



**GCSE (9-1)**

**History B Schools History Project**

**J411/16: Crime and Punishment, c.1250 to present with  
Britain in Peace and War, 1900-1918**

General Certificate of Secondary Education

**Mark Scheme for June 2024**

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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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**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

**MARKING**

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

### **Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

### **Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

### **Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

### **Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
  - there is nothing written in the answer space
 Award Zero '0' if:
  - anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders/PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.** If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
  - a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - b. **To determine the mark within the level**, consider the following











Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

J411/16

Mark Scheme

June 2024



## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page

J411/16

Mark Scheme

June 2024

	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

## 12. Subject Specific Marking Instructions

1. The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
2. The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.
3. Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Mark scheme

## Section A: Crime and Punishment, c.1250 to present

<b>Question 1–3 marks</b> <p>(a) Name <b>one</b> way criminals could avoid being executed in the medieval period (1250-1500).</p> <p>(b) Name <b>one</b> reason people made accusations of witchcraft in the early modern period (1500–1750).</p> <p>(c) Name <b>one</b> development that improved policing in the <b>second half</b> of the 1800s.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(a), likely valid responses include: by pardon from the King; by being pregnant; by claiming Benefit of Clergy; by being a King's Approver/ turning King's evidence. Allow trial by combat.</p> <p>For 1(b), likely valid responses include: famine blamed on witchcraft; belief in magic and/or devil; quarrels with neighbours/ families; presence of 'familiar' animals; King James' book on witchcraft; Puritan beliefs; lack of scientific explanations for illness, etc.; unexplained deaths; misogyny/ women behaving in an 'unacceptable' manner; for money/ payment; moles/ birthmarks; to escape punishment themselves (i.e. accusing others).</p> <p><i>Note: Do not allow 'Because people believed there were witches'.</i></p> <p>For 1(c,) likely valid responses include: introduction of nationwide police force (County and Borough Police Act); CID; crime scene photographs; telegraph; introduction of National Crime Records. Allow finger printing.</p> <p><i>NOTE: Do not allow introduction of Metropolitan Police Force</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	



<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.</b>	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b>  Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>  <i>Answers may show use of second order concepts such as:</i>  <b>Continuity:</b> law enforcement voluntary e.g. constables, JPs, sheriffs; people helped keep law and order, e.g. hue and cry; use manorial courts, church courts (up to 1660) and assize courts (from 1293).
<b>Level 2 (4–6 marks)</b>  Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<b>Change:</b> role of JPS; quarter sessions; assize courts (from 1293); decline of church courts and manor courts after 1660; introduction of Bow Street Runners (1749).  <b>Causation/ consequence:</b> reasons for use of particular methods of law enforcement (e.g. use of community as a result of lack of professional police force); reasons for changes described above.
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b>  No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

Question 2–9 marks Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b>  <i>At the <b>beginning of this period</b>, the law was enforced by the hundred courts, which only met twice a year and were run by the county sheriff. This <b>changed in 1361</b> when <b>Justices of the Peace</b> were introduced. They <b>met four times a year</b> in what were known as the ‘<b>quarter sessions</b>’.</i>  <i>There was <b>further change after 1660</b> when the <b>roles of the JPs were extended</b> in response to the decline of the manor and church courts. Now, <b>more criminals were dealt with by the JPs in the petty courts</b>. <b>[8]</b></i>  <b>NOTE: Change involves saying from what to what.</b></p> <p><b>[Change/continuity]</b>  <i>In some ways, law enforcement <b>changed little</b> in this period. For example, in 1250, local <b>communities policed themselves</b> because there was no professional police force. So, for example, if the constable raised the <b>hue and cry</b>, people were expected to turn out and search for a criminal. This was <b>still the case in the 1700s</b>.</i>  <i>However, there were <b>some changes</b> in this period. For example, <b>in 1250, local manor and church courts dealt with petty crime</b>. However, <b>by the 1600s, this had changed</b> because the government had <b>extended the role of the JPs</b>. Small groups of JPs met more regularly in their local areas in ‘petty sessions’. They <b>dealt with some types of petty crime</b> such as drunkenness. <b>[9]</b></i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Continuity]</b>  <i>In the <b>Middle Ages</b>, there was no paid police force, so the local communities were essential in keeping law and order. When a crime took place, the victim had to call the <b>hue and cry</b>. This meant <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>The hue and cry carried onto into and throughout the Early Modern period</b> as there was still no paid police force and so communities were still relied on. <b>[6]</b></i></p> <p><b>[Continuity – THRESHOLD EXAMPLE with no separate reference to different periods]</b>  <i>Throughout this period, law enforcement <b>mostly stayed the same</b>. For example, communities used the <b>hue and cry</b> when a crime took place and <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>[4]</b></i></p> <p><b>[Change]</b>  <i>Assize courts were introduced by Edward I in 1293. <b>Before this, judges from Royal Courts had to travel to the counties</b> but this happened infrequently. Edward <b>established Assize courts in each county</b> and ordered the royal judges to visit each of them two or three times a year to try serious cases. <b>[5]</b></i></p>
Level 1 (1–3 marks)	<p>Lists/ descriptions of law and order enforcement/ related developments with no clear organising concept, e.g.</p> <ul style="list-style-type: none"> <li>• People who were accused of not living according to Christian principles were tried in Church courts.</li> <li>• The hue and cry was when a victim of crime had to call for help and the community had to try to find the criminal.</li> </ul> <p>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> <li>• In both periods there was no paid police force.</li> </ul>
0	

