

OCR

British depth study
1906–1918
BRITISH SOCIETY IN CHANGE

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SOURCE INVESTIGATION 1

WHY DID THE LIBERAL GOVERNMENT (1906–12) DECIDE TO FIGHT POVERTY?

1 Study Source A.

What does this source tell you about poverty at the beginning of the twentieth century?

Level 1 Focus on content – surface features only (1–2)

e.g. *Poor people lived in gloomy houses. Their clothes were dirty and there was rubbish in the streets.*

Level 2 Valid inferences – not supported by details from source (3)

Level 3 Valid inferences – supported by details from source (4–5)

e.g. *Poor people rented their houses. They were pretty run down so for some reason the landlord wasn't making improvements. There were water hydrants in the street so the houses didn't have a water tap inside. This is probably why the people look so dirty.*

Level 4 Focus on provenance (6)

e.g. *This is a photograph of one street in Liverpool. We don't know why the photographer took the picture. He might have been trying to make a case for improvements, so he might have chosen the worst street he could find. It's unlikely that the photograph was set up because the houses and street clearly existed. But we don't know how typical this is of Liverpool or of other large towns at the beginning of the twentieth century. So we can't come to any general conclusions from the photograph about poverty at the beginning of the twentieth century.*

N.B. Beware 'knee-jerk' reactions that imply that because it's a photograph it must be posed or can't be accurate, and which ask for more evidence – place these in Level 2.

- 2 Study Sources B and C.**
Is one source more reliable than the other to an historian studying poverty at the beginning of the twentieth century?
Use the sources and your own knowledge in your answer.

- Level 1 Uncritical acceptance of information in sources (1–2)**
Answers at this level simply accept the sources at face value and assert that reliability comes from the information contained in the source.
e.g. I think Source B is more reliable because it tells us that the family had a large bed and everyone slept in it and that both the saucepans were burnt.
- Level 2 Evaluates sources by type (3–4)**
e.g. I think Source B is more reliable because it is an actual description of where real people lived, but Source C is just a graph.
- Level 3 Evaluates sources using the tone OR the content (5–6)**
e.g. I would trust Source B because it's written in a very matter-of-fact way, without any emotion or drama.
I would trust Source C because it's an objective graph. It's not trying to persuade or put a point of view across and so it's not biased.
- Level 4 Evaluates the content of ONE source using contextual knowledge (7–8)**
e.g. I think Source C is highly reliable. Rowntree collected information from hundreds of poor families in York and from this he worked out a 'poverty line' and when in their lives people fell below it and rose above it.
- Level 5 Evaluates the content of BOTH sources using contextual knowledge (8–9)**

- 3 Study Sources D and E.**
How far do these sources differ in their attitude to old age pensions?
Use the sources and your own knowledge in your answer.
- Level 1 Identifies agreements or disagreements – not explained (1–2)**
 e.g. *They agree that poor, elderly people should have a pension.*
- Level 2 Identifies agreements and disagreements – not explained (2–3)**
 e.g. *They disagree because Source E is complaining that the old age pension is too small, but Source D says that it is big enough. They agree because they both think that old age pensions should be given to the elderly.*
- Level 3 Explains agreements OR disagreements, using sources and/or own contextual knowledge (4–6)**
 e.g. *Source E is rather mocking in its tone, saying that the old age pension is too small. This may be because Lord Halsbury has a pension of £100 a week and can't imagine anyone living on 5 shillings a week. This disagrees with Source D, where Will Crooks, who was born in a workhouse and so knows about poverty, believes that 5 shillings is enough. He believes that everyone should have a pension even if they were drunken and thriftless, although the Government put severe limitations on who could and who could not have a pension.*
- Level 4 Explains agreements AND disagreements, using sources and own contextual knowledge (7–8)**
- Level 5 As for Level 4, but in addition makes a judgement on 'How far?' (9)**
 e.g. (Level 4 response plus) ... *So the level of disagreement isn't great. Lord Halsbury is making a rather general comment on the size of old age pensions, while Will Crooks is making a very direct plea for pensions to be given to everyone, regardless of whether they had led blameless lives or not. We don't know what Lord Halsbury thinks about pensions for all.*

