

General Certificate of Secondary Education

A972/21

History B (Modern World)

How was British society changed,
1890–1918?

Morning/Afternoon

Specimen Paper

Time: 1 hour 30 minutes

Candidates answer on a separate answer booklet.

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number on the answer booklet
- Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this
- Read each question carefully. Make sure you know what to do before you start each answer
- Answer **all** the questions
- Write your answers in black ink, in the answer booklet
- Write the numbers of the questions you have answered in the box on the front of the answer booklet

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **53**.
- You will be awarded marks for the quality of written communication in question 6.
- Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **7** printed pages and **1** blank page.

How was British Society changed, 1890–1918?

Study the Background Information and the sources carefully. You are advised to spend at least ten minutes doing this.

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

Answer ALL the questions.

1 Study Source A.

What is the message of this poster? Use details of the poster and your knowledge to explain your answer. **[6]**

2 Study Sources B and C.

Which source do you think gives a more accurate view of life in Britain during the war? Use details of the sources and your knowledge to explain your answer. **[9]**

3 Study Source D.

Are you surprised that the government issued this poster in 1917? Use details of the poster and your knowledge to explain your answer. **[7]**

4 Study Sources E and F.

Does Source F prove Source E is wrong? Use details of the sources and your knowledge to explain your answer. **[9]**

5 Study Source G.

How useful is this report for understanding how the First World War affected people in Britain? Use details of the report and your knowledge to explain your answer. **[7]**

6 Study all the sources.

'Civilians in Britain suffered during the First World War'. How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. **[12]**

 Spelling, punctuation and grammar **[3]**

Paper Total: [53]

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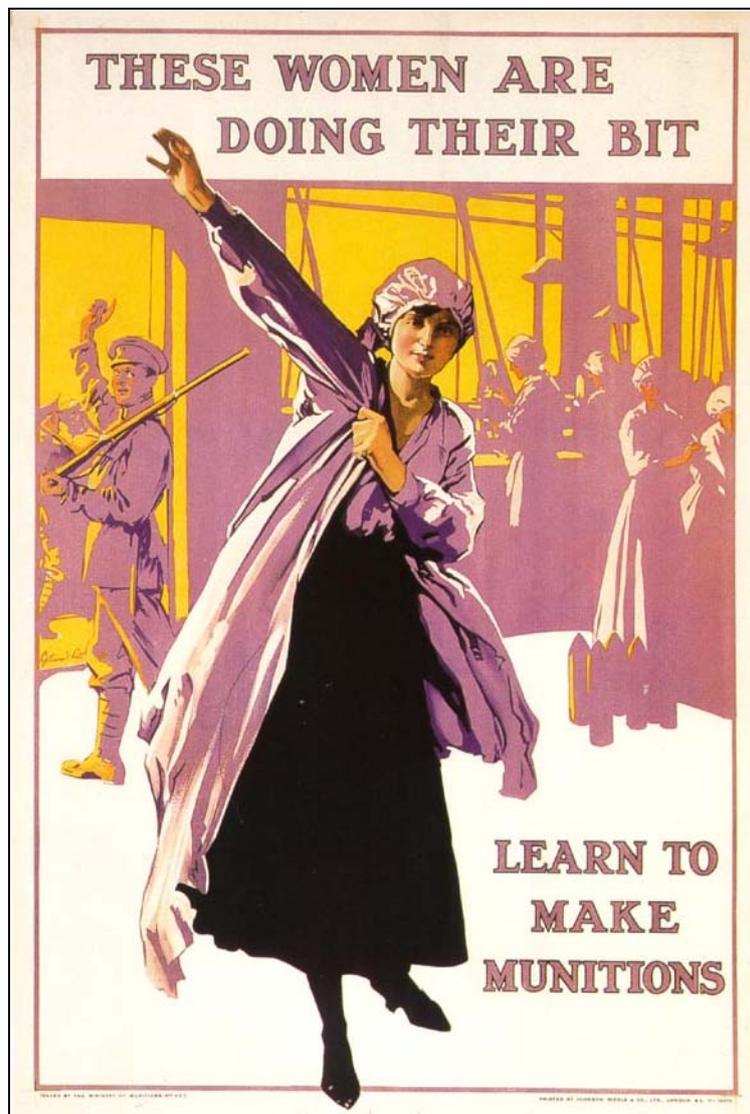
How was British Society changed, 1890–1918?

