

**Oxford Cambridge and RSA Examinations  
General Certificate of Secondary Education**

**HISTORY B (MODERN WORLD)**

**1937/2**

**PAPER 2 (BRITISH DEPTH STUDY)**

**Specimen Paper 2003**

Additional materials:  
Answer booklet.

**TIME** 1 hour 30 minutes.

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- Study the Sources carefully. You are advised to spend at least ten minutes doing this.
- Answer **all** questions.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **50**.

**Study the Sources carefully. You are advised to spend at least ten minutes doing this and then answer ALL the questions.**

**In answering the questions, you will need to use your knowledge of the topic to interpret and evaluate the Sources. When you are asked to use specific Sources you must do so, but you can also use any of the other Sources if they are relevant.**

**1 Study Source A.**

Why was this poster published in Britain in 1915?

Use the Source and your knowledge to explain your answer.

**[6]**

**2 Study Sources A and B.**

Is one poster more useful than the other to an historian studying Britain during the First World War?

Use the Sources and your knowledge to explain your answer.

**[8]**

**3 Study Sources C and D.**

How far do these two Sources disagree about why men volunteered to join the army?

Use the Sources to explain your answer.

**[6]**

**4 Study Sources E and F.**

Is one Source more reliable than the other about attitudes in Britain towards the war?

Use the Sources and your knowledge to explain your answer.

**[9]**

**5 Study Sources G and H.**

Why do you think these two Sources give different views of what it was like in the trenches?

Use the Sources and your knowledge to explain your answer.

**[9]**

**6 Study all the Sources.**

‘Men volunteered for the army because they thought it would be an adventure.’

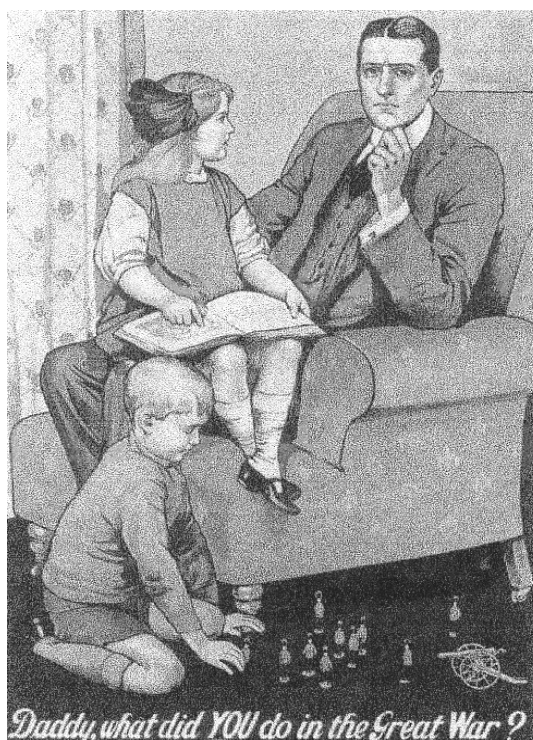
How far do the Sources in this paper show why this interpretation has been reached?

Use the Sources and your knowledge to explain your answer.

**[12]**

**BRITAIN AND THE FIRST WORLD WAR.  
WHY DID SO MANY MEN VOLUNTEER FOR THE ARMY?**

**SOURCE A**



*A British poster 1915*

**SOURCE B**



*A British poster 1915*

**SOURCE C**

A military band and marching soldiers are always an inspiring sight, but this was for real – they were off to war and how we youngsters envied them. And to tell you the truth that was it – glamour – to be in uniform – and to take part in a great adventure was as much the reason for so many youths joining up as any sense of patriotism.

*From a book published some years after the war ended.  
The author did not join the army later in the war.*

**SOURCE D**

Many of the older men felt a genuine patriotism. There was a great pride in Britain and the Empire and a general dislike of the Germans. The younger men were almost certainly inspired by the thoughts of adventure and travel at a time when few people had been further than their own city or the nearest seaside resort. The miners, industrial workers and the unemployed often saw the call as a way of escape from their dismal working conditions and overcrowded slums into a new life where there was fresh air and good companionship, regular meals and all the glamour of the army.

