



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 2025

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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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MARKING INSTRUCTIONS

PREPARATION FOR MARKING RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: RM 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 available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of 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, email or via the RM Assessor messaging system.
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.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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.

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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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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:
 To determine the level – start at the highest level and work down until you reach the level that matches the answer
 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

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11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Level 1	Level 1
	321	Level 2	Level 2
	331	Level 3	Level 3
	341	Level 4	Level 4
	441	Level 5	Level 5
	3261	Level 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
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)

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	11	Tick	Tick
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1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader /PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 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

Question 1–3 marks	
1. (a) Name one crime in medieval Britain (1250–1500) which could be punished by execution. [1] (b) Name one new punishment introduced in the early modern period (1500 – 1750) [1] (c) Identify one reason why the crime rate changed during the period 1900 to 2015. [1]	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: murder (homicide); stealing more than 12d worth of goods; burglary; robbery; rape; heresy; treason; coin clipping/ counterfeiting NOTE: Do not accept: • witchcraft • stealing (on its own) • poaching For 1(b), likely valid responses include: ducking stool; scold's bridle; bridewell; branding; whipping and burning of vagrants; transportation/ transportation to America NOTES: • Do not accept whipping unless connected to vagrants. • Do not accept cucking stool or public penance as though they became more common in early modern, both were also used in medieval period • Do not accept 'Transportation to Australia' For 1(c,) likely valid responses include: more crimes are now reported to the police; some crimes of the past (e.g. abortion) are no longer criminal acts; examples of new laws (e.g. smoking inside public places); the systems for recording crime have changed; examples of new crimes (e.g. car / phone theft and internet fraud); reference to a valid, specific event (e.g. Second World War/ the Blitz); examples of new technology (e.g. CCTV, cars, etc.). NOTE: Do not accept overly generic responses, e.g. 'technology', 'new crimes', 'new laws'. Any other historically valid response is acceptable and should be credited.
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)	

Question 2–9 marks Write a clear and organised summary that analyses the use of technology in law enforcement since c.1900. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <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> Change over time – i.e. demonstration that law enforcement in c.1900 relied on limited technology (e.g. blood types, fingerprints) but that this changed over time with the introduction of things like DNA fingerprinting, new systems of communication (e.g. telephones, radio and mobile phones), data storage and surveillance (e.g. CCTV and drones). Additionally, police officers walked a 'beat' in c.1900 but now far fewer walk the streets and instead use patrol cars. Causation – i.e. reasons for the above changes, e.g. Alec Jeffreys' discovery of DNA fingerprinting in 1984. Consequence/ significance – i.e. impact of technology, e.g. increased use of police cars mean far fewer police walk the streets and this has contributed to the public losing faith in the police; use of technology helps to convict offenders in court, e.g. the men who murdered Stephen Lawrence; concerns about privacy and civil liberties, e.g. in 2015, around 650,000 requests were granted to the police to monitor civilians' communications; video technology has allowed vulnerable witnesses, such as children or victims of abuse, to give interviews outside court, or to provide evidence via video link – this means more evidence can be heard in court. <i>Please note that answers do not need to name the second order concepts being used to organise the 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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses the use of technology in law enforcement since c.1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. [Change over time] <i>The use of technology since 1900 has improved over time. In 1900, the police had limited technology. In 1902, fingerprinting was first used in a British court. This was a more exact way of identifying a criminal than in the 1800s but it was still pretty basic.</i> <i>However, by the end of the century the use of technology was much further advanced. In the 1980s, DNA fingerprinting was developed. This means the police can compare DNA from a crime scene to a suspect's DNA. If they match, it shows the suspect was likely there. [8 MARKS]</i> [Consequence/ significance] <i>The use of new technology has been very important in helping to prosecute criminals. Since the 1980s, DNA fingerprinting had been used thousands of times as evidence in court, making prosecutions easier than the past. For example, the men who murdered Stephen Lawrence were prosecuted on the basis of new DNA evidence.</i> <i>However, the use of new technology has also led to some people losing faith in the police. For instance, in 1900, most police officers walked the streets on a local 'beat' and this was popular with the public. However, with the introduction of patrol cars, officers are now able to cover much larger areas in their vehicles. Though this is more effective, it had led to a decline in trust in the police. [9]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Causation] <i>One reason that the police have been able to make increased use of technology was the discovery by Alec Jeffreys in 1984. He discovered that each person's DNA is unique and this led to the police being able to use DNA left at crime scenes to more easily prosecute offenders. [THRESHOLD – 4 MARKS]</i> [Change over time] <i>In 1900, almost all witnesses, victims, and defendants were required to appear physically in court to testify. However, from the late 1900s onwards, video link testimonies were increasingly used. They are commonly used for vulnerable witnesses (such as children) and sometimes for international witnesses. [5]</i>
Level 1 (1–3 marks)	Typically, description(s) of the use of technology in law enforcement with no clear organising concept, e.g. <i>The police now rely heavily on CCTV to record the movements of traffic and pedestrians. They also rely on ANPR to track vehicles linked to crime. Some police officers also wear cameras on their uniforms. [3]</i> OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. <i>(Consequence) The development of DNA fingerprinting has helped to prosecute more criminals. [1]</i>
0 marks	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set
Level 5 (9–10 marks) 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 but reward appropriate understanding of any other second order concept. Valid answers could consider: <i>Urbanisation; Industrial Revolution; population increase; overcrowding; poverty; increase in crime; increase in pubs; increase in protests/unrest; Robert Peel's determination and skill; growing inadequacy of existing systems/officials (e.g. constables, watchmen, Bow Street Runners).</i>
Level 4 (7–8 marks) 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).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of 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).	
Level 2 (3–4 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons identified and fully explained, e.g. One reason was because urbanisation led to increased crime. The Industrial Revolution meant that people came to London in search of work and the population grew rapidly. This led to an increase in poverty and crime in the first half of the 1800s. The existing Bow Street Runners could not enforce law and order across the city as there were only 68 of them. Therefore, by 1829, there was more support from MPs to set up a police force in London. Another reason was because Robert Peel became Home Secretary and made this a priority. He wanted to establish a trained, professional police force. People were worried that a police force would cost too much money and governments at this time favoured a <i>laissez-faire</i> approach and didn't think it was their job to set up a police force. However, Peel was a skilled politician and convinced Parliament to support his idea and so a force of 3000 men was set up. [10]
Level 4 (7-8 marks)	Typically, one reason identified and fully explained, e.g. - One reason was because Parliament was worried about public protest and disorder. There had been a surge of protests over unemployment, food prices and giving working people the vote. This meant that many MPs who had previously believed that policing wasn't part of the government's role were won over, and allowed the passage of Peel's law to set up a force. [8] - One reason was because crime was increasing. Crowded areas such as boarding houses and pubs led to an increase in theft and violence. This meant that the force was set up because the existing constables and watchmen were no longer adequate. [THRESHOLD – 7 MARKS] Explained points must: - identify a valid reason - provide precise evidence - use this to address the question
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g. - There was an increase in crime so the force was set up because the existing constables and watchmen were no longer adequate. - Peel was really passionate about this issue and so he managed to convince other MPs that it was the right thing to do. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. - One reason was that crime was rising. Crowded areas, such as alleyways and boarding houses led to an increase in theft and a growing number of pubs led to increased drunkenness and violence. - One reason was that existing officials were becoming inadequate. Constables and watchmen were unpaid and part-time, and not very effective at preventing crime. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

