

History B (Modern World)

General Certificate of Secondary Education

Unit **A972/21**: British Depth Study, 1890-1918

Mark Scheme for June 2012

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Question			Answer	Marks	Guidance
1			Study Source A		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General assertion or selects details	1	<i>Example: We can see a large number of people queuing to get into the workhouse.</i> <i>Example: To tell people about what was happening in workhouses.</i>
			Level 2 Focus on context with no comment on message or purpose NOTE: Accept generalised context for L2 although some answers at L2 may demonstrate detailed context	2	<i>Example: It was published in 1900 because many people were suffering from poverty. Rowntree found that old age was a major cause of poverty because people could no longer work and had to go to the workhouse.</i>
			Level 3 Argues that the source was published to provide information. At this level answers may argue the purpose is: <ul style="list-style-type: none"> • To explain the limited options poor people had. • To tell people how much poverty there was 	3	<i>Example: This source was published to show that when poor people got too old or when they were out of work they had to go into the workhouse. We can see several old people queuing up and several men who are probably unemployed.</i> NOTE: Answers at this level may use the term purpose but if the argument is that purpose is to provide information then award L3 not L6
			Level 4 Secondary message or undeveloped purpose of source. Typical secondary messages: <ul style="list-style-type: none"> • To show sympathy to the poor • To tell people how hard life was for the poor Typical undeveloped purposes: <ul style="list-style-type: none"> • To make people feel sympathy for the poor • To raise awareness ie make people realise the poor needed help 	4	<i>Example: This source was published to show that life was hard for the poor, especially when they got old. We can see several old people queuing up and they look hunched and miserable.</i> <i>Example: This photograph was published to persuade people that the poor needed help.</i> <i>Example: The source was published because at the time writers like George Sims were trying to provoke sympathy for the poor.</i>
			Level 5 Identifies or explains main message of source (criticising current provisions for the old / poor)	5	<i>Example: The author is protesting about how much poverty there is. He published the picture in a book which calls poverty a 'Black Stain' and he thinks poverty is a scandal.</i> <i>Example: The photograph was published in 1900 in order to</i>

Question			Answer	Marks	Guidance
					<i>highlight the ineffectiveness of the Poor Law and the fact that workhouses were not helping to solve the problem of poverty.</i>
			Level 6 Identifies purpose of photograph (to cause change): <ul style="list-style-type: none"> • To pressurise government to introduce new measures to help the poor • To change attitudes towards the poor so people no longer blame them for their own poverty 	6	Example: <i>This photograph was published to highlight the problem of poverty in Britain in 1900 and to put pressure on the government to bring in reforms.</i> Example: <i>The source was published because existing measures to help the poor were ineffective and the photograph was campaigning to get improved living and working conditions for the poor.</i>
			Level 7 Explains purpose of photograph (as L6) through relevant use of detail from source or contextual knowledge	7-8	Example: <i>This photograph was published to highlight the problem of poverty in Britain in 1900 and to put pressure on the government to bring in reforms. The author is a campaigning writer, like Booth and Rowntree. Rowntree wrote a report which looked at the lives of people in York while Charles Booth used maps and statistics to show how bad poverty was.</i>