*From a history book published in 1971*

## SOURCE E

The airship was on fire and it was floating down. I could only think of the people inside it being roasted to death. I was disgusted to see kind, good-hearted British people dancing in the street as the men in that airship were dying. When I said it was a terrible thing, my friends said, 'But they're Germans, they're the enemy, they've been bombing us!' This was what the war did, it turned decent, gentle people into monsters.

*A British woman who experienced Zeppelin [German airship] raids, being interviewed in 1980.*

## SOURCE F

Oh, I joined up straight away, August 4 1914. Ah, what a day that was. Myself and the rest of the fellows leap-frogging down to the Cambridge recruiting office and then playing tiddly-winks in the queue. There we were, a crashingly superb bunch of blokes, off to hammer the Boche [Germans].

*From the script of a British television comedy programme about the First World War, 1989.*

## SOURCE G



*A British advertising poster, 1915.*

**SOURCE H**



*A painting from 1917 by an artist who joined the Red Cross in 1914 and worked in France as a driver and stretcher-bearer. His own health was ruined by the war and he was sent home in 1916. He became an official government war artist in 1917 but the government did not allow this painting to be seen until after the war.*



**Oxford Cambridge and RSA Examinations  
General Certificate of Secondary Education**

**HISTORY B (MODERN WORLD)**

**1937/2**

**PAPER 2 (BRITISH DEPTH STUDY)**

**MARK SCHEME**

**Specimen Paper 2003**

## INSTRUCTIONS TO EXAMINERS

### GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this 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 mark 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 mark scheme is constructed to assess the level of understanding or skill needed to approach those targets. Examiners should remember that the weightings for the Assessment Objectives in Paper 2 are AO1: – 38%, AO2 and AO3 – 62%.
- 3 This type of mark 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.
- 4 In most questions, marks are **not cumulative** for any question. 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.
- 6 It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.



## SPECIFIC POINTS

- 1 Always mark 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 the levels are intended to act as examples only. They are not prescriptive nor 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 description**. 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 description.
- 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 a band of marks is allocated to a level specific instructions may be given about discrimination within that level. When such instructions are not given the following instruction should **always** be followed:
  - in a 2 mark band award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;
  - in a 3 mark band award the middle mark unless the answer is particularly strong or weak. The majority of answers will be awarded the middle mark.
- 7 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 and to the necessity to adjust examiners' marking standards before the Award.
- 8 Please note on the script the level as well as the mark awarded for each part of each question [the level in the left hand margin, e.g. L3 and the mark in the right hand margin]. This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of the examiner's allocation. It is important, therefore, once you have mastered the mark scheme that you maintain the same standard of marking throughout all batches of your scripts.

**BRITAIN AND THE FIRST WORLD WAR  
WHY DID SO MANY MEN VOLUNTEER FOR THE ARMY?**

- 1 Study Source A. Why was this poster published in Britain in 1915? Use the Source and your knowledge to explain your answer.**

**Target: AO1 (3 marks) and AO2 (ability to comprehend Source - 3 marks)**

**Level 1: Answers that suggest a valid reason but fail to mention the purpose of the poster** [1]

*e.g. 'It was published then because a war was going on.'*

**Level 2: Identifies it as a recruiting poster, unsupported from details from the poster** [2]

*e.g. 'This poster was published to get men to join the army.'*

**Level 3: Valid inference about how the poster was trying to persuade men to join the army but not supported by details from the poster or from contextual knowledge** [3]

*e.g. 'This poster was published to get men to join the army. It was trying to make them feel ashamed if they did not join.'*

**Level 4: Understands purpose of the poster AND uses details from the poster OR contextual knowledge to support answer** [4-5]

*e.g. 'This poster was published in 1915 because the First World War started in 1914 and Britain was desperate for soldiers. The British army was very small and the government needed to persuade men to join up.'*

*'This poster was published in 1915 to persuade men to join the army. It shows a father, after the war, with his two children. His daughter is asking him what he did in the Great War. The poster is suggesting that your children will be ashamed if you don't join up and do your bit.'*