The Home Front

Background Information

During the First World War civilians in Britain became part of the conflict in a way which had never happened before. Some historians argue that attacks from the sea and the air meant civilians were actually in the 'front line', as they were targets of enemy action. There were also many limits on the freedom of individuals because of government regulations. Other historians, however, argue that the war also provided better opportunities for men and women. So, did civilians suffer or benefit during the First World War?

Source A



A British government poster, 1917.

Source B



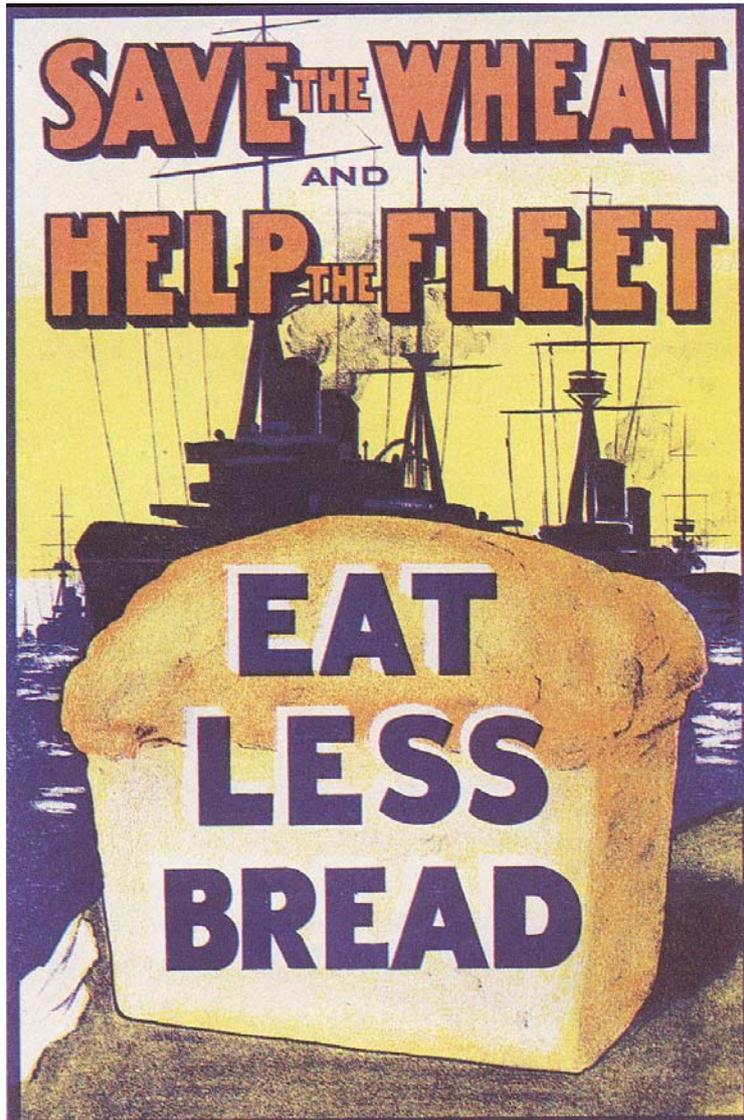
A British government poster 1916.

Source C

You see, us being an island hardly any food could get through, because of what the Germans were doing. My family lived on black bread and on bones from the butcher made into soups. When some food did get delivered to the shops everyone for miles around gathered, but if you were old, sickly or a child you stood no chance. If the police kept control a queue would form and stretch for miles. Many people, especially children, died of starvation. Food riots were very common.

A Londoner, speaking in 1984, about his experiences in the war.

Source D



A British government poster, 1917.

Source E

The women at a London aircraft works painted aeroplane wings with poisonous varnish. They worked from 8am to 6.30pm, but often until 8pm. Meals were taken in the horrid atmosphere of the workshop. So terrible were the varnish fumes that it was common for 6 or more of the 30 women to be lying ill on the stone floor outside the workshop for half an hour, unconscious for part of the time.

Sylvia Pankhurst describing the war work of women, 1932.

Source F

In 1915 I decided to make a contribution to the war effort and volunteered to make shells in a London munitions factory. I don't think any worker can have enjoyed their work more than I did. Other women developed much more skill than me and they did far more important work, but they would never have known the enjoyment I experienced. When I was on an interesting job it was nothing to leap out of bed at 5.15 on a frosty morning and I almost danced down Queen's Road under the stars, thinking of the day's work before me.