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Level 2 (3-4 marks)	Typically, describes the Metropolitan Police Force or relevant events, e.g. • <i>The Metropolitan Police Force was paid for by taxes. There were 3000 police officers. They were called 'Bobbies' or 'Peelers'. (4)</i> • <i>Lots of people were opposed to setting up a police force because of the cost. (3)</i> OR Typically, identifies one or more reason but with <u>neither</u> of the following: • support from precise evidence (about the reason) • explaining why the reason led to the setting up of the force, e.g. • <i>One reason was because crime was increasing in this period.</i> • <i>One reason was because the number of pubs was rising.</i> • <i>One reason was because Peel was Home Secretary and thought this was important.</i> NOTE: One L2 identification = 3 marks Two L2 identifications = 4 marks
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>Because people committed crimes.</i> • <i>The need was getting greater.</i>
0 marks	

Question 4*–18 marks	
‘The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 1900.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) 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>	Answers may be awarded some marks at Level 1 if they demonstrate knowledge of law enforcement / punishment in either 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 consider both time periods – medieval and Britain since c.1900.
Level 5 (13–15 marks) 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>	Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference), change and causation /consequence but reward appropriate understanding of any other second order concept.
Level 4 (10–12 marks) 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>	Grounds for agreeing include: Medieval period importance of community: Law enforcement: Tithings; posse; hue and cry; no paid law enforcement; juries came from the accused's local area and were expected to use their knowledge of the criminal's background and character to help reach a verdict; manor courts run by local lords
Level 3 (7–9 marks) 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 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>	Punishment: Community used to exert public humiliation as a punishment (e.g. sitting in the stocks or standing in the pillory, where other villagers would see them and jeer / throw rotten food).
Level 2 (4–6 marks) 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).	Community = less important since c.1900: Law enforcement. existence of professional police force.

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<i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i>	Grounds for disagreeing include: Importance of community since c.1900: Law enforcement: Neighbourhood Watch / community policing; police involvement with local communities (e.g. visiting schools and shops; officers building up local knowledge with support of the community); use of Police Community Support Officers (PCSOs) and special constables; jury service; magistrates presiding over less serious cases are still unpaid volunteers from within the community; use of community members' mobile phone/ dashcam footage by the police. Punishment: Community Service Orders; restorative justice/ use of Victim's Personal Statements. Community = less important in medieval period: Law enforcement: sheriffs were responsible directly to the King; JPs were appointed by the king; the royal courts / church courts could be argued to be the preserve of the elites rather than the community (e.g. royal judges from London visited each county only two or three times a year in the assizes).
Level 1 (1–3 marks) 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>	
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks 'The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 1900.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points from each period OR three from one period and one on the other (2–2 or 3–1). Clinching argument = 18 marks <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i> <i>Another reason I disagree is because of community policing, such as the Neighbourhood Watch scheme. Formed in 1982, this is a voluntary crime prevention movement in local communities, working in partnership with the police. They help deal with things like anti-social behaviour by keeping diaries, and give advice on how to keep homes and streets safe from burglary. This shows how the police can't always patrol every area on their own and still rely on local help.</i> <i>Overall, I agree that the community was more important in the medieval period, even though there has been community involvement in both time periods. This is because in the Middle Ages, there was no alternative, as there was no paid, professional police force like there has been post 1900, and so the community played a vital role, especially in law enforcements. Since 1900, the role of the community, though still used, is not relied on, and is more of a supplement in both enforcement and in punishment.</i> NOTE: In this question, 'balance' refers to covering both periods. So a 'balanced' argument may entirely agree or disagree with the statement (see L5 example)
Level 5 (13-15 marks)	Typically, a balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2–1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>Furthermore, I agree because since 1900, a professional police force has played a more significant role than the local community. There are now specialised units for different areas such as preventing and investigating terrorist attacks; crowd and riot control; and use of firearms. Recruitment for these specialised teams is based on skills and qualifications. This shows that the responsibility for enforcing the law and punishing criminals has shifted away from the community and towards trained professionals.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, i.e. two explained points from same period (2-0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> Alternatively, and typically, a balanced argument, i.e. one valid explained point from each period (1-1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument, i.e. one explained point from one period (1-0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> ALTERNATIVELY, candidates may offer an explained point which covers both periods (actively comparing them) but does not meet the L4 criteria for two separate explained points, e.g. <i>I agree because in the medieval period, jurors were always drawn from the criminal's own area and used their local knowledge of the accused person to decide whether he or she was guilty. So they were literally from the accused's local community, whereas after 1900, jurors were selected at random and care is taken to ensure that no-one knows the defendant personally.</i> <i>[This could count as evidence for either period when determining whether or not a candidate has 'balance']</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge without full explanation, e.g. • <i>I agree because the 'hue and cry' was used in the Middle Ages.</i> • <i>I disagree because there are still Neighbourhood Watch Schemes now.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of community involvement/ related events, e.g. • <i>Hue and cry was a method of raising the alarm to the rest of the village after a crime had been committed, usually by shouting loudly.</i>