**Level 5: Understands purpose of the poster AND uses details from poster AND contextual knowledge to support answer** [6]

**2 Study Sources A and B. Is one poster more useful than the other to an historian studying Britain during the First World War? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (5 marks) and AO2 (ability to comprehend and cross-reference two Sources - 3 marks)**

**Level 1: Comprehension unsupported by detail from a poster [1-2]**

*e.g. 'Source B is more useful because it gives more information about what people should do in the war that Source A does. Source A is only suggesting something about the war.'*

**Level 2: Comprehension supported by detail from the posters [2-4]**

*e.g. 'Source B is more useful because it says that men, your Best Boy, should be wearing khaki, they should join the army. It also suggests that fathers will be embarrassed by their children if they do not join up. This is shown by a girl sitting on her father's knee asking him, Daddy, what did...'*

**OR**

**Stock Evaluation**

If it refers to only one poster do not award the highest mark. [2-3]

**Level 3: Evaluates the content of one poster, using contextual knowledge or cross-reference [3-6]**

*e.g. 'Source B is very useful in showing how pressure was put on men to join up. The emotional blackmail in Source B – If your young man neglects his duty to his King and Country, the time may come when he will NEGLECT YOU – was very effective. It caused women to give white feathers of cowardice to men not in uniform.'*

**Level 4: Evaluates the content of both posters [7-8]**

Develops the Level 3 example, evaluating the usefulness of Source A by pointing out the innocence of the scene and is therefore typical. Can cross-reference with Source F.

**3 Study Sources C and D. How far do these two Sources disagree about why men volunteered to join the army? Use the Sources to explain your answer.**

**Target: AO2 (ability to identify and explain differences and similarities between two Sources – 6 marks)**

**Level 1: Identifies agreements or disagreements – not explained [1]**

*e.g. They do not agree about patriotism being the reason people joined up.*

**Level 2: Identifies agreements and disagreements – explained [2]**

*e.g. They agree men joined because they saw it as an adventure. They disagree about patriotism being the reason.*

**Level 3: Explains agreements OR disagreements [3-4]**

*e.g. 'Both Sources say that some men joined up because they saw it as an adventure. Source C says young men joined because it was glamorous and because it was a great adventure. Source D says young men joined because of the thoughts of adventure.'*

**Level 4: Explains agreements AND disagreements [4-5]**

**Level 5: As for Level 4, but in addition makes a judgement about 'how far' [6]**

*e.g. 'I think these Sources mainly agree but there are some differences. They both say that young men joined because they saw it as a great adventure. Source D says it was an adventure because most of them had never been abroad. The slight disagreement is that Source D says that older men joined because they were proud to be British. Source C says the young men did not join just because of patriotism but it doesn't say anything about the older men.'*

- 4 **Study Sources E and F. Is one Source more reliable than the other about attitudes in Britain towards the war? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (4 marks) and AO2 (ability to evaluate Sources using their content and provenance - 5 marks)**

**Level 1: Uncritical acceptance of information in Sources [1-2]**

e.g. *'I think that Source F is reliable because it tells how he joined up. How he played tiddlywinks in the queue and how they were looking forward to hammering the Germans.'*

These answers simply accept the Sources. They are reliable because of the information they have.

**Level 2: Evaluates Sources by type [2-4]**

e.g. *'I think that Source E is more reliable because it is by a woman who was actually there, but Source F is from a comedy programme which is just to make people laugh and will not be accurate.'*

**Level 3: Evaluates Sources by using the tone OR the content [5-6]**

e.g. *'I do not trust Source F because it is ridiculous. It does not sound realistic. They would not leap-frog down the street. This has been put in to make it funny.'*

*'I am not sure I trust Source E because the woman is making herself sound better than everybody else. She makes everyone else sound like monsters because they do care if people die. But she makes herself sound good because she cares about them even if they are Germans.'*

