

# Candidate Style Answers

## **GCSE History B (Modern World)**

OCR GCSE in History: J417

Unit: A972/21

These candidate style answers are designed to accompany the OCR GCSE History specification for teaching from September 2009.

# GCSE History B

## A972/21 How was British society changed, 1890-1918?

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OCR has produced these candidate style answers to support teachers in interpreting the assessment criteria for the new GCSE specifications and to bridge the gap between new specification release and availability of exemplar candidate work.

This content has been produced by senior OCR examiners, with the support of the Qualification Manager, to illustrate how the sample assessment questions might be answered and provide some commentary on what factors contribute to an overall grading. The candidate style answers are not written in a way that is intended to replicate student work but to demonstrate what a “good” or “excellent” response might include, supported by examiner commentary and conclusions.

As these responses have not been through full moderation and do not replicate student work, they have not been graded and are instead, banded “medium” or “high” to give an indication of the level of each response.

Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers.

**1) Study Source A.**

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

**(6)**

*Candidate style answer*

*Examiner's commentary*

*The message of this cartoon is that women should sign up for work in the munitions factories. At the time this poster was published the war was at its height. Ever since the munitions crisis of 1915 when the army ran short of shells the government controlled munitions production and tried to increase it throughout the war.*

*The poster uses several methods to get its message across.*

*In the background we can see women working in a factory and the poster says these women are doing their bit. This is designed to make women feel guilty if they are not working and doing their bit.*

*We can also see a soldier in the background waving. He is probably going off to war and the woman putting on her overalls looks like she is waving back. This woman is helping the soldier by providing him with munitions to fight the war. By going into the factory she is also freeing him up to go off to war.*

**High level response**

This answer does everything required to gain high marks.

It gets off to a very good start by spelling out the main message of the poster at the very beginning. This makes clear what the candidate is trying to say. We then see some information which shows the candidate understands the context in which the poster was produced. **This demonstrates the candidate's own knowledge.**

The answer then supports the candidates' view of what the main message of the poster is with accurate and telling references to details from the poster. The reference to making women feel guilty is a particularly effective comment.

<b>1) Study Source A.</b> <b>What is the message of this poster? Use details of the poster and your knowledge to explain your answer.</b> <span style="float: right;"><b>(6)</b></span>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>The main message of the poster is that women are needed in the factories. In 1917 thousands of men were being conscripted into the army. This meant that there were not enough men to work in the factories but the army needed shells and bullets etc.</i></p>	<p><b>Medium level response</b></p> <p>This is a reasonable medium level response. It correctly identifies the main (as opposed to a subsidiary) message of the source. It also explains to some extent the context in which the poster was published, <b>demonstrating the candidate's own knowledge</b>. However it falls down because it lacks any supporting detail from the source.</p>

<b>4) Study Sources E and F.</b> <b>Does Source F prove Source E is wrong? Use details of the sources and your knowledge to explain your answer.</b> <span style="float: right;"><b>(9)</b></span>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>There are some problems with Source E but overall Source F does not prove it is wrong.</i></p> <p><i>First of all, Source E is written by Sylvia Pankhurst. She was a campaigner for women's suffrage, so she was emphasising how hard the women worked. She uses emotive language like 'horrid atmosphere' and 'so terrible were the varnish fumes'.</i></p> <p><i>However, Source F has even more problems with it. The language of this source seems to be exaggerated. She talks about dancing to work and leaping out of bed on a frosty morning. This seems a bit unlikely. She is also just one woman, and she is upper class so her view is not really typical of the majority of women who worked in munitions factories.</i></p> <p><i>I also know that in these factories women got illnesses like phossy jaw and yellow skin. This suggests Source F is <b>untypical</b> and supports the points made in Source E.</i></p> <p><i>So overall, Source F does not prove Source E is wrong because it is just one woman and her experience does not fit with what most women went through.</i></p>	<p><b>High Level Response</b></p> <p>This is a sensible opening statement, making clear what the candidate is going to say. This is always a good idea.</p> <p>The candidate does a good job of evaluating Source F, using the language and tone of the source and also considering the purpose of the source. This takes the answer to a high level almost immediately.</p> <p>The candidate then does an even better job on Source F, using language and tone, typicality and contextual knowledge to evaluate this source and question its validity compared to Source E.</p> <p>Effective evaluation of both sources with a convincing judgement takes this answer to the top level.</p>