marks	
<b>Question 3–10 marks</b> <b>Why did transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.  Valid answers could consider: <i>America declared independence so Britain needed a new colony to transport to; Australia was unknown and far way so it was believed that this would deter criminals; there was a belief that transportation could get rid of people from ‘criminal classes’ and so reduce crime; convicts could build new territory; hanging was becoming seen as too extreme; judges were unwilling to implement the Bloody Code; reforming criminals was seen as more humane; prisons were too expensive/ overcrowded.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks Why did transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and fully explained, e.g.</p> <p><i>Firstly, attitudes were changing in this period. Hanging was becoming widely viewed as too extreme, and courts were reluctant to hand out that punishment. Therefore, transportation was seen as a good alternative, particularly since courts were more prepared to use it. So its use became more common because humanitarians thought that it was a good opportunity for reforming criminals who could learn new skills which would help them once they were freed.</i></p> <p><i>Another reason was that the British government needed a workforce to establish and build the new colonies in Eastern Australia. Convicts were transported for either seven years, fourteen years or a lifetime. They worked in gangs on building roads and buildings, felling trees, digging ditches and planting crops. So transportation became more common because it was a good way to gather a workforce to build the new British colony. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason identified and fully explained, e.g.</p> <p><i>Transportation to Australia became more common because in 1776, America declared independence from Britain, meaning that it was no longer possible to transport criminals there. Eastern Australia was claimed for Britain by Captain Cook in 1770, so transportation to Australia became more common because the British government sent convicts there instead. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <li>Some judges and juries were unwilling to use capital punishment so transportation became more common because it was seen as a good alternative.</li> </ul> <p>OR Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <li>Britain needed a workforce for the new colonies in Australia. There was lots of hard labour to complete, such as building roads and buildings, felling trees, digging ditches and planting crops.</li> </ul> <p><b>NOTE:</b> One L3 = 5–6 marks Two L3s = 6 marks</p>
Level 2 (3-4 marks)	<p>Identifies one or more reason but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> <li>support from precise evidence</li> <li>explaining <u>why</u> it became a common punishment in this period, e.g.</li> </ul> <ul style="list-style-type: none"> <li>Some judges and juries were unwilling to use capital punishment.</li> <li>Britain needed a workforce for the new colonies in Australia.</li> <li>Hanging was seen as too extreme.</li> <li>Prisons were too expensive/ overcrowded.</li> <li>People wanted to completely get rid of criminals from Britain.</li> </ul> <p>OR Describes transportation, e.g.</p> <ul style="list-style-type: none"> <li>Transportation was when convicts were taken on prison ships to Australia.</li> <li>The convicts had to do hard labour such as digging ditches.</li> <li>Conditions on the ships were poor.</li> </ul>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <li>Australia was an unknown place.</li> </ul>