Both Sources at this level = 6 marks

**Level 4: Uses contextual knowledge to evaluate the content of one Source [7-8]**

e.g. *'I think that Source E is reliable about the attitudes at the time. Most people did hate the Germans. This was partly because of government propaganda. They published posters showing Germans killing women and children in Belgium. People in Britain attacked shops owned by Germans and anyone with a German sounding name was often persecuted.'*

**Level 5: Uses contextual knowledge to evaluate the content of both Sources [8-9]**

**5 Study Sources G and H. Why do you think these two Sources give different views of what it was like in the trenches? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (3 marks), AO2 (ability to identify differences between Sources - 2 marks) and AO3 (ability to explain why interpretations differ - 4 marks)**

**Level 1: Describes differences rather than explaining reasons for them [1]**

Award the top mark in each of the following levels if both Sources are dealt with at the same level.

**Level 2: Unsupported reasons given [2-3]**

*e.g. 'They give different views because one Source is a painting by a soldier while Source G is an advertisement.'*

**Level 3: Answers that recognise that these are different interpretations and that interpretations depend on the information available to the artists [4-6]**

*e.g. 'They give different views because the soldier actually worked in the trenches. He was a stretcher-bearer and would have seen terrible things that happened in the trenches. He has used this information to produce his painting. The artist of the advertisement has probably never been near the trenches. All he knows is what the government has told people about how comfortable it was and this is why he has painted his picture so differently.'*

**Level 4: Answers that recognise that these are different interpretations and that interpretations depend on the purpose of the artist, or on their perspectives [7-9]**

*e.g. 'They give different views because they each have a different purpose. The artist of the advertisement is trying to sell cigarettes. He is trying to make people feel that they are like soldiers if they buy this brand of cigarettes because it is the one soldiers buy. He would not show the killing and all the horrible things that happen in the war because that would put people off.'*

**6 Study all the Sources. 'Men volunteered for the army because they thought it would be an adventure.' How far do the Sources in this paper show why this interpretation has been reached? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (4 marks), AO2 (ability to comprehend Sources - 4 marks) and AO3 (ability to explain how Sources support an interpretation but could also be used to support alternative interpretations - 4 marks)**

**Level 1: General assertions unsupported by detail from any specific Sources [1-2]**

*e.g. 'Yes, I can see why this interpretation could be reached because when war was declared in August 1914 men volunteered because they thought the war would be rather fun and glamorous.'*

These answers make valid points about why this interpretation has been reached, or about why it is difficult to understand why this interpretation has been reached. There will not be, however, any specific support from the Sources although the points in the answer come from the Sources in a general way.

**Level 2: These answers will use specific contextual knowledge to explain why the interpretation can/cannot be supported but the Sources will be ignored [2-4]**

*e.g. Can understand how this interpretation has been reached. 'When war broke out in August 1914 most people thought it would be over in a few months. A lot of men joined up together with their friends – football teams, offices, whole streets – in Pals battalions. They thought they could have a good time together. This is why this interpretation has been reached.'*

**Level 3: Uses Sources to explain how this interpretation has been reached, or to explain how other interpretations can be reached. These answers will be one-sided, but will have specific support from the Sources [5-7]**

*e.g. These Sources do explain why this interpretation has been reached. 'Source C says that youngsters were joining to take part in a great adventure rather than because of patriotism. This is supported by Source F which also shows they thought it was a laugh and an adventure because they leapfrogged down to the recruiting office and played tiddly-winks while they were waiting. Source G also suggests this because they are having a lovely time sitting around smoking cigarettes. So all these Sources explain why this interpretation has been reached.'*

Award 7 marks only if explicit contextual knowledge is also used.

**Level 4: Uses Sources to explain both how this interpretation has been reached and how it is possible to reach other interpretations using these Sources [7-10]**

Develops Level 3 example by showing how the Sources do not support this interpretation.

Only award 10 marks if explicit contextual knowledge is used.

**Level 5: Develops Level 4 answer to arrive at an overall conclusion/judgement [10]**

**Note: Up to 3 additional marks are available for evaluation of Sources. Candidates cannot, however, be awarded more than a total of 12 marks.**