<p><b>4) Study Sources E and F.</b>  <b>Does Source F prove Source E is wrong? Use details of the sources and your knowledge to explain your answer.</b> <span style="float: right;"><b>(9)</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner's commentary</i>
<p><i>Yes, Source F does prove that Source E is wrong. In Source E the writer says that women had terrible conditions painting aeroplane wings and worked long hours. But Source F says that she really enjoyed her work in a factory and danced her way to work in the morning.</i></p>	<p><b>Medium level response</b></p> <p>This answer effectively accepts Source F at face value. By comparing the content of the two sources and correctly identifying differences between them the candidate writes a medium level response. It cannot get any higher because there is no evaluation of either source. <b>There is also no use of own knowledge, which the candidate could have used to evaluate these sources.</b> The answer does consider both sources but does not really develop any comments on the content of them.</p>

<p><b>6) Study all the sources.</b>  <b>‘Civilians in Britain suffered during the First World War’. How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer.</b>  <b>Remember to identify the sources you use.</b> <span style="float: right;"><b>(12)</b></span></p>	
<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<p><i>The sources in this paper give us a mixed view about whether or not civilians suffered in the First World War. Sources C, D, E and G support this view, whereas B and F disagree.</i></p> <p><i>Source C agrees with the statement because it shows that there were serious food shortages. It talks about queues for food and even food riots. People also died of starvation. Source D backs up Source C in supporting the statement. It tells people to eat less bread. This supports the view because there were food shortages.</i></p> <p><i>Source E also supports the statement but for a different reason. It tells us about the terrible working conditions which women working in an aircraft factory had to suffer. The fumes were poisonous and they often worked from 6.30am to 8pm in these conditions.</i></p> <p><i>Source G supports the statement for another different reason. This source shows how civilians suffered and were killed as a result of air raids by zeppelins. It lists 19 killed in an air raid on Hull.</i></p> <p><i>On the other hand Source B suggests that some civilians did not suffer in the war. In source B some civilians are enjoying nice food and entertainment, living as usual.</i></p> <p><i>Source F also opposes the statement. The upper class woman enjoyed her work and almost danced her way to work. Source A backs up Source F to some extent in that it shows job opportunities for women, although it is really a propaganda poster.</i></p> <p><i>In conclusion, I believe that civilians did suffer in the war and so I agree with the statement. The sources which agree with the statement like Sources C and E show what happened to large numbers of people from all classes. The sources which disagree, especially B and F really only refer to upper class people.</i></p>	<p><b>High level response</b></p> <p>This is a helpful introduction. It shows that the candidate is going to take a balanced approach.</p> <p>Here the candidate is doing exactly the right things. The answer refers to the Sources and makes it clear that they support the statement. More importantly, the answer explains why it supports the statement, by pulling out extracts (e.g. queues for food and even food riots). It is not essential to show the links between Sources C and D but this does read well.</p> <p>Again, making clear that Sources E and G support the statement for different reasons is the type of comment which takes the candidate to the higher levels. Similarly, the candidate makes this point for the sources which oppose the statement as well as referencing them well.</p> <p>The conclusion makes valid, sensible points about the weight of judgement which the evidence can bear, thus taking the candidate to the top level.</p>

**6) Study all the sources.**

**‘Civilians in Britain suffered during the First World War’. How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer.**

**Remember to identify the sources you use.**

**(12)**

<i>Candidate style answer</i>	<i>Examiner’s commentary</i>
<p><i>The sources in this paper show that the statement is true.</i></p> <p><i>Source C agrees with the view. It shows people suffered, it says hardly any food could get through.</i></p> <p><i>Source E shows that civilians suffered so it agrees with the statement. The women in the factory had to put up with poisonous fumes.</i></p> <p><i>Finally Source G shows that people were killed by bombing by zeppelins. 32 bombs were dropped on Hull.</i></p>	<p><b>Medium level response</b></p> <p>This answer is perfectly sound and competent. It refers to several sources and points out that they support the statement in the question. It provides some reference to the content of the sources, although this is quite brief.</p> <p>The answer is one sided, however, and does not consider any of the sources which contradict the statement.</p> <p>As such it will be a medium level response because of the relative sparse references to the sources and the lack of development.</p>