J411/16

Mark Scheme

June 2024

<b>0 marks</b>	
<b>Question 4*–18 marks</b> <b>‘By 1750, punishments for committing crimes were harsher than they had been in 1500.’ How far do you agree? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change and continuity but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: new public humiliations introduced such as scold’s bridle/ ducking stool which could result in drowning; vagrants treated more harshly from 1572 as branding and mutilation used (hot iron through ear); Houses of Correction used to punish vagabonds; Bloody Code from 1688; 1723 Black Act; transportation to America (not Australia).</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>Grounds for disagreeing include: fines for minor offences; prisons used mainly to hold prisoners who were awaiting their main punishment/ for debtors; public humiliation such as cucking stools, stocks, pillory, public penance; Bridewells/Houses of Correction a type of prison introduced to punish vagrants.</i>
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<b>NOTE:</b> There is no requirement for candidates to examine punishments pre-1500 in order to compare to punishments 1500–1750 (although this may be a valid approach)
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 4* – 18 marks	
‘By 1750, punishments for committing crimes were harsher than they had been in 1500.’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.</p> <p><i>In some ways I agree. Firstly, the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence to challenge the statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. <b>This shows that although punishment got harsher in theory, this was not reflected in practice.</b></i></p> <p><i>Furthermore, <b>less harsh punishments, such as public shaming, became more commonly used after 1500</b> as a deterrent. For example, cucking stools, stocks and the pillory were used routinely for things like unfair trading. In the pillory, people would have their head and arms in a wooden frame and have rotten food or animal excrement thrown at them. <b>Although humiliating, these punishments were less harsh than execution or mutilation.</b></i></p> <p><i>Overall, I think punishments did become harsher by 1750 because although juries were reluctant to make full use of capital punishment in the Bloody Code, the other physical punishments in use became more common as a result.</i></p> <p><b>NOTE: Candidates may argue that punishments (e.g. shaming/humiliation) were ‘harsh’ or ‘not harsh’ – allow either as long as they make a valid argument. However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of the cucking stool as a less harsh punishment which then tags onto the end ‘but in some ways this can be seen as harsh because it was still a physical punishment’ cannot then be credited for a separate explanation.</b></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they</i></p>

	<i>did things such as <b>acquitting the accused person due to lack of evidence</b>. This shows that although punishment got harsher in theory, this was not reflected in practice.</i>
<b>Level 4 (10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. This shows that although punishment got harsher in theory, this was not reflected in practice.</i></p>
<b>Level 3 (7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build ‘Bridewells’</b> in every county. These were ‘houses of correction’ where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2 (4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because the Bloody Code was introduced in 1688.</i></li> <li>• <i>I disagree because fines were used for minor offences.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description of punishments/ relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Prisons were used for debtors or people awaiting execution. (4)</i></li> <li>• <i>The Bloody Code was introduced in 1688. (4) It made poaching fish, deer and rabbit a capital offence. (5) Anyone who was found disguised in a hunting area could be executed as well. (5)</i></li> </ul>



J411/16

Mark Scheme

June 2024

<b>Level 1 (1-3 marks)</b>	<b>Valid but general assertion(s), e.g.</b>
<b>0 marks</b>	<i>I disagree because people were executed throughout the period.</i>

<b>Question 5*–18 marks</b> <b>‘The main reason crime changed between 1900 and c.2015 was the emergence of new technology.’ How far do you agree? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Grounds for agreeing include: After 1990, the growth of the internet enabled more people to commit crime because cyber crime such as downloading films or music from illegal websites didn't seem like theft; fraud-related crimes such as 'phishing' emails (tricking people into paying money or sharing confidential details) were possible due to technology; access to drugs was made easier because of internet dealing and organised crime groups; new laws relating to car ownership were introduced as cars became more popular so more motorists caught committing crime (alcohol limit in 1967, drivers to wear seatbelts in 1983, all passengers to wear them in 1991, speed cameras introduced 1992).</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>Grounds for disagreeing include: looting increased because of WWII air raids; drugs crimes were already growing and causing serious problems by 1960s; drug use was linked to popular music; immigrants to Britain from Commonwealth after end of WWII led to increase in race crime and prejudice and introduction of new</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	



J411/16

Mark Scheme

June 2024

**0 marks**

No response or no response worthy of credit.

legislation, e.g. Race Relations Acts were passed in 1965, 1968 and 1976, making discrimination a crime.

**Question 5\* – 18 marks**

'The main reason crime changed between 1900 and c.2015 was the emergence of new technology.' How far do you agree? Give reasons for your answer.