Question			Answer	Marks	Guidance
2			Study Source B.		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General assertion or summary	1	<i>Example: It shows what was happening in 1906.</i>
			Level 2 Asserts content is useful or not useful Alternative Level 2a Argues useful or not useful based on undeveloped comments about provenance Alternative Level 2b Valid comments about source but fails to address issue of utility. Answers at this level may <ul style="list-style-type: none"> • Make valid inferences but fail to comment on utility • Make developed comments on provenance without addressing utility 	2-3	<i>Example L2: The source is useful because it tells us that on average Barnardo's took 9 destitute children each day.</i> <i>Example L2: This source is not useful. It does not tell us about measures like the School Meals Act.</i> <i>Example L2a: The source is useful because it is produced by a children's charity working at the time.</i> <i>Example L2a: Source B is not useful because it is an advert for a charity.</i> <i>Example L2b: The source shows the work that charities were doing at this time.</i> <i>Example L2b: Source B is an advert for Barnardo's. It is not reliable because it will make conditions look really bad to get sympathy.</i>
			Level 3 Argues source is useful or not on grounds of reliability / unreliability / typicality Answers at this level will probably check accuracy of details in source against context or other sources, typicality, provenance. NOTE: With typicality, answers must acknowledge that B does contain useful information before listing what it does not show.	4	<i>Example: Source B is not useful because it is an advert for the Barnardo's charity. So it will make conditions look really bad to get support or donations.</i> <i>Example: This source is useful because it gives us correct information about neglected children and at this time that was a problem. Many children were starving so the government had to bring in School Meals in 1906.</i> <i>Example: This source is not useful because it gives information about how Barnardo's was helping young people by giving them training. However, it does not tell us what other groups or the government were doing. In 1906 for example, the government was helping children with the</i>

Question			Answer	Marks	Guidance
					<i>School Meals Act.</i>
			<p>Level 4 Uses inference(s) from the source to argue usefulness as evidence about child poverty and or attempts to help</p> <p>Top mark for two or more inferences or one inference well developed.</p>	5-6	<p>Example: This source is useful because it shows what a big problem neglect of children was at this time. The source says that on average Barnardo's took 9 destitute children each day. (5 marks)</p> <p>Example: This source is useful because it tells us how important charities were. Barnardo's taught boys and girls a trade and found them jobs. This was important. If they hadn't done this the children would have been neglected or would have been a burden on the state. (6 marks)</p>
			<p>Level 5 Develops L4 answer using contextual knowledge or cross reference. NOTE: For this level make sure that CK or X-ref actually supports/develops the specific L4 inference being made.</p> <p>Alternative Level 5 Explains source is useful because it reveals attitudes or issues which people thought were important at this time (concern about national efficiency, Empire, creating independent citizens)</p>	7	<p>Example: This source is useful because it shows what a big problem neglect of children was at this time. The source says that on average Barnardo's took 9 destitute children each day. At this time reports from social reformers like Booth and Rowntree were showing how bad social problems were. Sources like this poster would have added to the pressure on the government to do something about poverty.</p> <p>Example AL5: Useful because it shows the methods used by Barnardo's to get people to help them. It links their work to the health and strength of the British Empire. This shows us that people at the time were concerned about the health and efficiency of the country.</p>

Question			Answer	Marks	Guidance
3			Study Sources C and D.		
			Level 0 No evidence submitted or response does not address question	0	
			Level 1 General assertion or paraphrases sources	1	<i>Example: Source C because it is more important than Source D.</i>
			Level 2 Selects details without explanation OR undeveloped comments on provenance, tone or context	2-3	<i>Example: Source C would have more impact because it says the Jago was one of the blackest slums. Example: Source D because C is just a novel. Example: Source D because in Source C the tone is extreme. It talks about slinking rats.</i>
			Level 3 Explains how content of source(s) would have influenced the Liberal government NOTE: Award 5 for both sources or one source well developed	4-5	<i>Example: I think Source C would have had influence on the Liberal government's views because the conditions it describes are so shocking. It says people moved around like slinking rats and says people kept lights because they put off rats, lice and cosh carriers. Example: I think Source D would have had more influence because the writer bases his points on facts. He says that he does not agree that drink causes 60% of poverty because he has worked with the poor for the last 14 years.</i>
			Level 4 Uses developed consideration of tone or purpose or context of one source to explain why C or D would have influenced the Liberal government (or not influenced them). <ul style="list-style-type: none"> • Tone (shock value would influence public opinion) • Purpose (campaigning for social reform) • Context (rivalry with Labour, national efficiency, similar to Booth / Rowntree) NOTE: Award for 6 marks for answers with developed consideration of one source but make no relevant use of	6-7	<i>Example (tone): I think Source C would have influenced the Liberal government's views because it was written to shock people by saying people moved around like slinking rats. This would have forced the government to take notice because it sold in large numbers and shook up public opinion. Example (purpose): I think Source C would have had more influence because it was written by a social reformer who was trying to get something done about poverty. The book sold in large numbers which means a lot of people would have listened to his message and that would have put pressure on the government.</i>

