



## **GCSE**

### **History B (Schools history project)**

Unit **J411/19**: Migrants to Britain, c.1250 to present with Britain in Peace and War, 1900-1918

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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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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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

## Section A: Migrants to Britain, c.1250 to present

Question 1–3 marks	
<p>(a) Name one difficulty faced by migrants living in Medieval England.</p> <p>(b) Name one migrant group that came to Britain between 1500 and 1750.</p> <p>(c) Give one example of British legislation about immigration passed since 1900.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (a), likely valid responses include: experiences of Jewish community following Statute of Jewry 1275, or higher taxation, or execution for 'blood libel', or forced conversion or expulsion in 1290; violence during Great Rising of 1381; Aliens' Register leading to additional taxation; costs and requirements to obtain Letters of Denization</i></p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (b), likely valid responses include: Hansa merchants, Gypsies, Jews, Protestant refugees or Huguenots or Palatines, Africans, or Indians</i></p>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (c), likely valid responses include: Aliens Act 1905, British Nationality and Status of Aliens Act 1914, Polish Resettlement Act 1947, Nationality Act 1948, Commonwealth Immigrants Act 1962, Commonwealth Immigrants Act 1968, Race Relations Act 1965, Immigration Act 1971.</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>

<b>Question 2–9 marks</b>	
<b>Write a clear and organised summary that analyses European migrants to Britain in the period 1750 to 1900. Support your summary with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	
<b>Level 3 (7–9 marks)</b> Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could consider the diversity of migrants from Europe with differing explanations for their migration to Britain (including Irish migrants seeking work and escaping famine after 1846, Russian Jewish migrants fleeing religious persecution after 1881 or Italian farmers after the Napoleonic wars destroyed agriculture in northern Italy); answers could consider diversity of skills within groups and/or between them (including Germans and/or Italian migrants) and the different settlement patterns of different groups e.g. many Italians settled in Clerkenwell. Alternatively answers could consider similarities in the underlying causes of migration (e.g. Economic forces of industrialisation).</i>
<b>Level 2 (4–6 marks)</b> Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Use of conceptual understanding to organise the response might in this case involve dealing with similarity and difference e.g. contrasting different groups of people or different reasons or including explanations of causation or why groups differed. Reward appropriate use of any other second order concept including organisation by understanding of chronology.</i>
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
<b>0 marks</b> No response or no response worthy of credit.	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>

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<b>Question 2–9 marks</b>	
<b>Write a clear and organised summary that analyses European migrants to Britain in the period 1750 - 1900 since 1900. Support your summary with examples.</b>	
<b>Guidance and indicative content</b>	
<b>General Note: No requirement to write a narrative which covers the period comprehensively</b>	
<b>Level 3 (7–9 marks)</b>	Answers at L3 will typically be organised around a second order concept such as causes, effects, change/continuity, significance. Answers will be supported with <b>three</b> or more valid examples eg  <b>Nutshell: Summary based on second order concept(s) with three or more valid supporting examples</b>
<b>Level 2 (4–6 marks)</b>	Answers at L2 will typically be organised around a second order concept, supported with <b>two</b> valid examples  <b>Nutshell: Summary based on a second order concept with two valid supporting examples</b>
<b>Level 1 (1–3 marks)</b>	Answers at L1 will typically be organised around a second order concept, supported with <b>one</b> valid example  <b>Nutshell: Summary based on a second order concept with one valid supporting example</b> <b>Nutshell: List of events / developments with no organising concept.</b>
<b>0 marks</b>	

<b>Question 3–10 marks</b>	
<b>What was the experience of migrants in Britain during the First and Second World Wars? Explain your answer with examples.</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>	
<b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<p><i>Explanations could consider: Warm welcome of 250,000 Belgium refugees in 1914, followed by increasing resentments, increased numbers of Lascars hired by government to support the merchant navy and the subsequent growth of immigrant communities in different parts of the country, particularly port cities like Cardiff, Hull, South Shields, etc.; changing responses to ‘enemy aliens’ as the war progressed, e.g. violence after the sinking of the Lusitania, and the experience in internment camps.</i></p> <p><i>The experience of refugees from Nazi Germany during the Second World War, including Germans and Jews. Different responses to ‘enemy aliens’ comparing the First and Second World Wars; Polish allies and their experiences in the RAF; colonial volunteers, e.g. West Indian Black soldiers and airmen welcomed and then unofficial expectation to return home after hostilities ended.</i></p> <p><i>Explanations are most likely to show understanding of the second order concept of consequence but reward appropriate understanding of any other second order concept.</i></p> <p><i>Answers which simply describe some migrants groups cannot reach beyond Level 1.</i></p>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