**Guidance and indicative content****Level 6  
(16-18  
marks)**

**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.**

*I agree because as **car ownership** became more popular, many **more laws relating to cars** were passed. For example, in 1983 it became **illegal for the driver not to wear a seatbelt** and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. **As more laws were passed, more people were convicted.***

*Furthermore, I agree because **technology has turned some people into criminals** who might not have broken the law otherwise. Since more people have had access to the internet, it has become **easier to commit crimes such as downloading films and music** from illegal websites. People commit **crimes like these without realising it is illegal or without feeling as guilty** as it doesn't seem like they are stealing.*

*Additionally, the **internet has made it easier for people to commit fraud**. They can hack into banks' computers and steal money by paying it to themselves or they can **steal from people by sending 'phishing emails'** that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.*

*However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of **Race Relations Acts being passed, making it illegal to discriminate** against someone because of their race. Later, a **new category called 'hate crime'** was created, making the **punishment for racially-motivated crimes more severe.***

*Overall, I would say that the main reason for changes in crime was technology. In addition to all the new crimes such as internet-based fraud and theft, it could also be argued that the crimes that existed before the internet, such as hate crimes, have been made worse by technology. Social media makes it easier for people to spread misinformation and encourage hatred, and it is more difficult to catch these criminals as they can hide their identity more easily over the internet.*

**Level 5  
(13-15  
marks)**

**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.**

*I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.*

*Furthermore, I agree because technology has turned some people into criminals who might not have broken the law otherwise. Since more people have had access to the internet, it has become easier to commit crimes such as downloading films and music from illegal websites. People commit crimes like these without realising it is illegal or without feeling as guilty as it doesn't seem like they are stealing.*

	<p>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</p>
<b>Level 4</b> <b>(10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>Additionally, the internet has made it easier for people to commit fraud. They can hack into banks' computers and steal money by paying it to themselves or they can steal from people by sending 'phishing emails' that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</i></p>
<b>Level 3</b> <b>(7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2</b> <b>(4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I agree because cyber crime has emerged.</i></li> <li>• <i>I agree because now there are speed cameras.</i></li> <li>• <i>I disagree because it was more to do with the introduction of new laws like the Race Relations Act.</i></li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p>

J411/16

Mark Scheme

June 2024

	<p><b>Alternatively, description of crimes/ crime rates / relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the Second World War, criminals started looting from people's homes in the air raids. (4)</i></li> <li>• <i>Lots of people took drugs in the 1960s. (4) They were often associated with music (5) In the 1970s, there were divided into A, B and C categories. (6)</i></li> </ul>
<b>Level 1 (1-3 marks)</b>	<p><b>Valid but general assertion(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because technology makes it easier to commit crime.</i></li> </ul>
<b>0 marks</b>	

## Section B: Britain in Peace and War, 1900–1918

**Question 6a – 3 marks**

**In Interpretation A, the author argues that the Edwardian period was a good time to live in Britain. Identify and explain one way in which he does this.**

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the author argues that the Edwardian period was a good time to live in Britain + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.*

*The explanation of how the author argues that the Edwardian period was a good time to live in Britain may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the author. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

*The following answers are indicative. Other appropriate ways and appropriate, accurate explanation should also be credited:*

**NOTE: For three marks, candidates may either:**

**Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.**

- *The author entitles their article 'Time to celebrate Edwardian Britain.' (1) This suggests that other people have ignored or criticised this period (1) and the author is attempting to correct the record by saying British people should feel proud of it (1).*

**OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this shows that the Edwardian period was a good time to live in Britain (1), e.g.**

- *The author depicts the period as a time of great wealth and power (1). He points to the luxurious lives of the rich and the power of the British Empire (1). This paints an idealised picture of the period (1).*
- *The author contrasts the era to the First World War (1). He says the war brought a 'violent and total' end to the Edwardian period (1). This makes it seem like the period before the war was tranquil and peaceful (1).*
- *The author argues that everyone benefited in this period (1). He says that everyone 'rejoiced' in the 'self-confidence' of the time (1). This persuades people that even the poor profited from British power.*

