



SPECIMEN

General Certificate of Secondary Education

History B (Modern World)

How was British society changed,
1890–1918?

Specimen Paper

Candidates answer on a separate answer booklet.

Additional materials: Answer booklet (8 pages)

A021

Morning/Afternoon

Time: 1 hour 30 minutes

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the answer booklet.
- Study the sources carefully. You are advised to spend at least ten minutes doing this.
- Read each question carefully. Make sure you know what to do before you start each answer.
- Answer **all** the questions.
- Write your answers in black ink, in the answer booklet.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **53**.
- You will be awarded marks for the quality of written communication in question 5.
- Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **8** pages.

How was British society changed, 1890–1918?

In answering the questions, you will need to use your knowledge of British society 1890–1918 to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources if they are relevant.

Your answer to Question 5 should be largely based on your knowledge of British society 1890–1918 but you should also use the sources.

Answer ALL the questions.

1 Study Sources A and B.

How similar are these two sources? Use the sources and your knowledge to explain your answer.

[9]

2 Study Source C.

Why was this source published in 1908? Use details of the sources and your knowledge to explain your answer.

[8]

3 Study Source D.

What is the message of this source? Use details of the cartoon and your knowledge to explain your answer.

[8]

4 Study Sources E and F.

Is Source E more typical of women's experience of work during the First World War than Source F? Use details of the sources and your knowledge of the period to explain your answer.

[9]

5 Study **all** the sources.

'Women were respected during the period 1890–1918.'

How far do you agree with this interpretation? Use your knowledge of British society 1890–1918 **and** the sources to explain your answer.

[16]

 Spelling, punctuation and grammar [3]

Paper Total: [53]

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How was British society changed, 1890–1918?

Women

Source A

Some 29 000 of us have signed this petition for you, our MPs. Women do not have the vote and in our opinion this is unjust and bad for the country. In the home, our standing is lowered. In the factory, we are not represented. Rates of pay, laws and regulations are in the hands of men alone. Sometimes these men are our fellow workers, but sometimes they are rivals for the same jobs we want to do. We want the vote so we can improve our wages and conditions of work for ourselves.

From a petition to Parliament by women workers in Lancashire cotton mills in 1901.

Source B

‘What is our campaign about?’

Firstly, women need the vote for protection under the law. They are excluded from the better-paid jobs in the Civil Service. The laws on divorce, children and many other issues are all unfair to women. These examples show that a section of the population which does not have the vote is not treated fairly by Parliament.

In the second place, the women’s point of view is not given enough importance in laws which Parliament passes. Better housing, protection of children, the purification of food and many other questions do not get the attention they deserve because it is women who care most about these things and they do not have the power to force them to the front.

From the Suffragette journal ‘Votes for Women’, 1913.

Source C



A postcard published in 1908.

Source D



A cartoon published in a British magazine, August 1916.

Cackle = silly chatter
Register = list of voters

Source E

The women at a London aircraft works painted aeroplane wings with poisonous varnish. They worked from 8am to 6.30pm, but often until 8pm. Meals were taken in the horrid atmosphere of the workshop. So terrible were the varnish fumes that it was common for 6 or more of the 30 women to be lying ill on the stone floor outside the workshop for half an hour, unconscious for part of the time.

Sylvia Pankhurst describing the war work of women, 1932.

Source F

In 1915 I decided to make a contribution to the war effort and volunteered to make shells in a London munitions factory. I don't think any worker can have enjoyed their work more than I did. Other women developed much more skill than me and they did far more important work, but they would never have known the enjoyment I experienced. When I was on an interesting job it was nothing to leap out of bed at 5.15 on a frosty morning and I almost danced down Queen's Road under the stars, thinking of the day's work before me.

An extract from the memoirs of an upper-class woman, published in 1970.

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Copyright Acknowledgements:

Sources:

Source A: Selina Cooper, The North of England Women's Suffrage Society, Petition to Parliament, 18 March 1901

Source B: adapted from *Vote for Women*, June 1913. London: The Reformer's Press © The British Library Board 9258.410000

Source C: *This is the House that Man Built*, c.1905-1914. ID no. MoL_67.96/2. © The Museum of London

Source D: *The War Workers*, Bernard Partridge, 1916. © Punch Limited

Source E: *Shoulder to Shoulder*, M. McKenzie, Penguin, 1975

Source F: BBC History: bbc.co.uk/history; World War I, The Human Face of War, Joan Williams