An extract from the memoirs of an upper-class woman, published in 1970.

Source G

My Staff Officer went outside the hotel and saw a Zeppelin overhead, very distinct against a clear sky, at a height estimated by him as 3,000 feet.

It was reported that a Zeppelin had passed over at 12.15 a.m. and had dropped 32 bombs on Hull. All arrangements for collecting wounded and extinguishing fires worked very well. Great credit is due to the splendid troops and fire brigade for saving Holy Trinity Church from destruction by the Hun.

The casualties up to date are 19 killed (5 men, 9 women and 5 children), 24 seriously wounded, and 40 cases dealt with at dressing stations and sent home.

Report by Major General Ferrier, Commander of East Coast Defences, June 1915.

Copyright Acknowledgements:

Sources:

Source A: Fisher, *The Great War*, Collins, 1993, Source 12, p. 28

Source B: Aylett, *Britain & the Great War*, Hodder, 1993, Source A, p. 28

Source C: Radway, *Britain 1906-1918*, Hodder 2002, Source B, p. 26

Source D: Rees, *Britain & the Great War*, Heinemann, 1993, Source E, p. 39

Source E: McKenzie, *Shoulder to Shoulder*, Penguin, 1975

Source F: BBC History: bbc.co.uk/history; World War I, The Human Face of War, Joan Williams

Source G: National Archives Learning Curve: nationalarchives.gov.uk/learningcurve; The Zeppelin Raids; PRO Ref: Air 1/569/15/16/142; Report by Major General Ferrier 1915

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Unit A972/21: How was British society changed, 1890–1918?

Specimen Mark Scheme

The maximum mark for this paper is **53**.

Question Number		Mark
1	<p>Source A</p> <p>What is the message of this poster?</p> <p>Use details of the poster and your knowledge to explain your answer. [6]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Description of surface detail/general assertion. e.g. <i>'There is a soldier leaving women working in a factory.'</i></p> <p>Level 2: Focus is a minor message of the poster, unsupported by detail from it. e.g. <i>'Help the men going off to war.'</i></p> <p>Level 3: Focus is main message of the poster, unsupported by detail from it. e.g. <i>'With so many men going off to fight the war, women are needed in factories.'</i></p> <p>Level 4: Focus is main message of the poster, supported by detail from it. OR from contextual knowledge. e.g. <i>'With so many men going off to fight the war, women are needed in factories. The poster makes this point by showing men in the army, women making munitions – and inviting more women to 'Learn to make munitions.'</i></p> <p>Level 5: Focus is main message of the poster, supported by detail from it and put into context. e.g. <i>'By 1917 greater female input was needed for the war effort because so many men were in the forces after conscription in 1916. The poster exerts moral pressure by showing men in the army, women making munitions - and inviting more women to 'Learn to make munitions.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3-4]</p> <p>[5]</p> <p>[6]</p>
2	<p>Sources B and C</p> <p>Which source do you think gives a more accurate view of life in Britain during the war?</p> <p>Use details of the sources and your knowledge to explain your answer. [9]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Description of surface detail/general assertion. e.g. <i>'In Source B rich people are smoking, drinking and listening to the Kaiser.'</i> Source C tells us how people starved.</p> <p>If refers to one source only do not reward at top of level.</p> <p>Level 2: Accuracy depends on type of source. e.g. <i>'Source B is more accurate because it actually shows people and was drawn during the war. Source C is a memory long after the war ended.'</i></p> <p>OR</p> <p>Details of the sources are matched/contrasted, but no/invalid comment on accuracy. If refers to one source only do not reward at top of level.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p>