<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Edwardian society.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i>  <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i>  <i>Examples of areas for further research include: reasons for Britain's power and wealth (causation); whether everyone benefited from Britain's position as suggested by the article (similarity/difference/diversity); why poverty was widespread given Britain's wealth (causation); whether everyone shared this pride in Empire (similarity/difference/diversity); whether and how far Britain's power and/or wealth had changed by 1918 (change/continuity).</i>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand Edwardian society.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p><b>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of Edwardian society, e.g.</b></p> <p><i>[Change/ consequence]</i>  <i>I would try to find out whether and how far Britain's power and or wealth had changed by 1918. This would help us to understand the impact of the First World War on Edwardian society and how far the confidence and luxury of the age was ended by the conflict.</i></p> <p><b>Alternatively, valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of Edwardian society, e.g.</b></p> <p><i>[Diversity]</i>  <i>Interpretation A gives us an overwhelmingly positive impression of life during the Edwardian period, suggesting the greater power and prosperity was universally shared by all. I would try to find out whether all people benefited equally from Britain's position in this era, or whether it depended on your wealth and social position. For instance, did the working class benefit as much as the upper classes?</i></p>
<b>Level 2 (3-4 marks)</b>	<p><b>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of Edwardian society, e.g.</b></p> <p><i>[Causation]</i>  <i>I would look at the reasons for poverty during this period, given Britain's wealth and power at the time. (3)</i></p> <p><i>[Diversity]</i>  <i>I would try to find out how different the lives of the working class were to the lives of the rich. (3) Did the working class benefit as much as the upper classes? (4)</i></p> <p><b>NOTE: Mark answers which only IMPLICITLY ask about the lives of different classes without explicit comparison at MAX 3 MARKS, e.g.</b>  <i>I would like to find out more about the lives of more ordinary, working class people and whether they had good lives too. (3)</i></p> <p><i>[Diversity]</i>  <i>I would find out whether everyone shared this pride in Britain's Empire (3) so I could see if there was much difference between different groups of people in terms of how much they supported it. (4)</i></p>
<b>Level 1 (1-2 marks)</b>	<p><b>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g.</b>  <i>I would look for more information about what kinds of foods they ate in their 'several courses' at meals. (1)</i></p> <p><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate or typical (1 mark), e.g.</b>  <i>I would investigate whether it was true that everyone rejoiced in Britain's power.</i></p> <p><b>NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g.</b>  <i>I would like to find out why they liked shooting parties.</i></p> <p><b>NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. I would investigate the Dreadnought.(0)</b></p>
<b>0 marks</b>	

<b>Question 7–12 marks</b> <b>Interpretations B and C both focus on Unionist opposition to Home Rule in Ireland. How far do they differ and what might explain any differences?</b>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li><i>Comparison of provenance and source type alone, e.g. B is a mural, C is from a history website; they are both modern sources.</i></li> <li><i>Undeveloped reasons for differences based on simplistic provenance, e.g. B was written by Unionists so it will be biased and C by someone from Dublin so will also be biased.</i></li> <li><i>Individual points of similarity/difference in content: B says the Unionists landed thousands of rifles and 3.5 million rounds of ammunition and C broadly agrees with this; B shows where the guns came from but C doesn't mention this.</i></li> <li><i>Differences in the portrayal of or importance/significance ascribed to the event by each interpretation: B celebrates the event and shows it in a positive light, suggesting its significance – a huge mural has been painted to mark its anniversary. It says it was an 'amazing night' and applauds the 'astounding achievement.' However, C argues that the event's importance has been overstated and that the landing of arms by the Unionists was more of a threat and a 'publicity exercise'.</i></li> <li><i>Developed reasons for differences, i.e. Purpose/position of author(s): Interpretation B was made by the UVF. They were the group responsible for organising the gun running and have made this mural to celebrate their achievement in 1914. They are likely to emphasise success and make it look like a triumph against Home Rule. <b>OR</b> Interpretation C was written by a historian based in Dublin who is less likely to praise the accomplishments of the gun runners as most people in Ireland wanted all of Ireland to be free from British rule, not just the South.</i></li> </ul> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 7–12 marks	
Interpretations B and C both focus on Unionist opposition to Home Rule in Ireland. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of <b>message/ impression/ portrayal</b> in B and C. <b>Difference explained</b> with specific purpose and/or position of <b>one or both</b> interpretations, e.g.</p> <p>As L3, plus:</p> <ul style="list-style-type: none"> <li>I think the reason that B shows the opposition as significant is because it was made by the UVF. <b>[not L4 yet]</b> They were the group responsible for organising the gun running and <b>so made this mural to celebrate their achievement</b> in 1914. <b>(10)</b> They are likely to emphasise success and make it look like a triumph against Home Rule. <b>(11)</b> They are unlikely to dwell too much on the possibility that the gun running was unimportant or only done for publicity. <b>(12)</b></li> <li>I think the reason that C plays down the significance of the opposition is because it was written by a historian based in Dublin <b>[not L4 yet]</b> who is <b>less likely to praise the accomplishments of the gun runners</b>. <b>(10)</b> as <b>most people in Ireland wanted all of Ireland to be free from British rule</b>, not just the South. <b>(11)</b></li> </ul>
Level 3 (7–9 marks)	<p>Valid comparison of <b>message/ impression/ portrayal</b> in B and C, e.g.</p> <p><i>B celebrates the Unionist gunning running at Larne and shows it in a <b>positive light</b>, suggesting <b>its significance</b>. A huge mural has been painted to mark its anniversary. It says it was an ‘amazing night’ and applauds the ‘astounding achievement.’ However, C argues that the <b>event’s importance has been overstated</b> and that the landing of arms by the Unionists was more of a threat and a ‘publicity exercise’. The author criticises celebrations such as the one in Interpretation B, saying that they ‘offer a simplified version of the past’. <b>[9]</b></i></p> <p><b>NOTE: Answers with support from only one interpretation award 7 marks, e.g.</b>  <i>Interpretation B is <b>celebrating</b> the Larne gun running and showing it as <b>important</b>. But C is <b>downplaying</b> its significance. <b>(7)</b></i></p>
Level 2 (4–6 marks)	<p><b>Selects individual points of similarity or difference, e.g.</b></p> <ul style="list-style-type: none"> <li><i>B says the Unionists landed thousands of rifles and 3.5 million rounds of ammunition and C broadly agrees with this (‘Unionists landed 25,000 rifles and three million rounds of ammunition’).</i></li> <li><i>B shows where the guns came from but C doesn’t mention this.</i></li> <li><i>B praises the UVF but C calls them militant.</i></li> </ul> <p><b>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b>  <i>B celebrates the Unionist gunning running at Larne event and shows it in a positive light, suggesting its significance. A huge mural has been painted to mark its anniversary. It says it was an ‘amazing night’ and applauds the ‘astounding achievement.’ I think it’s showing this event as significant because it was made by the UVF. They were the group responsible for organising the gun running and have made this mural to celebrate their achievement in 1914.</i></p>
Level 1 (1–3 marks)	<p><b>Comparison of simplistic provenance, e.g.</b></p> <ul style="list-style-type: none"> <li><i>B is a mural but C was written in a magazine.</i></li> <li><i>B was written by Unionists so it will praise the opposition and C by someone from Dublin so will be against it.</i></li> </ul> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b>  <i>B is a mural about the Larne gun running.</i>  <i>C describes how the UVF were increasing their challenge to Home Rule.</i></p>
0 marks	