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Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. <i>I agree because the community did a lot to help to catch criminals after a crime was committed in the medieval period.</i>
0 marks	

Question 5*–18 marks. ‘The reason punishments changed in the period 1750-1900 was because of new concerns about people’s welfare.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) 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>	Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the industrial 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 consider both reasons to support and to challenge the statement. Answers are most likely to show understanding of the second order concepts of causation /consequence but reward appropriate understanding of any other second order concept. Grounds for agreeing include: • Enlightenment / humanitarian ideas, i.e. led to fewer executions and the use of transportation instead; also led to more humane forms of hanging (New Drop and Long Drop); also led to end of transportation after 1868 (people argued that conditions on the ships and in the colonies was inhumane). • Concerns of Fry and Howard about conditions in prisons led to changes in prisons (e.g. Howard's evidence to HOC led to 1774 Discharged Prisoners Act and 1774 Health of Prisoners Act; Fry persuaded the Newgate authorities to introduce changes, e.g. schooling for the women and children; provision of clothes and furniture; banning of alcohol; supervision by female wardens, etc.). • (Could be argued that) concerns about prisoners’ welfare led to developments in prisons (e.g. silent system was used in some prisons because the separate system was seen to be too harsh and led to prisoners suffering mental breakdowns/ taking their own lives); some prisons wanted prisoners to do useful work that would help them find and keep work once released, which shows concern about their welfare post-release.
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) 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>	
Level 3 (7–9 marks) 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 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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).	

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<i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	Grounds for disagreeing include: • Other reasons for fewer executions/ abolition of public executions in 1868, e.g. rowdy behaviour of crowd during public executions and government concerns about maintaining law and order. • Other reasons for increased use of transportation, e.g. need to settle new colonies; wish to remove 'criminal classes' from Britain; lack of adequate prison space; government feeling that criminals were not being punished because judges/ juries were unwilling to implement Bloody Code – this was therefore not a new/ welfare concern (NOTE: but also allow on 'agree' side, i.e. judges/ juries were not willing to implement Bloody Code for welfare reasons, which led to the increased use of transportation). • Other reasons for transportation to Australia instead of the American colonies, i.e. American independence in 1776. • Other reasons for end of transportation in 1868, e.g. British ratepayers disliked the fact they were left supporting the families of the convicts who were left behind; some people viewed transportation as too soft a punishment because of the opportunity for a new and better life after the sentence was complete; Australian authorities resented the continuous stream of criminals into the colony. • Other reasons for developments in prisons, e.g. some prisons introduced 'pointless' work as they thought it would act as an effective deterrent; some introduced the separate system in order to stop criminal experience being passed around; moral panic caused by the 'garrotting crisis' of the 1860s led to harsher prison regimes (e.g. reintroduction of flogging; 1865 Prison Act which included hard labour). NOTES: 1. Focus of question is reasons why punishments changed, rather than whether or not people in this period were concerned for people's welfare. So answers at L3+ must contain a valid reason for a change in punishment.

Question 5* – 18 marks 'The reason punishments changed in the period 1750-1900 was because of new concerns about people's welfare.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a 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>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i> <i>Another reason I disagree is that there was a swing back to harsh prison regimes. This happened as a result of the 'Garrotting Crisis' of the 1860s, when several people were choked in the street. The press spread panic and blamed the reformed prison system for releasing criminals. As a result, the 1865 Prisons Act was passed. It increased hard labour for prisoners and introduced punishments like a diet of bread and water and more solitary confinement.</i> <i>Overall, I do agree with statement, because conditions in prisons were improving (if in a piecemeal way), and even when harsher regimes were re-introduced, there was still no return to the Bloody Code and extensive use of executions, which were certainly in overall decline in this period.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons..</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of specific reason(s) to support/challenge without full explanation, e.g. • <i>I agree because Enlightenment ideas led to the end of the Bloody Code.</i> • <i>I disagree because the reason for the end in public execution was more because the government were concerned about rowdy behaviour.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of (new) punishments AND/OR ideas/concerns, e.g. • <i>In this period, humanitarian ideas came out of the Enlightenment. People started to think that it was immoral to take away someone's life.</i> • <i>In this period, the 'New Drop' was used widely. The gallows were built on a platform with a trapdoor through which the prisoner fell, dying more quickly.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>Yes, I agree because punishments became more lenient.</i> • <i>Yes, I agree because some people were worried about conditions in prisons.</i> • <i>No, I disagree because prisoners were still treated harshly.</i>
0 marks	

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

Question 6a – 3 marks

In Interpretation A, the historian tries to show the strength of the support for the Boer War in some parts of 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 historian tries to get across the strength of the support for the Boer War in some parts of 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 historian tries to get across the strength of the support for the Boer War in some parts of 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 website. 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: Typically, 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.

