

# **History B (Modern World)**

General Certificate of Secondary Education

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

## **Mark Scheme for June 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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<b>1</b>	<b>Study Source A</b> <b>What is the cartoonist's message? Use details of the source and your own knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	<i>Example: In this cartoon we can see an angel standing in the room.</i>
	<b>Level 1</b> General assertion  <b>Alternative Level 1</b> Misinterpretation of the cartoon	<b>1</b>	<i>Example: The old people look scared, they think the pension might be too small.</i>
	<b>Level 2</b> Uses cartoon for factual information (At this level answers often treat the cartoon as a real scene which they try to explain or extract information from)  <b>Alternative Level 2</b> Interprets cartoon without addressing message (Answers might be quite sophisticated commentaries but fail to explain that the cartoonist is trying to make some kind of point)	<b>2-3</b>	<i>Example: The cartoon is showing that the old age pension act has been passed and is now starting.</i>  <i>Example: In the cartoon we can see an angel. This represents goodness and light. The angel is giving something valuable to the old people.</i>
	<b>Level 3</b> Infers 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 factual information)	<b>4</b>	<i>Example: The message of the cartoon is that the old people are happy because they are getting a New Year gift, the pension, which started in 1909.</i>
	<b>Level 4</b> Identifies main message of cartoon(ist) – approval of old age pensions	<b>5</b>	<i>Example: The cartoonist approves of the old age pensions.</i>
	<b>Level 5</b> Explains main message of cartoon(ist) – approval of old age pensions	<b>6</b>	<i>Example: The cartoonist approves of old age pensions. We can tell this because he draws an angel bringing the pension to the old people. This shows he thinks the pensions are almost like a gift from God.</i>  <i>Example: The cartoonist is praising the Liberal government for bringing in pensions. It's like they are a miracle.</i>

<b>2</b>	<b>Study Source B</b> <b>Why did the newspaper publish the Labour MPs letter? Use details of the source and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	
	<b>Level 1</b> General assertion or simplistic comment on provenance	<b>1</b>	<i>Example: Because the newspaper agreed with the Labour MP.</i> <i>Example: Because it was a pro-Labour newspaper.</i>
	<b>Level 2</b> 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 pensions. May well be quite detailed but will fail to address the impact the newspaper was hoping to have with the letter.)	<b>2</b>	<i>Example: The newspaper published this letter because the pension was not that big. Single pensioners got 5s which was not a huge amount of money.</i> <i>Example: It was published because at this time Labour and the Liberals were political rivals. Labour was trying to win the working class vote.</i>
	<b>Level 3</b> Argues that purpose is to provide information to Lloyd George (Argues that the newspaper wanted Lloyd George to know what the jury had said but does not explain why)	<b>3-4</b>	<i>Example: The newspaper published this letter because they thought Lloyd George would probably not know about the inquest and they wanted Lloyd George to know what the jury had said.</i>
	<b>Level 4</b> Argues that the letter was published to show inadequacy of pensions (Understands that letter was sent for a purpose other than to inform Lloyd George but fails to identify or explain a purpose)	<b>5</b>	<i>Example: The newspaper published the letter to draw attention to the low level of old age pensions – the old man died from poverty.</i>
	<b>Level 5</b> Argues that the letter was published to get improvements to pensions (Understands motivation of newspaper and/or MP but fails to see political motivation)	<b>6</b>	<i>Example: The newspaper published this letter because it agreed with the jury that the pension should be higher and they wanted Lloyd George to do something about it and increase the pension.</i>
	<b>Level 6</b> Identifies political purpose of source (to embarrass Lloyd George/Liberals or to promote Labour)	<b>7</b>	<i>Example: The newspaper published this letter to turn people against the government by showing a pensioner dying from poverty.</i>
	<b>Level 7</b> Explains political purpose of source (to embarrass Lloyd George/Liberals or to promote Labour)	<b>8</b>	<i>Example: The newspaper published this letter to try and embarrass the government by showing a pensioner dying from poverty. It supported the views of the Labour MP. Because he is a Labour MP he wants to make Lloyd George look bad so he uses the words of the jury to show that they blamed Lloyd George for his death. Labour did criticise the old age pensions for being too small.</i>