<b>Question 8*–20 marks</b> <b>The ‘Wikipedia’ article about the Edwardian period says that it was a period of ‘great changes in political life’. How far do you agree with this view of British politics between 1900 and 1914? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (17–20 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Edwardian politics in this period.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i>
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change and continuity (in British politics); causation (why there was change); consequence (the results of these causes); and significance (relative importance of changes); but reward appropriate understanding of any other second order concept.</i>
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<b>Grounds for agreeing include:</b> the rise of the Labour Party and the growth of Trades Unions; influence of Labour Party on Liberals; the New Liberalism; the Liberal Reforms and the People’s Budget; the Parliament Act (1911) and the reduction in the power of peers; the campaigns for the vote for women from the WSPU; the granting of Home Rule to Ireland and the subsequent Home Rule crisis.
<b>Level 2 (5–8 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely	<b>Grounds for disagreeing include:</b> the continuing power of the establishment and Conservative/ Liberal Parties; the weakness of the Labour Party and of Trades Unions; the lack of success of the campaign for votes for women by 1914; inability of the government to make Home Rule a reality.

J411/16

Mark Scheme

June 2024

supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 8*–20 marks	
The 'Wikipedia' article about the Edwardian period says that it was a period of 'great changes in political life'. How far do you agree with this view of British politics between 1900 and 1914? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</b></p> <p><i>There is plenty of evidence to support this. Firstly, this period saw the <b>rise of the Labour Party</b>. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had <b>29 MPs and a great deal of trade union support</b>. This was a <b>great change because it forced the Liberals to bring in reforms for the poor</b> in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge <b>change to the power of the House of Lords</b>. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, <b>they passed the Parliament Bill which severely reduced the power of the Lords</b> – they could no longer indefinitely reject Commons legislation. This was a 'great change to the traditional powers of the Lords'.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to <b>enfranchise women, this had not been achieved by 1914</b>. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So <b>this aspect of political life remained unchanged</b> by 1914.</i></p> <p><i>Nevertheless, the election of 1910 brought about another great change in political life – it gave <b>increased power to the Irish Nationalists</b>. This was because the Liberals lost their majority and now relied on support from the Nationalists to pass their reforms. So in return, the Liberals <b>introduced a Home Rule bill in 1912</b>, setting up an Irish Parliament in Dublin. This was a huge change because it <b>alarmed Unionists and caused the Home Rule crisis</b> and civil war almost broke out.</i></p> <p><i>Overall, I would agree that this was a period of great change. Clearly, it was not revolutionary change – the establishment continued, along with the power of the Conservative and Liberal parties, and the franchise was not extended – but that does not mean that there wasn't an incredible amount of political upheaval which all paved the way for greater change after the First World War.</i></p>
Level 4 (13-16 marks)	<p><b>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is plenty of evidence to support this. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge change to the power of the House of Lords. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, they passed the Parliament Bill which severely reduced the power of the Lords – they could no longer indefinitely reject Commons legislation. This was a 'great' change to the traditional powers of the Lords.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to enfranchise women, this had not been achieved by 1914. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So this aspect of political life remained unchanged by 1914.</i></p>

