their knowledge but these may be limited in range and may not fully address the question. Answers typically assert that some sources support a particular argument but fail to explain how they do so.</p> <p>Nutshell: One sided argument with undeveloped supporting knowledge and support from sources is asserted not explained.</p> <p>[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 L2 4 marks]</p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1–3 marks) Level 0 (0 marks)</p>	1-3	<p>Answers at L1 will typically outline a narrative of events in Britain in the period without addressing the question. <i>Nutshell: Brief narrative unrelated to question</i> Note on Question 5 This is a knowledge driven question. Use of sources can determine mark within levels but should not lift a candidate from one level to another. For example, a candidate using secure knowledge for the Yes side of the argument but sources only for the No side would be awarded L4.</p> <p>Likely content for answers</p> <p><i>Government action helped</i> 1890s – Unlikely to see much from candidates but some may try to address this. Poor Law was main vehicle for helping the poor. Despite its dire reputation Poor Law administration varied from one locality to another. The classic Dickensian workhouse was not the norm or reality by 1890s. More commonly the unemployed received outdoor relief (despite the Poor Law regulations) and many workhouses were more like orphanages /homes for elderly (again, provision varied widely in terms of availability and quality). 1905 Conservatives brought in Unemployed Workmen’s Act 1906 School Meals 1907 Medical inspections 1908 Children and Young Persons Act 1908 Old Age Pensions (operational 1909) 1909 Labour Exchanges 1911 National Insurance (with amendments and extensions 1912, 1913 and 1914) 1914-18 Possible to argue a range, and not reasonable to expect specific dates but we could see: Increased employment opportunities (directly in munitions etc or indirectly via government contracts such as shipbuilding); Price controls and rent controls Possible to make argument for rationing – fairer access, pricing and some evidence of health benefits Allow increases in wages as government backed down in face of strikes Greater opportunities and freedoms for women (including vote but also work opportunities and relaxations re social conventions eg clothing)</p> <p><i>Counter arguments</i> Could come in various forms – government action made things worse; government action had no impact or was limited in how much it helped; what actually helped was other forces eg charities or social reformers or even war 1890s – very little or no government action, main activity was charities and reformers like Booth and Rowntree. 1905-14 – most likely to focus on limitations of reforms eg not compulsory for local authorities to provide school meals; resentment at contributory nature of NI 1914-18 – shortages of food and pretty much everything else; rationing; restrictions under DORA (but clearly these need to be used in a relevant argument)</p> <p><i>Possible (but not exclusive list of) clinching arguments</i> Compared to provision before 1900 then government action did improve lives Yes because of the scale of government action Yes before 1914 but not during war (although this could be argued the other way)</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.

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