Question Number		Mark
2 cont'd	<p>Level 3: Valid comment on accuracy of a source/s supported by detail from it/them. OR from contextual knowledge. e.g. 'Source B is accurate in showing what people looked like, but is a piece of government propaganda about extravagant smoking and drinking - wasting resources needed to fight the war. Source C talks about starvation and food riots, but is a memory long after the war ended.' If refers to one source only do not reward at top of level.</p> <p>Level 4 : Evaluates accuracy of one source based on general contextual knowledge of the war supported by detail from the source. e.g. 'Source B accurately shows how some people lived, comfortable and able to smoke and drink despite two years of war. Rich people were unaffected by food shortages and high prices and there was no conscription until 1916.'</p> <p>Level 5: Evaluates accuracy of one source based on purpose in context supported by detail from the source. e.g. 'Source B accurate - shows some people comfortable and able to smoke and drink despite two years of war. Rich people unaffected by food shortages and high prices and no conscription until 1916. However, poster part of a government propaganda campaign to get people to support the war from its beginning in August 1914. So, the poster uses emotional blackmail ('Are you in league with the Kaiser?') to stop extravagance and help the war effort.'</p> <p>Level 6: Compares the accuracy of both sources by evaluating them in context supported by detail from both sources. e.g. 'Source C gives a more accurate view - food supply problems, leading to food riots and long queues, caused by German U-boat campaign from 1915. Source B - obvious example of government propaganda, with an impossible picture of the Kaiser talking to rich Britons who are drinking and smoking. Rich people unaffected by food shortages and high prices and no conscription until 1916. However, poster part of a government propaganda campaign to get people to support the war from its beginning in August 1914. So, the poster uses emotional blackmail ('Are you in league with the Kaiser?') to stop extravagance and help the war effort.'</p>	<p>[5]</p> <p>[6-7]</p> <p>[8]</p> <p>[9]</p>
3	<p>Source D Are you surprised that the government issued this poster in 1917? Use details of the poster and your knowledge to explain your answer. [7]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Description of surface detail/general assertion. e.g. 'No, there was a war on and people had to be careful about saving food.'</p> <p>Level 2: Valid inference/s from the poster, unsupported by detail from it. e.g. 'No, it was issued to persuade people to think more carefully about saving food to help Britain win the war.'</p> <p>OR Makes contextual reference without inference. e.g. 'No, German U-boats were sinking many of Britain's ships.'</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p>

Question Number		Mark
3 cont'd	<p>Level 3: Valid explanation of why the government issued the poster, supported by detail from it. e.g. 'No, it was issued to persuade people to think more carefully about what they ate so that more effort could be put into winning the war. The image of a loaf with ships in the background reminded them that wheat was brought in from overseas.'</p> <p>Level 4: Valid explanation of why the government issued the poster, supported from contextual knowledge. e.g. 'No, German U-boat campaign of unrestricted submarine warfare began in February 1915 and the government was desperate to avoid shipping losses. Consequently, a campaign to reduce food imports from other parts of the world was begun.'</p> <p>Level 5: Valid explanation of why the government issued the poster, supported by detail from it and put into context. e.g. 'No, it was issued to persuade people to think more carefully about what they ate so that more effort could be put into winning the war. The image of a loaf with ships in the background reminded them that wheat was brought in from overseas. German U-boat campaign of unrestricted submarine warfare began in February 1915 and the government was desperate to avoid shipping losses. Consequently, a campaign to reduce food imports from other parts of the world was begun.'</p>	<p>[4-5]</p> <p>[6]</p> <p>[7]</p>
4	<p>Sources E and F.</p> <p>Does Source F prove Source E wrong?</p> <p>Use details of the sources and your knowledge to explain your answer. [9]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Comprehension only/general assertion. e.g. 'No, because they are about different jobs and different numbers of women.'</p> <p>Level 2: Identifies/explains disagreement between the sources, unsupported. e.g. 'No, because Source F is only about one woman in love with her job, while Source E tells us how more women suffered in a different job.' OR Details of the sources are matched, without explanation. If refers to one source only do not reward at top of level.</p> <p>Level 3: Identifies/explains disagreement between the sources, supported. e.g. 'No, Source E is about poor working conditions - working from 8 am to 8 pm painting aeroplane wings, and the effect on large groups of women. The other source, F, is only about the feelings of one woman making shells in a munitions factory.' If refers to one source only do not reward at top of level.</p> <p>Level 4: Evaluates one source with reference to its language / purpose, supported by detail from it. e.g. 'No, trusts Sylvia Pankhurst in Source E because she was a champion of women and knew about their work. The problem is the biased language such as 'horrid atmosphere' and 'terrible fumes' in describing the work of women painting aeroplane wings.' OR Uses knowledge of Sylvia Pankhurst's activities to evaluate Source E.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7]</p>