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A021

MARK SCHEME

Duration: 1 hour 30 minutes

MAXIMUM MARK 53

SPECIMEN

This document consists of 12 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
1		9	
	<p>Q: Study Sources A and B. How similar are 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 the development of the campaign for the vote for women over time and the differing reasons for supporting it. They interpret the sources in context and produce a fully developed response to explain similarities and differences between them.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of the development of the campaign for the vote for women over time and the differing reasons for supporting it. However, one source is interpreted less satisfactorily. They produce a sound response to explain similarities and differences between them.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of the development of the campaign for the vote for women over time and the differing reasons for supporting it. They produce a basic response by comparing the two sources.</p> <p>Level 2 (3–4 marks) Candidates demonstrate limited knowledge and understanding of the development of the campaign for the vote for women over time and the differing reasons for supporting it. They interpret the source(s) and produce a simple response.</p> <p>Level 1 (1–2 marks) 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 AOs 1 and 2.</p> <p><i>There are many similarities between these two sources. They both have the aim of winning the vote for women. They both do not want the vote simply for its own sake, but to lead to other things like improved pay and better protection for women under the law. This was very important for women at the time, because most working class women would have had to have gone out to work. They usually worked in small workshops sewing or making match boxes or in textile factories. The conditions were often dreadful and needed to be improved.</i></p> <p><i>However, these two sources also differ. Source A wants the vote just to improve pay and working conditions, whereas Source B has much wider aims and includes improving the divorce laws and creating job opportunities for women in places like the Civil Service. It was still much easier for husbands to divorce their wives for adultery than it was for wives to divorce their husbands. This suggests that Source B is more interested in middle class concerns. Source B comes from the Suffragettes and is part of their campaign to win the vote. The suffragettes represented all classes and ages of women and this is why their aims in Source B are much wider than those in Source A, where all the women come from the cotton mills. Source A was produced before the Suffragettes were formed in 1903 and Source B is the produce of a much wider campaign.</i></p>

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
2		8	
	<p>Q: Study Source C. Why was this source published in 1908? 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 attitudes to the Suffragette movement at the start of the twentieth century. They explain the purpose (in terms of intended impact) for it being published and they use their knowledge of the Suffragettes and the reaction to them at the time 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 attitudes to the Suffragette movement at the start of the twentieth century. 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 attitudes to the Suffragette movement at the start of the twentieth century 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 attitudes to the Suffragette movement at the start of the twentieth century. 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>	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 1908 to turn people against the Suffragettes. It shows them to be crazy and violent and not really deserving of having the vote. It suggests that men created parliament and women do not deserve to be part of it. By 1908, Suffragettes were using more violence in their campaign. They had smashed windows in Downing Street and chained themselves to railings. This kind of behaviour made many people believe that this proved that women did not deserve a vote. The Suffragists were becoming worried that the violent activities of the Suffragettes were making the government and the public more hostile to votes for women. This postcard is emphasising the bad features of the Suffragettes. It talks about the Suffragettes being 'sly'. The postcard was published to show people that women did not deserve the vote.</i></p>

Q	Answer	Marks	Guidance
2	<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>		

How was British society changed, 1890–1918?



Q	Answer	Marks	Guidance
3		8	
	<p>Q: Study Source D. What is the message of this source? Use details of the cartoon 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 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 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 message of this cartoon is that women are the ones who are winning the war seriously. The woman in the cartoon is working in a munitions factory. In 1915, there was a shortage of shells for the army and women were encouraged to work in munitions factories to solve the crisis as the men were away fighting in the war. The cartoon is showing that the woman is more interested in getting the job done than in the issue of votes for women. The date of the cartoon is also important. 1916 is when conscription had been introduced, and the cartoon is saying that even women who had been attacking the government were prepared to put that aside for the good of the country and the war effort, So when the man talks about votes, the woman worker tells him that she is now too busy producing shells and winning the war to worry about the issue of votes, This suggests that everyone should be pulling together for the country regardless of beliefs. This is supported by the fact that even Mrs Pankhurst supported the idea of women going into the factories. The munitions crisis was solved and this was due to women entering the workforce, and many of them putting patriotism above politics.</i></p>