- *He says that David Lloyd George was 'overwhelmed with a torrent of missiles - cans, bottles and bricks wrapped with barbed wire'. (1) This suggests that the crowd was incredibly violent and trying to physically hurt Lloyd George. (1) This gets across the strength of their feeling because it shows they were prepared to be arrested for their support for the war. (1).*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this gets across the nationalistic feeling and strength of support for the Boer War in some parts of Britain (1), e.g.

- *He gets across the strength of support for the war by emphasising how nationalistic the crowd were. (1) For example, he describes how the crowd were 'waving Union Jacks, blowing trumpets or whistles, shouting, chanting and singing.' (1) This shows how the people at the meeting viewed Lloyd George as unpatriotic for not supporting the war. (1)*
- *He gets across the strength of feeling by building up a picture of the noisy, rowdy crowd. (1) For instance, he says things like 'the incredible noise' and mentions how the crowd of 'seven thousand' were 'blowing trumpets or whistles, shouting, chanting and singing'. (1) This gets across the crowd's support for the war by showing how intimidating it must have been for the anti-war speakers like Lloyd George. (1)*
- *He gets across the strength of feeling by pointing out that the authorities were expecting trouble at the meeting. (1) For example, there was a 'group of policemen' hidden underneath the stage. (1) This shows how the police knew that Lloyd George's anti-war speech would attract criticism and even violence. (1)*
- *He makes us feel fearful for the safety of Lloyd George against the mob. (1) For instance, he lists all the different things being thrown at him, such as 'missiles, cans, bottles and bricks wrapped with barbed wire.' (1) This gives impression the crowd are just so stirred up by jingoism they don't care about the law or the speakers. (1)*

Question 6b – 5 marks 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 attitudes in Britain towards the Boer War.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set <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:</i> <i>Reasons for support for/ opposition to the war (causation); whether all groups/ areas supported the war equally (diversity); the impact the war had on attitudes towards Empire (consequence); the impact of the war on the Liberal Party (consequence); whether support for the war remained steady throughout its course (change/ continuity); the impact of the Liberals' and others' opposition on public opinion (consequence).</i>
Level 3 (5 marks) 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).	
Level 2 (3–4 marks) 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).	
Level 1 (1–2 mark) 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).	
0 marks No response or no response worthy of credit.	

Question 6b – 5 marks 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 attitudes in Britain towards the Boer War.	
Guidance and indicative content	
Level 3 (5 marks)	Typically, a valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of attitudes in Britain towards the Boer War, e.g. <i>[Change / consequence]</i> <i>I would like to investigate whether support for the war dwindled as it went on or whether support remained constant throughout. This would help us to understand whether there was a specific turning point during war that had a big impact on public opinion.</i> Alternatively, and typically, a 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 attitudes in Britain towards the Boer War, e.g. <i>[Diversity]</i> <i>Interpretation A gives us the impression that opposition to the Boer War was a minority view and ordinary people jingoistically supported it. I would like to compare different areas of the country and different groups of people to see if support for the war varied in any way. This would help us to understand whether factors like class, gender, or geography had much influence over how nationalistic the British people were.</i>
Level 2 (3-4 marks)	Typically, a valid line of enquiry based on second order concept, with no clear indication of how the enquiry would improve understanding of attitudes in Britain towards the Boer War, e.g. <i>[Consequence]</i> <i>I would investigate the impact of Liberal opposition to the war. [3] For instance, did it mean that they got fewer votes in the next election? [4]</i> <i>[Causation]</i> <i>I would like to find out why David Lloyd opposed the Boer War. [3]</i> <i>I would like to find out why the crowd feel so strongly about this as to use violence against Lloyd George. [3]</i> <i>[Consequence]</i> <i>I would look at whether the experience of and attitudes towards the Boer War had any impact on attitudes about the Empire more generally. [3]</i> <i>[Causation]</i> <i>I would look for more information about the content of the speech that Lloyd George was making in Birmingham. [L1] Then we might know why Liberals like him opposed the Boer War. [L2, 4 marks]</i>
Level 1 (1-2 marks)	Typically, an investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g. <i>I would look for more information about whether anyone was hurt at this meeting in Birmingham. [1]</i> Alternatively, and typically, an investigation based on identifying details from Interpretation A and finding out if they are accurate/ typical (MAX 1 mark), e.g. <i>It suggests that most people supported the war, but I would find out if this really was the case.</i> 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. <i>I want to know <u>why</u> the policemen chose to hide beneath the stage, rather than hiding in the next room or outside.</i> NOTE 2: Mark at L1, 2 MARKS the question, 'Why are the crowd against Lloyd George?' (as the interpretation answers this) NOTE 3: No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate the hammers and knives. (NAQ)</i>

