



GCSE

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. 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. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. 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.

5. 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.
6. 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.
7. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. 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 assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

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.

10. 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.

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1	Study Source A Why did the government publish this poster in 1915? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion	1	<i>Example: In 1915 the country needed troops.</i>
	Level 2 Focus on context of source with no valid comment on message or purpose (Answers effectively use the source as a stimulus to demonstrate contextual knowledge about conscription, DORA or the home front generally. May well be quite sophisticated but they will fail to address either what message the government is trying to send or the impact the government was hoping to have with the poster.)	2	<i>Example: The government published the poster because in 1915 there was no conscription.</i>
	Level 3 Secondary message or partial main message of source (Answers isolate elements of the poster (eg munitions worker, industrial worker, soldier) and explain that the government wants people to take up these roles) Alternative Level 3 Treats the message as information or argues that purpose is to provide information (Argues that the government is trying to show that many people are working in vital industries but fails to explain why the government would want to do this)	3-4	<i>Example: The poster is saying you should feel guilty if you are not in the army.</i> <i>Example: The government published the poster to show all different types of people were helping out with the war effort in 1915.</i>
	Level 4 Main message of source - that <u>all</u> of the British people are needed for the war effort	5	<i>Example: The government is saying that the whole population should join in the war effort.</i>
	Level 5 Identifies or explains partial purpose – mobilising one section of society into military service or war work	6	<i>Example: The government published this poster in order to get women to work in munitions factories.</i> <i>Example: The government published this poster to get men to join the army.</i>
	Level 6 Explains purpose – mobilising all of society into military service or war work	7	<i>Example: The government published this poster to get the whole population to join in the war effort.</i>
	Level 7 Explains purpose in specific context of 1915 Must explain purpose as L6 but then use relevant context of 1915 eg either munitions crisis or recruitment situation to explain why poster specifically published in 1915	8	<i>Example: The government published this poster to get the whole population to join in the war effort. The First World War was a total war and it needed the whole population to win it. In 1915 the country had a munitions crisis and was short of shells. Posters like this were designed to get people to join munitions factories.</i>

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2	Study Sources B and C. Which of these sources do you trust more about the attitudes of British people at this time? Use details of the sources and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	<i>Example: In 1915 there was a war on.</i>
	Level 1 General assertion or paraphrases sources or describes context with reference to question	1	
	Level 2 Selects details and asserts that these can be trusted (or not) Answers must show some selection from sources, usually with the reasons for trust left implicit or unsupported Alternative Level 2 Undeveloped generalised comments about provenance Argues one source more trustworthy because of its nature but this could refer to almost any source	2	<i>Example: I trust Source B more because I know parents did question why some men went and others didn't.</i> <i>Example: I trust Source C more because it is a letter from the time and people would have known what their own attitudes were.</i>
	Level 3 Undeveloped provenance specific to Sources B or C	3	<i>Example: I trust Source B because it was from the minister who was in charge of recruiting so he would know what people's attitudes were like.</i>
	Level 4 Internal testing of content of B or C (Most probably tone of source(s) or internal contradictions/consistencies or may identify comments which imply purpose or intent without developing or explaining or compares/contrasts content of B/C to make point about trust)	4	<i>Example: I do not really trust Source B because he contradicts himself. He says that on the whole the voluntary campaign has been successful but at the same time he says there needs to be compulsion.</i> <i>Example: I trust Source C because it says that Lord Derby's recruitment campaign failed and even Lord Derby in B says he hasn't got enough recruits.</i>
	Level 5 Uses cross reference to other sources (ie other than B or C) or context to test details in source	5	<i>Example: Source B tells us that the recruitment drive was successful on the whole. I do not trust this as I know that by January 1916 they had to bring in conscription because there were not enough volunteers.</i> <i>Example: I do trust Source C because some people were pacifists. Source D tells us about a pacifist meeting in Wales in 1916.</i>
	Level 6 Uses cross reference to other sources or context to test what source(s) say about attitudes	6 - 7	<i>Example: I trust Source B more about what people thought. When the war broke out there were huge demonstrations supporting the war and thousands of young men volunteered to join up. So when Source B says people support the Prime Minister he is right.</i>
	Level 7 Uses purpose of source(s) to argue that one source represents attitudes in Britain more	8	<i>Example: I trust Source B because Source C is unreliable. Source C claims that there is much concern in the country but this is from a pacifist organisation which is opposed to conscription so they will be trying to intimidate the government.</i>