- 4 Study Source F.**
Why was this poster issued in 1911?
Use the source and your own knowledge in the answer.
- Level 1** **Suggests a valid reason but fails to mention the purpose of the poster** (1)
e.g. It was published to show people the National Insurance scheme.
- Level 2** **Identifies the purpose of the poster – unsupported by details from the poster** (2)
e.g. The poster was published to get people to support the Liberals [or National Insurance].
- Level 3** **Understands the purpose of the poster AND uses details from the poster OR contextual knowledge in support** (3–5)
e.g. The poster was published in 1911 to get people to support the Liberal Government by telling them that the new National Insurance scheme against sickness and disablement had given them hope for the future.

The poster was published in 1911 because this is when the National Insurance Act was passed. The Liberal Government wanted support because it wasn't a very popular measure.
- Level 4** **Understands the purpose of the poster AND uses details from the poster AND contextual knowledge in support** (6)

5 Study Sources G and H.
How far does Source G support the message of Source H?
Use the sources and your own knowledge in your answer.

Level 1 Valid assertion explained, not supported by detail from sources

OR

Describes content of sources (1–2)

The content is described but no attempt is made to consider ‘matching’ for support.

e.g. Source G shows how many people voted for each party in general elections and how many seats they got. Source H is a cartoon showing the Liberal Party as an old gentleman and the Labour Party as a bruiser.

Level 2 Supports agreement OR disagreement with detail from sources (3–5)

These answers understand the message of Source H and explain how Source G does or does not support it.

e.g. Source H shows the rough, working-class Labour Party pretending friendship with the gentlemanly Liberal Party, but only for as long as they are going in the same direction. The Labour rough has a club behind his back, indicating that he would knock out the Liberal if he had a chance. The voting figures in Source G support this.

Level 3 Supports agreement AND disagreement with detail from sources (5–7)

Level 4 As Level 3, but additionally reaches a judgement on ‘How far?’ (8)

**6 Study all the sources and use your own knowledge.
‘The Liberal Party introduced welfare reforms only because they were afraid of the rise of the Labour Party.’
Explain whether or not you agree with this interpretation.**

Level 1 General assertions unsupported by detail from any sources (1–2)
General points are made about whether or not this is a valid interpretation but no specific support from the sources is given.
e.g. Yes, I can see how this interpretation could be reached because the Labour Party was gaining in strength and support.

Level 2 These answers will use specific contextual knowledge to explain whether they agree or disagree but the sources will be ignored

OR

Refers to sources but no detail or sense of the contents (2–4)

Level 3 Uses sources OR contextual knowledge to explain how the interpretation can or cannot be supported (5–7)

Level 4 Uses sources to explain how they do AND do not support the interpretation (7–9)

Level 5 As for Level 4, but additionally reaches a judgement on ‘How far?’ (10)

**N.B. Up to 3 additional marks are available for the evaluation of sources.
Candidates cannot, however, be awarded more than a total of 12 marks.**

SOURCE INVESTIGATION 2

HOW IMPORTANT WERE THE LIBERAL SOCIAL REFORMS?

1 Study Source A.

Why do you think Lloyd George made this speech in 1908?

Use the source and your own knowledge to explain your answer.