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Question 7–12 marks Interpretations B and C both focus on the campaign for women's suffrage. How far do they differ and what might explain any differences?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers could consider:</i> • Comparison of provenance and source type alone (L1), e.g. B is on a website but C is in a newspaper; B is bound to place more emphasis on the NUWSS because it was written by the Fawcett Society. C is biased towards Pankhurst because she wrote her biography. • Individual points of similarity/difference in content: B likes the idea of the statue of Millicent Fawcett but C disagrees; B says Fawcett's statue is an 'important moment' but the author of C says she 'won't rejoice' about it; B mentions the 'peaceful campaign' of the suffragists and C agrees that they 'adopted legal tactics'; B only talks about the suffragists but C talks about the suffragettes. • Differences in the overall message about the relative importance/ effectiveness/ portrayal of the NUWSS/ WSPU and/or their leaders e.g B emphasises the significance of the role of Fawcett and NUWSS. The article praises Fawcett for leading a powerful campaign and underlines how important the NUWSS was, mentioning its '50,000 members' and how it was 'significant' in securing the extension of suffrage to women. • However, C is quite dismissive of the work of the NUWSS and attaches greater importance to the role of the WSPU, praising the bravery of Pankhurst for going on 'hunger, thirst and sleep strike'. Purvis condemns Fawcett for 'loudly criticising' the 'militant suffragettes' and she is rather bitter about Fawcett's statue, saying that 'few people' have heard of her and that the names of suffragettes 'do not belong under Fawcett's feet'. • Developed reasons for differences: B emphasises role of the NUWSS because it was published on the website of the Fawcett Society. Their charity was originally part of this organisation and it's therefore not surprising that they want to highlight Fawcett's importance because they wish to promote and celebrate their founder. • C is quite scornful about Fawcett because she wrote the biography of Emmeline Pankhurst, someone often considered Fawcett's rival. This means that she has almost personal attachment to Pankhurst. So she's writing more because she's angry that Pankhurst was not chosen for the statue, and doesn't want her contribution to be forgotten, which leads her to be quite hostile to Fawcett. 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. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.
Level 4 (10–12 marks) 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).	
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks No response or no response worthy of credit.	

Question 7–12 marks Interpretations B and C both focus on the campaign for women's suffrage. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	Typically, a valid comparison of message/portrayal/ impression in B and C. Difference <u>explained</u> with specific purpose/ perspective of B and/or C, e.g. As L3, plus: <i>I think the reason that B emphasises the role of the NUWSS is because it was published on the website of the Fawcett Society and this charity has links to the NUWSS. [not L4 yet] So it's not surprising that they want to highlight Fawcett's importance because they wish to celebrate their founder. [10]</i> <i>I think the reason that C is quite scornful about Fawcett is because she wrote the biography of Emmeline Pankhurst. [not L4 yet], so this means that she has almost a personal attachment to Pankhurst. [10] So she's writing more because she's angry that Pankhurst (often considered Fawcett's rival) was not chosen for the statue, and doesn't want her contribution to be forgotten, which leads her to be quite hostile to Fawcett. [11]</i> NOTES: - Award 10–11 marks for candidates who use the purpose/focus of <u>one</u> interpretation to explain difference in portrayals. - Award 11–12 marks for candidates which use the purpose/focus of <u>both</u> interpretations to explain difference in portrayals. - Do NOT allow <u>undeveloped</u> comments about provenance at this level, e.g. <i>B is bound to place more emphasis on the NUWSS because it was written by the Fawcett Society OR C is biased towards Pankhurst because she wrote her biography.</i>
Level 3 (7-9 marks)	Typically, comparison of the overall message/ portrayal/ impression of B and C (based on inference), e.g. <i>B is emphasising the significance of the role of Millicent Fawcett and the NUWSS in the campaign for women's suffrage. The article praises Fawcett for leading a 'powerful campaign' and underlines how important the NUWSS was, drawing attention to its '50,000 members' and how it was 'significant' in securing the extension of suffrage to women.</i> <i>However, C is quite dismissive of the work of the NUWSS and attaches greater importance to the role of the WSPU, praising the bravery of Pankhurst for going on 'hunger, thirst and sleep strike'. Purvis condemns Fawcett for 'loudly criticising' the 'militant suffragettes' and she is rather bitter about Fawcett's statue, saying that 'few people' have heard of her and that the names of suffragettes 'do not belong under Fawcett's feet'. [9]</i> NOTE: Answers with no support from either interpretation = 7 marks, e.g. <i>Interpretation B suggests that the NUWSS was very important in securing women's suffrage. But C thinks the WSPU deserve more recognition.</i>
Level 2 (4-6 marks)	Typically, selects individual points of similarity or difference, e.g. <i>B likes the idea of the statue of Millicent Fawcett but C disagrees.</i> <i>B says Fawcett's statue is an 'important moment', but the author of C says she 'won't rejoice' about it.</i> <i>B mentions the 'moderate campaign' of the suffragists and C agrees that they 'adopted peaceful, legal tactics'.</i>

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	<i>B only talks about the suffragists but C talks about the suffragists and also the suffragettes.</i> Alternatively, and typically, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>B really stresses the importance of Millicent Fawcett and the WSPU. I think this is probably because it was published on the website of the Fawcett Society. Their charity was originally part of this organisation and it's therefore not surprising that they want to highlight Fawcett's importance because they wish to promote and celebrate their founder.</i>
Level 1 (1–3 marks)	Typically, comparison of simplistic provenance (or language, tone, etc. in isolation) e.g. <i>B is on a website but C is in a newspaper.</i> <i>B is bound to place more emphasis on the NUWSS because it was written by the Fawcett Society. C is biased towards Pankhurst because she wrote her biography.</i> <i>B sounds quite happy and joyful but C sounds quite cross and angry. [Does not give any indication of content of either interpretation]</i> Alternatively, and typically, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B is about Millicent Fawcett and the NUWSS which was the 'largest organisation campaigning for female suffrage'.</i> <i>C says that Emmeline Pankhurst 'endured 13 imprisonments during the suffrage campaign' and talks about her hunger strikes.</i> Alternatively, and typically, valid but general assertions (1 mark), e.g. <i>B is more positive on Fawcett than C.</i>
0 marks	