Question			Answer	Marks	Guidance
			other source. Award 7 marks for one source developed and relevant use of other source.		Example (context): <i>I think Source D would have had more influence because it is saying the same sorts of things which reformers like Booth and Rowntree were saying, like poverty was not the fault of the poor and it was not caused by drink. We know Booth and Rowntree had influence so Source D would have had influence too.</i>
			Level 5 Uses developed consideration (as L4) of both sources to explain why each one would have influenced or not influenced the government.	8	

Question			Answer	Marks	Guidance
4			Study Sources E and F		
			Level 0 No evidence submitted or response does not address question	0	
			Level 1 General assertion or summary /summaries	1	<i>Example: It does, both say the same thing.</i>
			Level 2 Summary of each source with assertion(s) Alternative Level 2a Undeveloped comments on provenance Alternative Level 2b Asserts the content of E does or does not help to understand why Churchill wrote F	2	<i>Example L2: Source E talks about measures to help the unemployed. Source F is about what happens when people are unemployed. Therefore I think Source E does help us understand because of the influence it would have had. Example L2a: Source E does help to understand why Churchill wrote F because E was written by the Labour Party and they were rivals. Example AL2b: Source E says one million men and women are nearly starving. This would have influenced Churchill to do something.</i>
			Level 3 Argues E does / does not help to understand what Churchill wrote because E and F agree / disagree	3-4	<i>Example: Source E does help me to understand Source F. In Source E the Labour Party is demanding that unemployment authorities should keep a register of the unemployed and try to find them jobs. Source F says that large numbers are unemployed or underemployed. So in Source F the Liberals are obviously listening to Labour.</i>
			Level 4 Uses both sources to argue Churchill wrote Source F because he saw Labour as a threat At this level answers will probably make inferences from E or F about Labour being a threat or make undeveloped comments about purpose of E.	5	<i>Example: I think Source E goes some way to explain why Churchill wrote Source F. Labour was trying to win over the working classes. So Churchill was worried that Liberal voters might desert to Labour. Example: I think Source E goes some way to explain why Churchill wrote Source F. When people saw what Labour was planning they might have asked what the Liberals were planning. That is why Churchill was worried about unemployment.</i>
			Level 5 Uses developed comments on purpose of E or cross reference to knowledge or other sources to argue E	6-7	<i>Example L5: I think Source E goes some way to explain why Churchill wrote Source F. The proposals like having a register were published by Labour to win support from the</i>

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	<p>influenced what Churchill wrote. At this level answers need to explain how content of E was designed to achieve purpose of winning support and how this can be seen reflected in Source F.</p> <p>Alternative Level 5 Argues that Source E and other factors (based on CK or cross-reference to other sources) explain what Churchill wrote</p>		<p><i>working classes. Calling for help like funds to feed and clothe the unemployed would have won them support. So Churchill was worried that Liberal voters might desert to Labour as he says 'the working man will no longer support us'.</i></p> <p>Example L5: Source E does help us to understand Source F. As Source C shows, low wages and irregular work were a massive problem at this time. So Labour's proposals would have won them support from the working classes. This in turn would have worried Churchill and that's why he says the working man will no longer support us.</p> <p>Example AL5: I think Source E goes some way to explain why Churchill wrote Source F. When people saw what Labour was planning they might have asked what the Liberals were planning. That is why Churchill was worried about unemployment. On the other hand other factors influenced Churchill like Booth and Rowntree, who found that 30% of the population were in poverty and that is really why he is writing – the impact of social reformers.</p>
	<p>Level 6 In addition to Level 5 or Alternative Level 5 explains purpose and audience of Source F.</p> <p>Alternative Level 6 Both Level 5 and Alternative Level 5</p>	8	<p>Example L5: I think Source E goes some way to explain why Churchill wrote Source F. The proposals like having a register were published by Labour to win support from the working classes. Calling for help like funds to feed and clothe the unemployed would have won them support. So Churchill was worried that Liberal voters might desert to Labour as he says 'the working man will no longer support us'. This explains why Churchill is writing to the Cabinet at this time. He is trying to persuade the Liberal government to bring in measures to help the unemployed so that the working classes do not drift away from them and start supporting Labour.</p>