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<b>Question 3–10 marks</b>	
<b>What was the experience of migrants in Britain during the first and second world war?? Explain your answer with examples.</b>	
<b>Guidance and indicative content</b>	
<ul style="list-style-type: none"> <li><b>Diversity / continuity / change likely to be most common second order concept</b></li> </ul>	
<b>Level 5 (9-10 marks)</b>	<p>Level 5 answers will typically identify at least <b>three</b> valid experiences and explain them fully</p> <p><b>Nutshell: Three or more reasons identified with explanation of how each meant that reform was slow</b></p>
<b>Level 4 (7-8 marks)</b>	<p>Level 4 answers will typically identify at least two valid experiences and explain them fully</p> <p><b>Nutshell: Two reasons identified with explanation of the experiences</b>  <b>NOTE Answers at L4 will often identify and describe several reasons but only fully explain two of them.</b></p>
<b>Level 3 (5-6 marks)</b>	<p>Level 3 answers will typically identify and fully explain one experience <b>AND</b> identify/describe another experience without full explanation</p> <p><b>Nutshell: One experience identified with explanation PLUS at least one more identified/described</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Level 2 answers will typically identify and fully explain one experience</p> <p><b>Nutshell: One reason identified with explanation</b></p>
<b>Level 1 (1–2 marks)</b>	<p>Level 1 answers will typically identify/describe an experience without full explanation.</p> <p><b>Nutshell: Identification/description of reason(s) without full explanation</b></p> <p>Alternatively, L1 answers will contain correct description of migrants at the time  <b>Nutshell: Describes conditions of migrants</b></p>
<b>0 marks</b>	



<p><b>Question 4*–18 marks</b>  <b>‘Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.’ How far do you agree with this statement? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to Britain, changes in attitudes or any other factor. 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 at least one other factor even if the response goes on to argue that changes in attitudes did lead to increased migration to Britain. Answers are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Official responses, Henry III in 1270 or Edward III in the 1330s inviting Flemish and Dutch weavers to England; greater acceptance after the Black Death, after 1351 Flemish weavers obtaining Freeman status in Colchester, York and other cloth trade centres; court records after 1350s suggest assimilation with trade disputes suggesting integration; no evidence of a single race related murder in England at any time in the fifteenth century; despite disturbances at times leading to emigration, migrants quickly return, suggesting they felt safe (e.g. Italians in 1456)</i></p> <p><i>Grounds for disagreeing include: economic forces more significant, i.e. growing needs of the cloth trade, Italian banking families from Lombardy arriving from the 1220s; ‘Indians’ from North Africa or the Eastern Mediterranean following the Crusades; the impact of the Hundred Years’ War led to instability on the</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas 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></p>	
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

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<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>continent and increased migration to a 'safer' England; the impact of the Black Death; changing attitudes towards Jews resulted in their expulsion in 1290, an emigration rather than increasing migration; some evidence suggests that whilst migration increased between 1350 and 1450, thereafter it decreased or at least remained steady.</i></p>
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

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<b>Question 4*–18 marks</b>	
<b>'Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.' How far do you agree? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and two on the other) and a <b>clinging argument</b> . <b>Nutshell Balanced argument, two valid supporting examples each side (or three on one side and one on the other), plus a clinging argument</b>
<b>Level 5 (13-15 marks)</b>	Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and two on the other). <b>Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other)</b> <b>NOTE: It is likely that candidates at this level will attempt a clinging argument but this will be more of a summary or assertion/repetition of earlier arguments.</b>
<b>Level 4 (10-12 marks)</b>	Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples <b>Nutshell One sided argument; three explained points of support</b> <b>Alternatively, Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side</b> <b>Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.</b>
<b>Level 3 (7-9 marks)</b>	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples <b>Nutshell: One sided argument; two explained points of support</b> <b>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example,</b> <b>Nutshell: Balanced argument; one explained point on each side</b>
<b>Level 2 (4-6 marks)</b>	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example <b>Nutshell: One sided argument; one explained point of support</b>
<b>Level 1 (1-3 marks)</b>	Level 1 answers will typically identify a change <b>OR</b> identify other attitudes without full explanation, <b>Nutshell: Identification of attitude or a change in attitude without explanation</b> <b>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions,</b> <b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b>
<b>0 marks</b>	

**NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.**

Question 5*–18 marks 'Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900'. How far do you agree with this statement? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	
<p><b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the impact of migrants in the period 1500–1900.</i></p> <p><i>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 differences and similarities to some extent.</i></p>
<p><b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Students will need to explain an impact in</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of, similarity/difference, diversity, causation, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Increased scale of Migration as a result of Britain's connections to the wider world was different in the later period because of the growth of Empire For example, Lascars from China, India, Yemen and Somaliland; Protestant Huguenots in the earlier period were highly skilled, prosperous and integrated religiously whereas Irish Catholic migrants to Industrial Britain were low skilled, poor and experienced significant levels of prejudice. Migrants from the wider world in the later period brought diverse multicultural communities to Britain as a result of Empire, such as Tiger Bay or South Shields, this did not happen in the earlier period.</i></p>
<p><b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for disagreeing include: Hostility and riots directed at migrants in both periods reveal similar prejudices and fears about migrants taking away workers jobs, e.g. the Spitalfields riots between 1765 and 1769 against Huguenots and the Cardiff riot against the Irish in 1848. Migrants in both periods contributed to the</i></p>
<p><b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas 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></p>	
<p><b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

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<p><b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>Industrialisation of Britain and growth in trade, e.g. Huguenots in engineering and manufacturing, and Irish navvies building roads, canals and railways, or Lascars in the shipping industry.</i></p>
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

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<b>Question 5*–18 marks</b> <b>‘Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900’ How far do you agree? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6</b> <b>(16-18 marks)</b>	Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and two on the other) and a <b>clinging argument</b>  <b>Nutshell Balanced argument, two valid supporting examples each side (or three on one side and one on the other), plus a clinging argument</b>
<b>Level 5</b> <b>(13-15 marks)</b>	Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and two on the other)  <b>Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other)</b> <b>NOTE: It is likely that candidates at this level will attempt a clinging argument but this will be more of a summary or assertion/repetition of earlier arguments.</b>
<b>Level 4</b> <b>(10-12 marks)</b>	Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples  <b>Nutshell One sided argument; three explained points of support</b> <b>Alternatively</b> , Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side e.g.  <b>Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.</b>
<b>Level 3</b> <b>(7-9 marks)</b>	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples  <b>Nutshell One sided argument; two explained points of support</b> <b>OR</b> <b>Nutshell: Balanced argument; one explained point on each side</b>
<b>Level 2</b> <b>(4-6 marks)</b>	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example  <b>Nutshell: One sided argument; one explained point of support</b>
<b>Level 1</b> <b>(1-3 marks)</b>	Level 1 answers will typically identify improvements brought by the NHS <b>OR</b> identify other significant improvements without full explanation, e.g.  <b>Nutshell: Identification of one impact</b> Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, e.g. <b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b>
<b>0 marks</b>	

**NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.**

**Section B: Britain in Peace and War, 1900–1918****Question 6a – 3 marks**

In Interpretation A, the TV presenter and historian Dan Snow argues that David Lloyd George was a significant British politician. 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 Snow argues that Lloyd George was a significant British politician + 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 Dan Snow argues that David Lloyd George was an important British politician 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 historian. 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 and accurate explanation should also be credited:*

*For example:*

- *Snow shows that David Lloyd George is a famous and respected figure (1). He says that he has had a statue made of him which is in 'pride of place' in the House of Commons. (1) This makes it seem like lots of people have recognised the contributions that he made. (1)*
- *Snow uses language and choice of words to emphasise how important David Lloyd George was. (1) He says he was 'dynamic' and 'remarkable' and calls his career 'extraordinary' (1). This makes Lloyd George seem like an exceptional politician who made a shock up the world of politics (1).*
- *Snow emphasises the changes Lloyd George brought to Britain. (1) He says that Old Age Pensions and National Insurance 'laid the foundations of the modern welfare state.' (1) This makes the work of Lloyd George sound revolutionary and ahead of its time.*