Question 8*–20 marks The website ‘historictimes.com’ argues that there was a ‘significant change’ in people’s attitudes towards social class, wealth and poverty in Edwardian Britain. How far do you agree with this view of Britain between 1900 and 1914? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of social class, wealth or poverty in Edwardian Britain.</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 reasons to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of change and continuity (in attitudes) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: - Rowntree’s investigations into poverty in York, and the impact that this had on those in power, shows a significant shift in attitude towards poverty and its causes. - The Liberal government brought in series of welfare reforms after 1906 to improve the lives of the poor and elderly – by 1914 there were things like Free School Meals, National Insurance and Old Age Pensions. These reflected a shift in attitude towards government involvement to support those living in poverty. They were influenced by a ‘New Liberalism’ which was a ‘significant change’ in attitude, and different to the previous laissez-faire attitude of governments. - To pay for the reforms Lloyd George introduced the ‘People’s Budget’ in 1909 which marked a significant increase in various taxes, which were aimed at the rich upper classes which shows a ‘significant change’ in attitudes towards the wealthy. - Rise of Labour Party, e.g. 29 MPs after 1906 election, and 40 MPs in 1910, showing more support and therefore changing attitudes/ rising concern for working class/ poor. - Response of / alarm of politicians (especially Liberals) to the poor state of Boer War recruits shows that concerns about the state of the nation’s army and workforce were growing. - Passing of Parliament Act of 1911 shows a growing acceptance that inherited wealth/ title alone should not be the basis for political power or influence in a modern democracy.
Level 5 (17–20 marks) 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>	
Level 4 (13–16 marks) 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>	
Level 3 (9–12 marks) 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>	
Level 2 (5–8 marks) 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 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>	Grounds for disagreeing include: • <i>Limited nature of the Liberals' reforms reflected the continuing value of encouraging thrift and self-reliance, e.g. the NI payments were not enough to support a working man and his family and pensioners had to be 'of good character' to qualify which reflect lingering 'deserving poor' attitudes.</i> • <i>The 1909 'People's Budget' was as much about money for Dreadnoughts as for pensions which does not show a break from past actions or attitudes.</i> • <i>The reforms were hugely controversial and met with enormous opposition which shows how many people in power (especially in the Lords) were resistant to such a change and therefore did not share in the 'significant change' in attitude.</i> • <i>Despite things like the Liberal Reforms, the class structure was still fairly rigid by 1914, e.g. there was a tiny elite of aristocrats and industrialists (around 1% of the population) who held most of the political power. This shows that there was not a 'significant change' in attitudes towards social class.</i> • <i>Taff Vale Railway decision 1901 showed that attitudes were still firmly in favour of keeping power away from Trade Unions (i.e. working class). Only overturned by 1906 Trade Disputes Act.</i> • <i>Government's militant action against strikes/unrest (e.g. Naval gunboats were sent to the River Mersey and mounted soldiers were sent into the city) in this period shows a desire to maintain the status quo.</i> NOTE: There is no expectation that candidates will deal with all of the areas (social class, wealth and poverty) and it will be an acceptable approach to deal with them together as a package, or separately.
Level 1 (1–4 marks) 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>	
0 marks No response or no response worthy of credit.	