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3	Study Source D How far are you surprised by this source? Use details of the source and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion	1	<i>Example: Yes the whole thing is very violent</i>
	Level 2 Everyday empathy – comments which treat source content as though it could be any period, including present ie not rooted in the First World War Alternative Level 2 Uses contextual knowledge but fails to explain surprised or not surprised Either fails to explain whether or not surprised OR fails to explain what in the source is surprising or not surprising	2-3	<i>Example: I am surprised the police stood by and watched.</i> <i>Example: I am not surprised people were patriotic during a war.</i> <i>Example: I am not surprised because when war broke out in 1914 there was a massive propaganda effort to build up people's patriotic feelings.</i> <i>Example: I am not at all surprised by this source. When the war started in 1914 the government brought in censorship and controlled what was written in the newspapers.</i>
	Level 3 Uses specific context of First World War to explain why event(s) described in source are surprising OR not surprising Cross references to contextual knowledge or other sources required to reach this level. Key here is that candidates are assessing whether or not they are surprised by the events described in the source	4-5	<i>Example: I am surprised the pacifists were allowed to hold a meeting. When war broke out in 1914 the government passed DORA which brought in many restrictions.</i> <i>Example: I am not surprised the pacifists were attacked. When war broke out in 1914 there was a massive propaganda effort to build up people's patriotic feelings. This would have made them angry at the pacifists.</i>
	Level 4 Uses specific context of First World War to explain why events described in source are surprising AND not surprising Cross references to contextual knowledge or other sources required to reach this level. Key here is that candidates are assessing whether or not they are surprised by the events described in the source	6	<i>Example: On the one hand I am surprised that the pacifists were allowed to hold a meeting. When war broke out in 1914 the government passed DORA which brought in many restrictions. On the other hand I am not surprised the pacifists were attacked. When war broke out in 1914 there was a massive propaganda effort to build up people's patriotic feelings so they would have been mad at the pacifists.</i>
	Level 5 Argues source is not surprising given its origin and context Answers here see the source as an artefact which reflects the period in which it was created. The approving tone towards the rioters or disapproving tone towards the pacifists is hardly surprising given wartime conditions and attitudes.	7	<i>Example: I am not at all surprised by this source. When the war started in 1914 the government brought in censorship and controlled what was written in the newspapers. So it is not surprising that we see a report when pacifists are attacked and are called traitors and the people who attack them are praised for being loyal.</i>

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4	Study Sources E and F. How far does Source E prove that Source F is wrong? Use details of the sources and your knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 General assertion or summaries	1	<i>Example: Source E does prove F is wrong because it totally contradicts it.</i>
	Level 2 Compares details but does not address issue of proof Answers must show some selection from sources, usually with the issue of proof left implicit or unsupported Alternative Level 2 Undeveloped comments based on provenance or nature of source NOTE: Use this level for evaluations of Source E which do not address the question.	2-3	<i>Example: Source F says workers were always taking days off but in Source E the man is not taking holidays so that he can get the shells made.</i> <i>Example: Source E is about munition workers but F is about coal miners.</i> <i>Example: Source E does not prove F is wrong because it was propaganda.</i>
	Level 3 Evaluation of Source F with no valid reference to Source E Evaluation could be based on purpose, tone, cross reference or contextual knowledge	4	<i>Example: Source F is not wrong at all. It says that workers responded to appeals to their patriotism and we know from Source D that workers did feel patriotic.</i> <i>Example: Source F is right. They did struggle to get miners and they had to stop them volunteering for the army because the miners were needed in the mines.</i> <i>Example: I do not think Source F can be trusted. He is making excuses for the fact that there have been coal shortages and prices have gone up.</i>
	Level 4 Argues yes or no based on comparison of content of source(s)	5	<i>Example: I think Source E proves Source F is totally wrong. Source F says workers were always taking days off but in Source E the man is not taking holidays so that he can get the shells made.</i>
	Level 5 Evaluates Source E to address issue of proof (Argues that E is flawed and so does not prove F is wrong)	6-7	<i>Example: Source E does not prove Source F wrong because he is not a real worker. He is a figure in a propaganda cartoon. The cartoon is trying to get workers to be like the man in the picture and give up their holidays to make shells.</i>
	Level 6 Compares E and F and then evaluates Source E to address issue of proof (Answers go beyond Level 5 by explaining 'wrong about what?'. Most likely this will be worker attitudes)	8	<i>Example: Source E looks like it shows F is wrong because the worker is really keen unlike in Source F. However, Source E does not prove Source F wrong because he is not a real worker. He is a figure in a propaganda cartoon. The cartoon is trying to get workers to be like the man in the picture and give up their holidays to make shells.</i>