<b>Level 3</b> <b>(9-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Furthermore, this period saw a huge change to the power of the House of Lords. In order to pass their reforms, the Liberal Party proposed huge tax increases in the 'People's Budget' of 1909. These would mainly hit the rich, and the House of Lords refused to pass it. However, after the Liberals won another General Election, they passed the Parliament Bill which severely reduced the power of the Lords – they could no longer indefinitely reject Commons legislation. This was a 'great' change to the traditional powers of the Lords.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is plenty of evidence to support this. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><i>Yet there was much about political life which stayed the same. For example, although there were campaigns from both the NUWSS and the WSPU to enfranchise women, this had not been achieved by 1914. The militant actions of the WSPU may have played a role – from 1911 onwards, after an increase in militancy, each time the issue was raised in parliament, there was a bigger majority opposed to women's suffrage. So this aspect of political life remained unchanged by 1914.</i></p>
<b>Level 2</b> <b>(5-8 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree. Firstly, this period saw the rise of the Labour Party. For decades, the British political system had been a stable two-party system, with power alternating between the Liberals and the Conservatives. However, by 1906, the Labour Party had 29 MPs and a great deal of trade union support. This was a great change because it forced the Liberals to bring in reforms for the poor in order to try to win back working class votes off Labour.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 1</b> <b>(1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because the House of Lords lost power.</i></li> <li>• <i>No, women had not achieved the vote by 1914. Also, the Conservatives and the Liberals remained the dominant parties in this period.</i></li> </ul> <p><b>1 identifications = 2-3 marks</b>  <b>2 identifications = 3-4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of relevant events without linking this to the question (2–4 marks) , e.g.</b>  <i>Women were campaigning to change politics in this period. (2) The NUWSS had 50,000 members and their campaign won the support of around 400 MPs by 1906. (3) The WSPU was more militant, particularly after 1911, and their members went on hunger strike in prison. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>I disagree because the same kind of people stayed in power.</i></p>
<b>0 marks</b>	

<b>Question 9*–20 marks</b> <b>In his recent book ‘Lloyd George at War’, historian George Cassar argued that the British government ‘handled matters on the Home Front (in Britain) effectively’ during the First World War (1914–1918). How far do you agree with this view? Give reasons for your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (17–20 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of the Home Front in the First World War.</i>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i>  <i>Answers are most likely to show understanding of consequence (impact of government policy); change and continuity (in people’s lives during the war and in how the effectiveness of government policy changed across the period); causation (reasons for government policy); but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	<b>Grounds for agreeing include:</b> 1914 Passage of the Defence of the Realm Act (DORA), giving the government extra powers to cope with war, e.g. taking over factories, workshops and land to control the economy effectively; effectiveness of recruitment of volunteers to the army 1914, e.g. 750,000 in first 8 weeks/ 2.5 million by 1916; effectiveness of propaganda campaigns; when recruitment fell, the introduction of conscription in 1916 led to 4 million men being conscripted by end of war; use of DORA to restrict alcohol consumption and affect productivity of workers; use of daylight savings; censorship of newspapers to control morale and the flow of information; David Lloyd George dealing with the munitions crisis, e.g. set up 73 munitions factories – 5000 shells a week being produced by end of 1915; effective government control of railways, land, coal, shipping; compulsory rationing of bread, meat and sugar was eventually introduced in January 1918; recruitment of women into army and industry; Lloyd George forcing factories to accept female workers.
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (5–8 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the	<b>Grounds for disagreeing include:</b> 1915 munitions crisis; necessity of

J411/16

Mark Scheme

June 2024

<p>interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>conscription by 1916 as numbers of volunteers dropped; strikes in the south Wales coalfield in July 1915 demonstrated discontent among workers; lack of rationing at the start of the war meant that German U-Boat warfare led to shortages of sugar, potatoes, bread, tea and coal, and unrest among the civilian population who had to cope with long queues and rising prices; this led to strikes for wage increases; failure of voluntary rationing.</i></p>
<p><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