Question			Answer	Marks	Guidance
5			Study Source G.		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General assertion or surface detail or misinterprets cartoon	1	Example: National Insurance is making people sick. Example: The message is that economic times are tough – waters are rough.
			Level 2 Interprets parts of cartoon or sees cartoon as source of information	2-3	Example: The cartoonist is saying that Lloyd George is bringing in the National Insurance Act He is driving the poor people out in the boat and the sea, which represents the Act, is making them sick. .
			Level 3 Identifies or explains secondary or partial message of cartoon	4-5	Example: The cartoonist is saying that Lloyd George is being very tough by forcing people to accept the National Insurance Act when they don't like it. Example: The message of the cartoonist is that the rich / the poor don't like the NI Act Example: The message of the cartoonist is to criticise the National Insurance Act Example: The message of the cartoon is that the NI Act will help people.
			Level 4 Identifies main message of cartoon. Accept as main message - positive about NI Act but critical of Lloyd George's actions / treatment of people	6	Example: The cartoonist is criticising Lloyd George because he is making people accept the National Insurance Act even though they do not want it. Example: The cartoonist is saying that the National Insurance Act is a good thing for workers but Lloyd George is being too harsh in the way he is forcing them to accept it.
			Level 5 Explains main message of cartoon (see L4) and supports answer with detail from source or context	7	Example: The cartoonist is criticising Lloyd George because he is making people accept the National Insurance Act even though they do not want it. He draws the richer people in the front of the boat looking unhappy because they have to pay for the Act and the poor people in the back are also unhappy because they have to pay contributions too. However, the

Question			Answer	Marks	Guidance
					<i>cartoonist believes the Act itself is a good measure and talks about how it will do people good, which is why he is being called a Philanthropist.</i>

Question			Answer	Marks	Guidance
6			Study all the sources.		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answers unsupported from the sources NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level. OR Uses the sources without addressing the question	1-4	<i>Example: Disagree, it was the social reformers.</i> <i>Example: Source A shows that people were poor and queued to get into the workhouse.</i>
			Level 2 One sided answer with explanation of how the sources support OR oppose the statement ... NOTE- Mark at bottom of level if only one source used.	5-7	<i>Example: The statement is correct – Sources E, F and H all show that rivalry with Labour was the main cause. In Source E</i>
			Level 3 Balanced answer with explanation of how the sources support AND oppose the statement NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.	8-10	<i>Example: L2 example plus ... Some sources disagree with the statement. Source A suggests the Liberals took action because of the campaigning of writers like George Sims. Source C mentions</i>
			Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of <ul style="list-style-type: none"> effective evaluation of the sources used which could be based on evaluation of tone/language/purpose OR knowledge 	+2	

APPENDIX 1

Source A	No (Poverty / reformers)	Source E	Yes (Labour proposals)
Source B	No (Poverty / charities)	Source F	Yes (losing support)
Source C	No (Poverty / Reformers)	Source G	No (Lloyd George) Yes? (afraid of Labour)
Source D	No (Poverty / Reformers)	Source H	Yes (Labour threat)

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