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5	Study Source G What is the message of the cartoonist? Use details of the source and your own knowledge to explain your answer.		
	Level 0 No evidence submitted or response does not address the question	0	
	Level 1 Description of surface detail / general assertion Alternative Level 1 Misinterpretation of the cartoon	1	<i>Example: A man is getting a German medal</i> <i>Example: The man is being awarded a medal for doing well.</i>
	Level 2 Interprets part(s) of cartoon (At this level answers often treat the cartoon as a real scene which they try to explain or extract information from)	2-3	
	Level 3 Secondary message of cartoon (Answers should recognise that there is a message ie that the scene is authored to make a point and not drawn to document an actual event or provide information)	4	<i>Example: The message of the cartoon is that the Germans would give medals to strikers if they could.</i> <i>Example: In the cartoon the strikers has a haunted look so maybe he feels guilty.</i>
	Level 4 Identifies or explains main message of cartoon – striker is helping Germany	5	<i>Example: The message of the cartoon is that the striking worker is helping Germany's war effort.</i> <i>Example: The message of the cartoon is that strikers are harming the British war effort.</i>
	Level 5 Identifies main message of cartoonist – disapproval of striker for helping Germany	6	<i>Example: The cartoonist is saying that any worker who goes on strike during the war is a traitor.</i>
	Level 6 Explains main message of cartoonist – disapproval of striker for helping Germany	7	<i>Example: The cartoonist is saying that any worker who goes on strike during the war is being disloyal and is like a German soldier because he is serving Germany. A figure is waving the German Iron Cross in front of him and the worker looks guilty</i>

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6	Study all the sources, A-G. 'The people of Britain supported the war effort 1914-18.' How far do the sources in this paper support this statement? Use details from the sources and your own knowledge to explain your answer. Remember to identify the sources you use.		
	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, conscientious objectors would not fight. Source A shows that there was no lack of courage. Source C shows that people objected to slaughter ...</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 true – Source A shows that women, men and children all did something to support the war effort like making shells so it agrees. Source B says that the people supported conscription so that shows they supported the war effort. Source D agrees with the statement because ...</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 C disagrees because it shows that groups like conscientious objectors did not support the war effort as they are refusing to serve. Source D disagrees because it 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 context 	+2	

Source A	Yes (shows people fighting, working, nursing etc)	Source E	Yes (not taking holiday) No (propaganda)
Source B	Yes (country behind the PM) No (men not joining up)	Source F	Yes (responded to patriotic appeals) No (absenteeism and disputes)
Source C	No (pacifists / conscientious objectors)	Source G	No (strikers as traitors) Yes (cartoonist is pro-war effort)
Source D	Yes (patriotic / loyal crowds) No (pacifists meeting)		

PTO for SPAG instructions

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Spelling, punctuation and grammar (SPaG) Assessment Grid

High performance 3 marks
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.
Intermediate performance 2 marks
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.
Threshold performance 1 mark
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 Grid

Question	AO1	AO2	AO3	Total
1	3	0	4	7
2	1	2	5	8
3	2	2	4	8
4	3	0	5	8
5	2	1	4	7
6	2	2	8	12
Totals	12	7	31	50

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