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<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand politics in Britain between 1900 and 1914.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> <i>Examples of areas for further research include: reasons for Lloyd George / the Liberal Party introducing reform (causation); reasons for the Lords or other political parties opposing the reforms (causation); impact of Liberal reforms on poverty / people's lives (consequence/ change and continuity); comparison of impact of reforms on different groups of people (eg children, pensioners, the unemployed, etc.) (diversity, ie similarity &amp; difference); how much support among different sections of the population there was for the Liberal Party and/or the reforms (diversity); how far David Lloyd George was responsible for the Liberal reforms (significance); how much impact the Parliament Act had on the power of the House of Lords (significance, change, consequence).</i>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	



<b>Question 7–12 marks</b>	
<b>Interpretations B and C both focus on women’s campaign for the vote. How far do they differ and what might explain any differences?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li><i>Comparison of provenance and source type alone, eg B is from 2016, C from 2003; B is from an online magazine, C is from a history book.</i></li> <li><i>Individual points of similarity/difference in content: Both sources agree on militancy of Suffragettes; B implies history of Suffragettes is not well-known whereas C says they have been given too much attention; B focuses on Suffragettes while C focuses on Suffragists.</i></li> <li><i>Differences in the overall significance attributed to or portrayal of the Suffragettes and/or Suffragists: B dismisses the Suffragists’ work (‘peaceful protests’), saying it ‘achieved nothing. By contrast, C attached great importance to the work of the Suffragists, saying this ‘mass movement’ made ‘massive strides’ for the campaign and was the ‘central explanation’ for why the suffrage movement was eventually successful. B attributes greater significance to the role of the Suffragettes, saying their story was ‘important’ to history and implying that civil disobedience achieved more than peaceful protest. C focusses exclusively on the Suffragettes as subjects for the film and portrays them as heroines/martyrs. C however claims that the WSPU had failed by 1914 and that they were actually ‘in decline’.</i></li> <li><i>Developed reasons for differences – nature/purpose eg B is trying to promote the film and make it sound different and controversial; Gavron even says there is ‘a lot of action’. Popular history is more likely to focus on the role of extreme groups, even if they were less important. C meanwhile is written by a ‘Revisionist’ historian who has written this book specifically to try to overturn the popular perception that the Suffragettes were most important in getting women the vote.</i></li> </ul>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

*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.*

<b>Question 7–12 marks</b>	
<b>Interpretations B and C both focus on women’s campaign for the vote. How far do they differ and what might explain any differences?</b>	
<b>Guidance and indicative content</b>	
<b>Level 4 (10-12 marks)</b>	Answers at L4 will typically compare the overall portrayal of Suffragettes and support this with relevant reference to the content of the interpretations. They will use the <b>purpose/audience</b> of one or both of the interpretations to explain reasons for different portrayals,  <b>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</b> <b>NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals.</b>
<b>Level 3 (7-9 marks)</b>	Answers at L3 will typically compare the message/overall portrayal of Suffragettes and support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance  <b>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.</b> <b>NOTE: Answers with support from only one interpretation award 7 marks</b>
<b>Level 2 (4-6 marks)</b>	Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference  <b>Nutshell: Selects individual points of similarity or difference</b> OR <b>Nutshell: Valid comparison of portrayals with no support</b>
<b>Level 1 (1–3 marks)</b>	Answers at L1 will typically make simplistic comments about provenance  <b>Nutshell: Comparison of simplistic provenance</b>  <b>Nutshell: Portrayal of suffragettes in one interpretation explained with no valid comparison</b>
<b>0 marks</b>	

<p><b>Question 8*–20 marks</b>  <b>In his 2015 textbook, <i>The Experience of Warfare in Britain: Crimea, Boer and the First World War 1854–1929</i>, historian Alan Farmer argued that, during the First World War ‘most British people were solidly patriotic and committed to victory’. <i>How far do you agree with this view?</i></b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts.  <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of responses to the demands of total war. 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 Levels 4 and 5, this must involve considering the use of the phrases ‘most and/or ‘solidly’ in the interpretation.</i></p>
<p><b>Level 4 (13–16 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><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 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></p>
<p><b>Level 3 (9–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).          Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><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 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</i></p>
<p><b>Level 2 (5–8 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p>	