Question 9*–20 marks	
In his recent book ‘Lloyd George at War’, historian George Cassar argued that the British government ‘handled matters on the Home Front (in Britain) effectively’ during the First World War (1914–1918). How far do you agree with this view? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17–20 marks)	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</b></p> <p><i>There is plenty of evidence to support this. Firstly, the <b>government passed the Defence of the Realm Act (DORA)</b> in 1914. This gave the government extra powers to <b>control the economy effectively</b>. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered <b>the setting up of 73 munitions factories</b> and took over railway workshops. This was <b>effective</b> as, by the end of 1915, skilled workers were <b>producing up to 5000 shells</b> a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was <b>effective in recruiting them</b>. <b>Lord Kitchener</b>, the government minister for war, <b>organised the campaign</b> to get men to volunteer. To start with, it was <b>very successful and there were 750,000 in the first 8 weeks</b>, and 2.5 million by 1916.</i></p> <p><i>However, it could be argued that the <b>volunteer system was ineffective</b>. In 1916 the government <b>had to introduce conscription</b> anyway, as the number of volunteers was falling. The volunteer system was also <b>damaging Britain’s agriculture and industry</b>. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also <b>seen as unfair</b> and there was a feeling that some groups avoided the war altogether. So <b>conscription should have been introduced earlier</b>.</i></p> <p><i>Furthermore, I <b>don’t think managing the food supply was handled effectively</b>. For instance, the government <b>did not introduce rationing quickly enough</b> at the start of the war. This meant that German U-Boat warfare led to <b>shortages of things like sugar, potatoes, bread, tea and coal</b>. It also provoked unrest among the civilian population who had to cope with long queues and rising prices, which <b>led to strikes for wage increases</b>.</i></p> <p><i>Overall, I would agree that the British government handled matters on the Home Front effectively. When there were problems with the volunteer system, the government was not afraid to change its approach. Similarly, although rationing should have been introduced earlier, the country did not run out of food. Considering the size of the challenge and the length of the war, it was a remarkable achievement.</i></p>
Level 4 (13–16 marks)	<p><b>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is plenty of evidence to support this. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was effective in recruiting them. Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer. To start with, it was very successful and there were 750,000 in first 8 weeks, and 2.5 million by 1916.</i></p> <p><i>However, it could be argued that the volunteer system was ineffective. In 1916 the government had to introduce conscription anyway, as the number of volunteers was falling. The volunteer system was also damaging Britain’s agriculture and industry. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also seen as unfair and there was a feeling that some groups avoided the war altogether. So conscription should have been introduced earlier.</i></p>

<b>Level 3</b> <b>(9-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>Furthermore, before the war, Britain was the only major European country that relied on volunteers for its army. In 1914 and 1915, it still did, and the government was effective in recruiting them. Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer. To start with, it was very successful and there were 750,000 in first 8 weeks, and 2.5 million by 1916.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is plenty of evidence to support this. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><i>However, it could be argued that the government's volunteer system to recruit soldiers was ineffective. In 1916 the government had to introduce conscription anyway, as the number of volunteers was falling. The volunteer system was also damaging Britain's agriculture and industry. For example, so many miners joined up that there were reports of them having to be sent back to provide supplies of coal. It was also seen as unfair and there was a feeling that some groups avoided the war altogether. So conscription should have been introduced earlier.</i></p>
<b>Level 2</b> <b>(5-8 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree. Firstly, the government passed the Defence of the Realm Act (DORA) in 1914. This gave the government extra powers to control the economy effectively. This allowed the government to deal with the 1915 munitions crisis. Lloyd George ordered the setting up of 73 munitions factories and took over railway workshops. This was effective as, by the end of 1915, skilled workers were producing up to 5000 shells a week.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 1</b> <b>(1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because introducing British Summer Time helped the country save energy.</li> <li>• Yes, the government introduced rationing in 1918, which made access to food fairer. They also restricted alcohol consumption to increase productivity.</li> </ul> <p><b>1 identifications = 2-3 marks</b>  <b>2 identifications = 3-4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of relevant events without linking this to the question of success or failure (2–4 marks) , e.g.</b>  <i>The government passed the Defence of the Realm Act. (2) It gave the government wide-ranging powers such as the power of censorship, including the right to open letters and telegrams. (3) Lloyd George was made Minister for Munitions when there was a shell shortage in 1915. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>I disagree because there were lots of people living in Britain whose lives got worse during the war.</i></p>
<b>0 marks</b>	



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