<b>3</b>	<b>Study Source C</b> <b>Was this source published by the Liberal party or the Conservative party? Use details of the source and your own knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	<i>Example: Lloyd George is rolling a stone at the rich man but he has missed.</i>
	<b>Level 1</b> Misinterpretation of the poster or incorrect answer with no explanation	<b>1</b>	<i>Example: It was published by the Liberals.</i>
	<b>Level 2</b> Incorrect answer with valid reasoning (Plausible explanation of why the candidate thinks the Liberals published the poster)	<b>2</b>	<i>Example: I think this cartoon was published by the Liberals because it is trying to appeal to poor people by showing how much Lloyd George hates the rich. He is shown throwing a rock at the rich man.</i>
	<b>Level 3</b> Poster was published by the Conservative Party	<b>3</b>	<i>Example: The poster was published by the Conservative Party.</i>
	<b>Level 4</b> Uses surface detail from poster to argue poster was published by the Conservative Party	<b>4</b>	<i>Example: The poster was published by the Conservative party. It shows Lloyd George throwing rocks and hurting the poor man which makes him look bad.</i>
	<b>Level 5</b> Argues it was published by the Conservatives because it was criticising Lloyd George's Budget	<b>5</b>	<i>Example: This poster was published by the Conservatives. It is criticising Lloyd George's 1909 Budget. It is saying that Lloyd George's 1909 Budget is going to hurt the poor man.</i>
	<b>Level 6</b> Uses main message of poster to explain why they think Conservatives published the poster (Main message of poster – critical of Lloyd George's 1909 Budget because it was supposed to hurt the rich but actually hurt the poor)	<b>6-7</b>	<i>Example: The poster was published by the Conservatives because it is criticising Lloyd George. It is saying that Lloyd George's Budget in 1909 is a bad measure because although it is trying to make the rich suffer, the measures actually hit the poor harder than the rich.</i>

<b>4</b>	<b>Study Sources D and E.</b> <b>How similar are these two sources? Use details of the sources and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	
	<b>Level 1</b> General assertion or summaries	<b>1</b>	
	<b>Level 2</b> Undeveloped comments based on provenance or nature of source (Answers are simply pointing to the fact that they are written by different people or that they arise from different circumstances)  <b>Alternative Level 2</b> Selects matching or contrasting details with no explanatory comment (Candidates pick out extracts from each source which may well indicate similarity or difference but this is not spelt out)	<b>2</b>	<i>Example: The two sources are not similar. One is a response by a police chief to a government survey and the other one is a government minister talking in Parliament.</i>  <i>Example: The police report in Source D says the Act has not helped children whereas Churchill says that the people who say the Act does not help children are wrong.</i>
	<b>Level 3</b> Compares points or details which agree OR disagree (Answers must select from each source and explain whether they are similar or different)	<b>3-4</b>	<i>Example: In some ways the two sources are similar. In Source D the policemen do say they are bringing prosecutions against parents. In Source E Churchill also talks about prosecutions against parents.</i>  <i>Example: The two sources are not similar at all. The police report says the Act has not helped children whereas Churchill says that the people who say the Act does not help children are wrong.</i>  <i>Example: The sources are similar because they both say that the Children Act is not being enforced.</i>
	<b>Level 4</b> Compares points or details which agree AND disagree (Answers must select from each source and explain whether they are similar or different)	<b>5</b>	<i>Example: In some ways the two sources are similar. In Source D the policemen do say they are bringing prosecutions against parents. In Source E Churchill also talks about prosecutions against parents. On the other hand in some ways the two sources are not similar at all. The police report says the Act has not helped children whereas Churchill says that the people who say the Act does not help children are wrong.</i>
	<b>Level 5</b> Argues the sources are different by identifying differing attitudes towards Act (Source D shows clear dislike of the Act while Source E is clearly enthusiastic about it)	<b>6</b>	<i>Example: I do not think these sources are similar at all. In Source D the police are obviously hostile to the Act. In contrast, Churchill in Source E is very positive about the Act.</i>

<p><b>Level 6</b>          Argues the sources are different by explaining differing attitudes towards Act          (Source D shows dislike of the Act because it creates more work for police and they don't like getting involved in families, while Source E is clearly enthusiastic about it because Churchill was one of the politicians who brought the measure in)</p>	7-8	<p><i>Example: I do not think these sources are similar at all. In Source D the police are obviously hostile to the Act and they do not like it. This is because it causes more crime when children are left outside pubs. In contrast, Churchill in Source E is very positive about the Act and thinks that the Act has been a great success. This is because he is a Liberal minister and his government brought the measure in and he is answering his critics.</i></p>
<p><b>Level 7</b>          Develops L6 answer using purpose of one or both sources          Attitudes as L6          Purposes: Churchill wants people to believe the Act is working and keep it unaltered, whereas the police want to amend or get rid of Act</p>	9	<p><i>Example: I do not think these sources are similar at all. In Source D the police are obviously hostile to the Act. They want to get rid of the Act or at least stop having to interfere in family issues. In contrast, Churchill in Source E is very positive about the Act and thinks that the Act has been a great success. He wants people to believe the Act has been a success and he is also trying to stop critics getting the Act changed or scrapped.</i></p>