Question 8*–20 marks	
The website 'historictimes.com' argues that there was a 'significant change' in people's attitudes towards social class, wealth and poverty in Edwardian Britain. How far do you agree with this view of Britain between 1900 and 1914? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	Typically, a 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. <i>There is plenty of evidence to support this. In 1900, a commonly held view was that if people were poor, it was because they were lazy or spent their wages in the pub. However, Rowntree's investigations into poverty in York showed that poverty was usually caused by low wages, old age, illness and trade slumps. Research such as this had a big impact on people's attitudes towards the poor, and helped to influence the Liberals to bring in their reforms such as old age pensions.</i> <i>Furthermore, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a significant increase in taxes on income and unearned income, which were aimed at the rich upper classes. This was definitely a 'significant shift' in attitude towards wealth because it was a further move away from a laissez-faire attitude and reflected the view that the rich should be taxed more heavily to support the poor.</i> <i>However, the limited nature of the Liberals' reforms reflected the continuing value of encouraging thrift and self-reliance. For example, their National Insurance payments were deliberately not enough to support a working man and his family, showing how governments didn't want to encourage people to be 'reliant' on the state. Pensioners had to be 'of good character' to qualify for the pension, reflecting lingering 'deserving poor' attitudes rather than a 'significant change'.</i> <i>Finally, despite the Liberal Reforms, the class structure was still fairly rigid by 1914, especially at the top of the hierarchy. A tiny elite of aristocrats and industrialists (only around 1 per cent of the population) held most of the political power. This group conformed rigidly to social norms and expectations. For example, things like country house parties and debutante balls reinforced social distinctions and helped maintain social connections, showing a continuation in attitudes towards class.</i> <i>Overall, I agree with the statement with respect to wealth and poverty. Though clearly attitudes were not revolutionised, there was nevertheless a 'significant change' given the starting point and the tangible changes which followed as a result. However, attitudes towards social class would take longer to change and there was little change in attitude in this respect by 1914.</i>
Level 4 (13-16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>There is plenty of evidence to support this. In 1900, a commonly held view was that if people were poor, it was because they were lazy or spent their wages in the pub. However, Rowntree's investigations into poverty in York showed that poverty was usually caused by low wages, old age, illness and trade slumps. Research such as this had a big impact on people's attitudes towards the poor, and helped to influence the Liberals to bring in their reforms such as old age pensions.</i> <i>Furthermore, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a significant increase in taxes on income and unearned income, which were aimed at the rich upper classes. This was definitely a 'significant change' in attitude towards wealth because it was a further move away from a laissez-faire attitude and reflected the view that the rich should be taxed more heavily to support the poor.</i> <i>However, the limited nature of the Liberals' reforms reflected the continuing value of encouraging thrift and self-reliance. For example, their National Insurance payments were deliberately not enough to support a working man and his family, showing how governments didn't want to encourage people to be 'reliant' on the state. Pensioners had to be 'of good character' to qualify for the pension, reflecting lingering 'deserving poor' attitudes rather than a 'significant change'.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, in 1900, a commonly held view was that if people were poor, it was because they were lazy or spent their wages in the pub. However, Rowntree's investigations into poverty in York showed that poverty was usually caused by low wages, old age, illness and trade slumps. Research such as this had a big impact on people's attitudes towards the poor, and helped to influence the Liberals to bring in their reforms such as old age pensions.</i> <i>Furthermore, to pay for the reforms Lloyd George introduced the 'People's Budget' in 1909 which marked a significant increase in taxes on income and unearned income, which were aimed at the rich upper classes. This was definitely a 'significant change' in attitude towards wealth because it was a further move away from a laissez-faire attitude and reflected the view that the rich should be taxed more heavily to support the poor.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this. In 1900, a commonly held view was that if people were poor, it was because they were lazy or spent their wages in the pub. However, Rowntree's investigations into poverty in York showed that poverty was usually caused by low wages, old age, illness and trade slumps. Research such as this had a big impact on people's attitudes towards the poor, and helped to influence the Liberals to bring in their reforms such as old age pensions.</i> <i>However, the limited nature of the Liberals' reforms reflected the continuing value of encouraging thrift and self-reliance. For example, their National Insurance payments were deliberately not enough to support a working man and his family, showing how governments didn't want to encourage people to be 'reliant' on the state. Pensioners had to be 'of good character' to qualify for the pension, reflecting lingering 'deserving poor' attitudes rather than a 'significant change'.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree. In 1900, a commonly held view was that if people were poor, it was because they were lazy or spent their wages in the pub. However, Rowntree's investigations into poverty in York showed that poverty was usually caused by low wages, old age, illness and trade slumps. Research such as this had a big impact on people's attitudes towards the poor, and helped to influence the Liberals to bring in their reforms such as old age pensions.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • <i>Yes, I agree because attitudes were changing, away from laissez-faire and towards it being the government's responsibility to supporting those in poverty. (2)</i> • <i>No, attitudes did not completely change as shown by how the House of Lords tried to block the People's Budget. Also, not all trades were covered by National Insurance. (3)</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of wealth/poverty/social class/ related events (2–4 marks), e.g. • <i>The House of Lords refused to pass the Liberals' budget. (2) Eventually, the government passed the Parliament Act of 1911 to reduce the Lords' powers. (3)</i> • <i>At the upper end of the middle class were higher professionals, like lawyers and doctors. (2) They earned up to £5000 a year. (3) At the lower end were teachers, clerks and police sergeants, on about £100 a year. (4)</i> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>Yes, there were lots of reforms introduced that tackled poverty.</i>

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0 marks	
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Question 9*–20 marks The website of the National Army Museum claims that the British public ‘supported’ the war effort for the First World War with ‘enthusiasm’. How far do you agree with this view of men and women’s responses to the First World War (1914–1918)? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set
Level 5 (17–20 marks) 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 responses to total 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 reasons to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of diversity (similarity / difference in responses to war and/or support for war from various individuals/ groups of people) and change/continuity (how support for war changed between 1914 and 1918) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: 750,000 volunteers for army within first 8 weeks; only a tiny proportion (around 16,000 out of 8 million) of eligible men refused to fight after conscription introduced in 1916; the press censored themselves and stayed in solid support of the war; few people publicly criticised the war and those that did (eg George Bernard Shaw) were generally viewed as traitors; socialists and pacifists received little sympathy from public; Ramsay Macdonald forced to resign as Labour leader because he did not support the war; conscientious objectors treated as shirkers; even towards the end of the war, most of those who questioned the war’s leadership were still in favour of fighting for a victory; NUWSS and WSPU suspended campaigns; hundreds of thousands of women joined VAD, WLA and other organisations or took on men’s jobs.
Level 4 (13–16 marks) 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>	
Level 3 (9–12 marks) 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>	
Level 2 (5–8 marks) 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	

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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>	Grounds for disagreeing include: Conscription had to be introduced in 1916; socialists and pacifists opposed the war (including Sylvia Pankhurst by this stage); Bernard Shaw's anti-war pamphlet sold 25,000 copies; the mood in Britain changed between 1914 and 1918 from enthusiasm to grim determination; Battle of the Somme was a turning point and government faced serious criticism as people questioned the way the war was fought; food riots in east London in March 1917; voluntary rationing was unsuccessful and compulsory rationing introduced; Lloyd George's criticism of 'business as usual'; coal strike 1915; presence of DORA (e.g. dealing with censorship/ alcohol) suggests support was fragile or that some people did not take the war effort as seriously as government wanted.
Level 1 (1–4 marks) 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>	
0 marks No response or no response worthy of credit.	