Question Number		Mark
4 cont'd	<p>Level 5: Judgement based on evaluation of both sources in context, supported by detail from them.</p> <p>e.g. <i>'No, because Source F uses exaggerated language about her work in a munitions factory, 'danced down the road to work'. The reality of munitions work for thousands of woman was quite different – cancer of the jaw, yellow skin. Trusts Sylvia Pankhurst in Source E because she was a champion of women and knew about their work. Despite her biased language such as 'horrid atmosphere' and 'terrible fumes' in describing the work of women painting aeroplane wings, she is more realistic than Source F.'</i></p>	[8-9]
5	<p>Source G</p> <p>How useful is this report for understanding how the First World War affected people in Britain?</p> <p>Use details of the report and your knowledge to explain your answer. [7]</p> <p>Level 0: No evidence submitted or response does not address the question.</p> <p>Level 1: Comprehension only/general assertion.</p> <p>e.g. <i>'Source G is useful because it tells us about how civilians were attacked during the war.'</i></p> <p>Level 2: Valid inference from the report unsupported by detail from it.</p> <p>e.g. <i>'Source G is useful because it tells us about how ordinary civilians were not safe in their own home during the war.'</i></p> <p>Level 3: Evaluates usefulness by commenting on the language/purpose of the report, supported by detail from it.</p> <p>e.g. <i>'Source G has limited use because it does not give an overall picture of the effect of the war on Britain. Everyone knew of a friend or loved one killed in the trenches. It only gives a narrow picture of 19 killed in Hull. It is also biased with language such as – 'splendid troops', 'destruction by the Hun'.'</i></p> <p>OR Evaluates usefulness through general contextual knowledge of the war, unsupported by detail from the report.</p> <p>e.g. <i>'It is useful because of the information it gives. Attacks on Britain began in 1914 when Scarborough was shelled and civilians in Britain no longer seemed safe. There were also restrictions on civilians – DORA.'</i></p> <p>Level 4: Evaluates usefulness of the report against contextual knowledge of air attacks on civilians supported by detail from the report.</p> <p>e.g. <i>'It is useful because of the information it gives. The report tells how a Zeppelin dropped 32 bombs on Hull, killing 19 people. Zeppelin attacks on Britain began in 1915 and although they did not cause major damage or casualties they had a great psychological impact – civilians in Britain no longer seemed safe.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4-6]</p> <p>[7]</p>
6	<p>All the sources, A to G</p> <p>'Civilians in Britain suffered during the First World War.'</p> <p>How far do the sources in this paper support this statement?</p> <p>Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use. [12]</p> <p>Level 0: No evidence submitted or response does not address the question.</p>	[0]

Question Number		Mark
6 cont'd	<p>Level 1: General answers unsupported from the sources. e.g. <i>'Civilians were unsafe and suffered and women had jobs to do.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2: One-sided answer using relevant contextual knowledge unsupported from the sources. e.g. <i>'Civilians suffered in many ways – naval bombardment, Zeppelin raids, rationing, conscription, restrictions on alcohol.'</i> OR Uses the sources without addressing the question. e.g. <i>'Source A shows they wanted people to make munitions. Source B tells us that some people were selfish. Source G tells us that Hull was bombed by Zeppelins.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 3: Balanced answer, using relevant contextual knowledge unsupported from the sources. e.g. <i>'The statement is true. Civilians suffered in many ways – Zeppelin raids, naval bombardment, rationing, conscription, restrictions on alcohol. However, there were good opportunities for women in factories and offices, especially after men were conscripted in 1916.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4: One-sided answer, with specified detailed support from the sources. e.g. <i>'The statement is true – civilians killed by Zeppelin raids, Source G, terrible working conditions, Source E, urged to eat less food, Source D, food riots and starvation Source C.'</i> If refers to one source only do not reward at top of level. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 5: Balanced answer, with specified detailed support from the sources. e.g. <i>'The statement is true – civilians killed by Zeppelin raids, Source G, terrible working conditions, Source E, urged to eat less food, Source D, food riots and starvation Source C. On the other hand – there were opportunities for women, Source A, luxury living, Source B, interesting and enjoyable work, Source F.'</i> If support from one source per side only do not reward at top of level. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 6: In addition to Level 5, addresses 'how far?' based on specific reference to the sources used in their answer. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[1-2]</p> <p>[3]</p> <p>[4-5]</p> <p>[6-7]</p> <p>[8-10]</p> <p>[11-12]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 7.	SPaG [3]
Paper Total		[53]

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 3 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 2 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1 mark</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	SPaG	Total
1	2		4		6
2	2	1	6		9
3	2	1	4		7
4	2	2	5		9
5	2	1	4		7
6	2	2	8	3	15
Totals	12	7	31	3	53