- Level 1** **Answers that suggest a valid reason but fail to mention Lloyd George's purpose – to persuade people to support the reforms** **(1–2)**
These answers will assume the surface content is the message, no inferences are made, e.g. *He made this speech to tell people about the workmen who were out of work.*
He made this speech to tell people about the gigantic task of dealing with the sick.
- Level 2** **Valid, but unsupported inferences, about his purpose** **(3)**
These answers make valid inferences about his purpose but are not supported by references to the source, e.g. *He made this speech to persuade people to support the idea that government should help the poor.*
- Level 3** **Valid inferences about purpose – supported from details of the source** **(4–5)**
- Level 4** **Valid inferences about purpose that use contextual knowledge to explain 'why 1908?'** **(5)**
These answers demonstrate contextual knowledge by explaining why the speech was made in 1908. References might be made to the need to pay for pensions, or more likely Lloyd George's plans to introduce some form of National Insurance for the unemployed or the sick, or to the plan to set up Labour Exchanges. Answers will suggest that Lloyd George was trying to win support for these future reforms.
- Level 5** **As for Level 4, but in addition uses details from the source as support** **(6)**

2 Study Sources B and C.
How far do these two sources agree?
Use the sources to explain your answer.

- Level 1** **Answers that identify information that is in one source, but not in the other** (1)
These answers fail to find agreements or disagreements but do identify information that is in one source and not in the other.
- Level 2** **Identifies agreements OR disagreements of detail** (2)
e.g. *They agree because in both sources they are blessing Lloyd George.*
- Level 3** **Identifies agreements AND disagreements of detail** (3)
- Level 4** **Identifies agreement OR disagreement in overall attitude – not supported** (4)
These answers are based on the understanding either that both sources approve of pensions, or that C is more critical than B.
e.g. *These sources agree because they both think that pensions were a good thing and helped people.*
- Level 5** **Explains agreement OR disagreement in overall attitude – supported** (5)
These answers will compare overall attitudes and will be supported by reference to the sources.
- Level 6** **Compares overall attitudes AND makes a judgement about ‘How far?’** (6)
These answers will compare overall attitudes but in addition will address ‘how far?’ e.g. *These two sources partly agree about the pensions – they both think they helped people. Source B explains how the poor became rich and independent. They were so pleased that they cried. Source C agrees that many were helped ‘even these small doses meant life itself’. But Source C also points out that the pension was based on a means test. It was not given to those who had not worked – so it did not help everyone. Source C has divided opinions about pensions while Source B just says they were good.*

3 Study Sources D and E.

**Are these two cartoonists supporting or criticising Lloyd George?
Use the sources and your own knowledge to explain your answer.**

- Level 1** **Descriptions of the contents of the cartoons** **(1)**
- Level 2** **Identifies correct attitude(s) but not explained** **(2–3)**
e.g. *Cartoon D is criticising Lloyd George. It is making out that he is bad.*
- Level 3** **Answers that explain the attitudes of ONE cartoon using details of the cartoon** **(4–5)**
e.g. *The cartoonist of Source D is against Lloyd George. You can tell this because he has drawn Lloyd George as a highwayman who is robbing people.*
- Level 4** **Answers that explain the attitudes of BOTH cartoons using details of both cartoons** **(5–6)**
- Level 5** **Answers that use contextual knowledge to explain the attitudes of ONE cartoon** **(7)**
e.g. *Source D is criticising Lloyd George. It is saying that he is robbing people to pay for the old age pensions. This is because Lloyd George put up taxes for the rich to pay for the pensions. This is why the cartoon shows him as a highwayman. People in those days did not think the rich should pay to help the poor.*
- Level 6** **Answers that use contextual knowledge to explain the attitudes of BOTH cartoons** **(8)**

4 Study Sources F and G.

Does Source G prove that the writer of Source F was wrong?

Use the sources and your own knowledge to explain your answer.