<b>5</b>	<b>Study Sources F and G</b> <b>How far does Source F make Source G surprising? Use details of the sources and your knowledge to explain your answer.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	
	<b>Level 1</b> General assertion	<b>1</b>	<i>Example: No, because they are about different things.</i>
	<b>Level 2</b> Undeveloped comparison of provenance (Answers point out different authors or source type but no more)  <b>Alternative Level 2</b> Evaluation of Source G with no valid reference to Source F	<b>2</b>	<i>Example: No because Source F was published by the Liberals whereas Source G was by a Conservative MP.</i>  <i>Example: I am not surprised. G is a Conservative MP and he would be on the side of the employers. They did not like having to make contributions to the NI Act.</i>
	<b>Level 3</b> Argues yes OR no based on similarities or differences between sources (Candidates need to interpret the cartoon in order to make a case that F makes G surprising)	<b>3-4</b>	<i>Example: Source F makes Source G really surprising. Source G is really negative about the NI Act whereas Source F clearly shows it will help working men.</i>  <i>Example: Source F does not make Source G surprising at all. Source F is really about men who work in factories or mines but Source G is about self employed men and women. So they are talking about different things, so they are not surprising.</i>
	<b>Level 4</b> Argues yes AND no based on similarities or differences between sources (Candidates need to interpret the cartoon in order to make a case that F makes G surprising)	<b>5</b>	<i>Example: In some ways Source F makes G surprising because F shows men being rescued by the NI Act but Source G says it will not help them. On the other hand it is not that surprising because G is actually talking about different groups so F may be right about the men it is talking about, but G is not talking about those men.</i>
	<b>Level 5</b> Argues yes OR no based on evaluation of one source (Evaluation could be based on purpose / intent or contextual knowledge or cross reference to other sources)	<b>6-7</b>	<i>Example: Source F does not make G surprising. Source F was propaganda published by the Liberal Party to try and gain credit for passing the Act and claim that the Liberals were the friends of working men. It exaggerates how much help the Act is. It would not convince someone like the Conservative MP who was opposed to the Liberals.</i>
	<b>Level 6</b> Argues yes OR no based on evaluation of <b>both</b> sources	<b>8</b>	<i>Example: Source F does not make G surprising. Source F was propaganda published by the Liberal Party to try and gain credit for passing the Act and claim that the Liberals were the friends of working men. It exaggerates how much help the Act is. It would not convince someone like the Conservative MP who was opposed to the Liberals. The Conservative MP is trying to embarrass the Liberal government by pointing out groups who will not benefit from the Act. It is not surprising that he has a different view from Source F.</i>



<b>6</b>	<b>Study all the sources, A-H.</b> <b>'The Liberal welfare reforms in this period improved the lives of people in Britain.'</b> <b>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.</b>		
	<b>Level 0</b> No evidence submitted or response does not address the question	<b>0</b>	
	<b>Level 1</b> General answers unsupported from the sources NOTE: Answers based exclusively on factual knowledge with no reference to sources to be marked at this level.  <b>OR</b> Uses the sources without addressing the question	<b>1-4</b>	<i>Example: Disagree, they did not do enough to help the poor.</i>  <i>Example: Source A shows that pensions came in in January 1909. Source E shows children were protected ...</i>
	<b>Level 2</b> 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.	<b>5-7</b>	<i>Example: The statement is true – Source A supports the statement because it shows that old age pensions were a great boon to poor old people. Source E also agrees with the statement because it shows ...</i>
	<b>Level 3</b> 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.	<b>8-10</b>	<i>Example: As Level 2 plus - Some sources disagree with the statement. Source B suggests that pensions were not big enough and the government should do more. Source C disagrees because ....</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"> <li>• effective evaluation of the sources used which could be based on evaluation of tone/language/purpose</li> <li>• context</li> </ul>	<b>+2</b>	

Source A	Yes (old age pensions, gift from God)	Source E	Yes (success, prosecutions)
Source B	Yes (there are pensions) No (pensions inadequate)	Source F	Yes (working men in distress being rescued)
Source C	No (working man hurt by budget)	Source G	No (NI not covering some workers)
Source D	Yes (some prosecutions) No (Act not helping, child crime etc)		

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