Question 9*–20 marks	
The website of the National Army Museum claims that the British public ‘supported’ the war effort for the First World War with ‘enthusiasm’. How far do you agree with this view of men and women’s responses to the First World War (1914–1918)? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17–20 marks)	Typically, a 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. <i>There is plenty of evidence to support this interpretation. Firstly, in 1914, Britain relied solely on volunteers for its army and Lord Kitchener, the government minister for war, organised a campaign to get men to volunteer. This was responded to with great enthusiasm by British men; there were 750,000 volunteers in the first 8 weeks, and 2.5 million by 1916, showing how British men rallied around the war effort.</i> <i>Furthermore, women also supported the war effort. For example, thousands joined the Voluntary Aid Detachment (VAD) to provide nursing services in Britain and also in France. The Suffragettes and Suffragists also suspended their campaigns in order to focus on supporting the war effort. By 1918, hundreds of thousands of women were working in traditionally ‘male’ jobs like engineering. This commitment definitely shows women rallying to support the war.</i> <i>However, there is also evidence to challenge this view. When conscription was introduced in 1916, many men applied for exemption. The most well-known were the conscientious objectors, who refused to fight because of strong moral, political or religious views. Out of 14,000 CO applications, 2,600 were rejected and told they had to join the army. Those who refused were sentenced to hard labour. This shows the strength of feeling from this group who cannot be said to have shown ‘enthusiasm’ for the war.</i> <i>Furthermore, it could be said that the British public were not completely enthusiastic in their support of the war because they didn’t do much to support voluntary rationing when it was introduced in May 1917, and it failed. This meant that the shortages of things like sugar and bread continued and the government was forced to introduce compulsory rationing in 1918. So it seems that popular ‘enthusiasm’ only went so far.</i> <i>Overall, I would say that the nation did ‘support’ the war effort (thousands of conscientious objectors did contribute to the war effort through non-combatant duties). On the whole, though – especially as the war went on – this was not necessarily carried out with the same ‘enthusiasm’ as when war was first declared, especially as things like shortages began to pinch.</i>
Level 4 (13–16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, in 1914, Britain relied solely on volunteers for its army and Lord Kitchener, the government minister for war, organised a campaign to get men to volunteer. This was responded to with great enthusiasm by British men; there were 750,000 volunteers in the first 8 weeks, and 2.5 million by 1916, showing how British men rallied around the war effort.</i> <i>Furthermore, women also supported the war effort. For example, thousands joined the Voluntary Aid Detachment (VAD) to provide nursing services in Britain and also in France. The Suffragettes and Suffragists also suspended their campaigns in order to focus on supporting the war effort. By 1918, hundreds of thousands of women were working in traditionally ‘male’ jobs like engineering. This commitment definitely shows women rallying to support the war.</i> <i>However, there is also evidence to challenge this view. When conscription was introduced in 1916, many men applied for exemption. The most well-known were the conscientious objectors, who refused to fight because of strong moral, political or religious views. Out of 14,000 CO applications, 2,600 were rejected and told they had to join the army. Those who refused were sentenced to hard labour. This shows the strength of feeling from this group who cannot be said to have shown ‘enthusiasm’ for the war.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, in 1914, Britain relied solely on volunteers for its army and Lord Kitchener, the government minister for war, organised a campaign to get men to volunteer. This was responded to with great enthusiasm by British men; there were 750,000 volunteers in the first 8 weeks, and 2.5 million by 1916, showing how British men rallied around the war effort.</i> <i>Furthermore, women also supported the war effort. For example, thousands joined the Voluntary Aid Detachment (VAD) to provide nursing services in Britain and also in France. The Suffragettes and Suffragists also suspended their campaigns in order to focus on supporting the war effort. By 1918, hundreds of thousands of women were working in traditionally 'male' jobs like engineering. This commitment definitely shows women rallying to support the war.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, in 1914, Britain relied solely on volunteers for its army and Lord Kitchener, the government minister for war, organised a campaign to get men to volunteer. This was responded to with great enthusiasm by British men; there were 750,000 volunteers in the first 8 weeks, and 2.5 million by 1916, showing how British men rallied around the war effort.</i> <i>However, there is also evidence to challenge this view. When conscription was introduced in 1916, many men applied for exemption. The most well-known were the conscientious objectors, who refused to fight because of strong moral, political or religious views. Out of 14,000 CO applications, 2,600 were rejected and told they had to join the army. Those who refused were sentenced to hard labour. This shows the strength of feeling from this group who cannot be said to have shown 'enthusiasm' for the war.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because in 1914, Britain relied solely on volunteers for its army and Lord Kitchener, the government minister for war, organised a campaign to get men to volunteer. This was responded to with great enthusiasm by British men; there were 750,000 volunteers in the first 8 weeks, and 2.5 million by 1916, showing how British men rallied around the war effort.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • <i>No, after the Battle of the Somme, the government faced serious criticism as people questioned the way the war was fought. (2)</i> • <i>Yes, I agree because hundreds of thousands of women joined VAD, WLA and other organisations, or took on men's jobs in industries like engineering. (3)</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of relevant events (2–4 marks), e.g. <i>When war broke out, Lord Kitchener, the government minister for war, organised the campaign to get men to volunteer for armed service. (2) Later, in 1916, the government had to introduce conscription. (3)</i> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I disagree because thousands of men and women supported the war effort through war work.</i>

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0 marks	
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