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<p>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></p>	<p><i>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.</i></p> <p><i>Grounds for disagreeing include: Conscription had to be introduced in 1916; socialists and pacifists opposed the war; 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.</i></p>
<p><b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 8*–20 marks</b>	
In his 2015 textbook, <i>The Experience of Warfare in Britain: Crimea, Boer and the First World War 1854–1929</i> , historian Alan Farmer argued that, during the First World War ‘most British people were solidly patriotic and committed to victory’. <i>How far do you agree with this view?</i>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b>  <b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b>
<b>Level 4 (13-16 marks)</b>	Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples  <b>Nutshell: Balanced or one-sided argument; three explained points of support</b> <b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.</b> <b>NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b>
<b>Level 3 (9-12 marks)</b>	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples  <b>Nutshell: One sided argument, two explained points of support</b>  Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example,  <b>Nutshell: Balanced argument; one explained point on each side</b> <b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b>
<b>Level 2 (5-8 marks)</b>	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example,  <b>Nutshell: One sided argument; one explained point of support</b> <b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b>
<b>Level 1 (1-4 marks)</b>	Level 1 answers will typically identify areas of agreement and/or disagreement without full explanation, <b>Nutshell: Identification of reason(s) without explanation</b>  Alternatively, Level 1 answers will typically describe events OR make general, unsupported assertions <b>Nutshell: Description of actions or related events without addressing the question OR general, unsupported assertions.</b>
<b>0 marks</b>	

<p><b>Question 9*–20 marks</b>  <b>In his 1949 memoir, <i>The House is Gone: A Personal Retrospect</i>, journalist and poet Dudley Carew argued that the Edwardian era was a ‘golden era of prosperity.’ How far do you agree with this view of Britain between 1900 and 1914?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of tensions in Edwardian society.</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.</i></p> <p><i>Answers are most likely to show understanding of diversity (similarity/difference between different groups, eg rich and poor) and change and continuity (how experiences changed or stayed the same across the period) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: British trade and industry made Britain world’s richest country; British Empire offered markets / opportunities for British businesses; Britain’s military strength; developments in technology; lavish lifestyles for some people (upper classes); wide range of leisure activities for middle classes; working class wages were higher than they had been in the 19<sup>th</sup> century and some workers could afford luxuries; many working-class families lived in better housing as local councils built good-quality streets and new terraced houses with flushing toilets; many workers had Saturday afternoons off and went to watch football and cricket; there were four bank holidays in the year and lots of factories closed for a week in the summer – many families went to British seaside resorts; the Liberal government had brought in series of welfare reforms after 1906 to improve the lives of the poor and elderly – by</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	

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<p><b>Level 2 (5–8 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>1914 there were things like Free School Meals, National Insurance and Old Age Pensions.</i></p> <p><i>Grounds for disagreeing include: Competition in trade and industry from Germany and the USA; concerns about Britain's army compared to Germany's; low wages for unskilled labourers; lack of unemployment/welfare system in 1900; Rowntree's investigations had revealed 28% York's population lived below the poverty line; poorer working class families continued to live in overcrowded and insanitary slums; only 66% of working class babies lived beyond the age of 1; danger and lack of regulation in some industries, eg Sweated Trades; lives of women could be boring and repetitive; women were paid less than men; women didn't have the vote; there was little social mobility for working classes.</i></p>
<p><b>Level 1 (1–4 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1).          Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	



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<b>Question 9*–20 marks</b>	
In his 1949 memoir, <i>The House is Gone: A Personal Retrospect</i> , journalist and poet Dudley Carew argued that the Edwardian era was a ‘golden era of prosperity.’ How far do you agree with this view of Britain between 1900 and 1914?	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b>  <b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b>
<b>Level 4 (13-16 marks)</b>	Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples  <b>Nutshell: Balanced or one-sided argument; three explained points of support</b> <b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.</b> <b>NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</b>
<b>Level 3 (9-12 marks)</b>	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples  <b>Nutshell: One sided argument, two explained points of support</b>  Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example,  <b>Nutshell: Balanced argument; one explained point on each side</b> <b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b>
<b>Level 2 (5-8 marks)</b>	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example,  <b>Nutshell: One sided argument; one explained point of support</b> <b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b>
<b>Level 1 (1-4 marks)</b>	Level 1 answers will typically identify areas of agreement and/or disagreement without full explanation, <b>Nutshell: Identification of reason(s) without explanation</b>  Alternatively, Level 1 answers will typically describe events OR make general, unsupported assertions <b>Nutshell: Description of actions or related events without addressing the question OR general, unsupported assertions.</b>
<b>0 marks</b>	

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