How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
4		9	
	<p>Q: Study Sources E and F. Is Source E more typical of women’s experience of work during the First World War than Source F? Use details of the sources and your knowledge of the period to explain your answer.</p> <p>Level 5 (9 marks) Candidates demonstrate sophisticated knowledge and understanding of the period 1890–1918, including women’s contribution to war work, changes in society and employment conditions. They use their understanding of the past to explain whether Source E is more typical of women’s experience of work than Source F. They fully understand how this aspect of the past is represented in the two sources and analyse and evaluate them to produce a well developed response.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound knowledge and understanding of the period 1890–1918, including women’s contribution to war work, changes in society and employment conditions to explain whether Source E is more typical of women’s experience of work than Source F. They understand how this aspect of the past is represented in the two sources and evaluate them to produce a developed response.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the period 1890–1918, including women’s contribution to war work, changes in society and employment conditions to explain whether Source E is more typical of women’s experience of work than Source F. They understand how this aspect of the past is represented in the two sources and use this to produce a basic response which compares them.</p> <p>Level 2 (3–4 marks) Candidates demonstrate limited knowledge and understanding of the period</p>	9	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I think that Source E is more typical of women’s experience than Source F. Both sources suggest that women made a fundamental contribution to the war work effort, though they present different experiences. Up to the start of the First World War, many women did not work. This was for social reasons as well as lack of jobs (unemployment). However, once war broke out and men joined up to serve in the war, a big gap opened up in the labour market, that women were, according to both sources F and E, willing and able to fill. However, Source F uses exaggerated language to describe an upper class woman’s experience of work in a munitions factory, saying that she ‘danced down the road to work’, but the reality of munitions work for thousands of woman was quite different. For example, cancer of the jaw and yellow skin were common side effects of making munitions for many women. The conditions in factories were dangerous and there were too few ‘health and safety’ controls. However, there were many thousands of roles needed and home circumstance would mean some women delighted in the work as Source F shows. Overall, I believe that Sylvia Pankhurst’s account in Source E is more typical because she was a champion of women since 1906 and knew about their work. Despite her biased language such as ‘horrid atmosphere’ and ‘terrible fumes’ in describing the work of women painting aeroplane wings, she describes a situation that is more typical than Source F.</i></p>

Q	Answer	Marks	Guidance
4	<p>1890–1918 and women’s contribution to war work. They have some understanding of how this aspect of the past is represented in the two sources to produce a simple response, without comparison.</p> <p>Level 1 (1–2 marks) Candidates describe Source F and Source E. They produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

How was British society changed, 1890–1918?

Q	Answer	Marks	Guidance
5 		19	<p> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 11 to allocate SPaG marks.</p>
	<p>Q: Study all the sources. ‘Women were respected during the period 1890–1918.’ 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 position of women in the period 1890–1918 to produce a fully developed response that evaluates effectively the interpretation. They make sophisticated use of a range of sources to support their response and demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 (12–14 marks) Candidates demonstrate good knowledge and understanding of the position of women in the period 1890–1918 to produce a developed response that evaluates effectively the interpretation. They make good use of several of the sources to support their response and demonstrate good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (9–11 marks) Candidates demonstrate sound knowledge and understanding of the position of women in the period 1890–1918 to produce a developed response that either effectively supports or challenges the</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, however at the beginning of the period, women were not really respected. Very few were properly educated and they did the most mundane and low paid jobs. This is why the women in Source A wanted the vote to improve their pay and conditions. Many people believed in separate spheres, where women should not bother themselves with politics or important issues. Their job was to look after the family. It was believed that women were more prone to hysteria and acting childishly, and were incapable of logical thought.</i></p> <p><i>Later, when Suffragettes started their campaign, many of these views of women were reinforced. When Suffragettes burnt down buildings or smashed windows, this was regarded as proof that they were irrational. Men argued that there was no point giving them the vote if they were incapable of understanding political issues as shown in Source C.</i></p> <p><i>Many of these attitudes changed during the First World War. Both the Suffragettes and the Suffragists stopped their campaign and instead helped the country in the war effort. Women worked in munitions factories as shown in Source D. Source F tells us that women were leaping out of bed at 5:15 in the morning because they were so keen to contribute to the war effort. Some women joined the Women’s Land Army and helped to produce food for the country, while others worked as nurses, mechanics and drivers.</i></p> <p><i>Many men were really impressed by women’s contribution to the war effort. They had shown themselves to be sensible and hard working and capable of doing jobs that previously had been thought of as only jobs that men could do. This earned women a lot of respect and explains why they gained the vote in 1918. Overall, women were far</i></p>


Q	Answer	Marks	Guidance
5 	<p>interpretation. They make sound use of several of the sources to support their response and demonstrate understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (6–8 marks) Candidates demonstrate some knowledge and understanding of the position of women in the period 1890–1918 to produce a response that demonstrates some understanding of the past. They assert which sources support the interpretation and which sources disagree with the interpretation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (4–5 marks) Candidates demonstrate limited knowledge of the position of women in the period 1890–1918 and produce a basic response that makes little valid use of sources.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1–3 marks) Candidates demonstrate very limited knowledge of the position of women in the period 1890–1918 or make little use of sources. A very limited response is produced.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>more respected at the end of the period than at the beginning and so the interpretation is only partially correct.</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.

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1	3	2	4		9
2	3	1	4		8
3	3	1	4		8
4	3	2	4		9
5 	8	4	4	3	19
Totals	20	10	20	3	53