- Level 1** **Answers that claim Source G cannot prove Source F is wrong because the dates are different** (1)
e.g. *Source G was written in 1939 whereas Source F was written in 1908 so Source G cannot prove that Source F is wrong.*
- Level 2** **Answers that claim Source F must be right because it was written at the time of the reforms, or that Source G does prove Source F to be wrong because it was written later** (2–3)
e.g. *Source G cannot prove that Source F is wrong because Source F was written at the time of the reforms and will be more accurate about them. Source G does prove that Source F is wrong because it was written later and the author has had time to research the reforms. She knows what the results of the reforms were.*
- Level 3** **Answers based on the content of the two sources** (4–5)
These answers will compare what the sources say. They will find differences and/or similarities and use these to explain their answer, e.g. *Source G does prove that Source F is wrong. Source F claims that the reforms will mean that people will become dependent on the State and not be able to look after themselves. Source G shows this is rubbish. People were still very poor. The reforms had not helped them enough. They needed more help not less. It shows that the pensions were too small and people could not live off them.*
- Level 4** **Combines Levels 2 and 3 – uses content and dates of sources** (6)
- Level 5** **Answers that evaluate the sources by considering tone or purpose** (7–8)
e.g. *Source F is very doubtful. It is written by an opponent to the reforms and he has written to a newspaper to get other people to agree with him. You can tell that he is against the reforms when he talks about the taxes being 'unjust'. For these reasons I do not trust Source F. Source G does prove it is wrong. It shows that 30 years after the reforms many people were not being helped. Source G is more factual than Source F. It just describes what was happening in 1939.*

5 Study Source H.

Why was this cartoon published in 1909?

Use the cartoon and your own knowledge to explain your answer.

- Level 1** **Answers that suggest a valid reason but fail to mention the purpose of the cartoon** **(1)**
e.g. *It was published because the budget was in 1909.*
It was published because this was when Lloyd George was passing his reforms.
- Level 2** **Identifies a valid purpose** **(2–3)**
e.g. *It was published to oppose the reforms.*
It was published to show that Lloyd George was a bully.
It was published to show Lloyd George’s reforms were unfair.
- Level 3** **Understands purpose of cartoon and uses details from cartoon OR contextual knowledge to support answer** **(4–5)**
- Level 4** **Understands purpose of cartoon and uses details from cartoon AND contextual knowledge to support answer** **(6)**
e.g. *This cartoon was published in 1909 to oppose Lloyd George’s reforms. It is especially against his budget. It shows Lloyd George to be a bully. His budget was passed to raise taxes on the rich to pay for the reforms. In the cartoon the budget is shown as a spiked stick which Lloyd George is using to beat the rich with. The man hiding under the table represents the rich who were being taxed. The cartoonist obviously thinks that Lloyd George’s taxes are wrong and that people should not be taxed to pay for the poor.*

- 6 Study Sources I and J.**
Why do you think these two sources differ in the information they give about the reforms?
Use the sources and your own knowledge to explain your answer.

Level 1 Describes differences rather than explaining reasons for them (1)

Level 2 Unsupported reasons given (2)
e.g. They give different information because one was written in 1910 and the other was written recently.

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

Level 3 Answers based on the idea that they differ because they had different access to information (3–4)
e.g. They differ because Source I was written by Lloyd George. He was the person who was responsible for the reforms and so he would know all about them. He would know why they are passing the reforms – to drive away hunger. Source J was written by an historian. This was written recently so the historian has had time to research what happened and this is why he has been able to come up with all the information in Source J.

Level 4 Answers that recognise that the sources differ because of the purpose or perspective of the authors (5–6)
Answers might explain the purpose of Lloyd George’s speech in the context of getting his reforms and budget accepted in an election campaign, and the perspective of the historian able to look back and consider the consequences and effectiveness of the reforms years later.

- 7 Study all the sources.
Do these sources show that the Liberal reforms were important?
Use the sources and your own knowledge to explain your answer.**
- Level 1 General assertions unsupported by detail from any specific sources (1)**
- Level 2 These answers will use specific contextual knowledge to explain whether they agree OR do not agree that the reforms were important but the sources will be ignored (2–3)**
- OR**
- Refers to specific sources but no detail or sense of the contents**
- Level 3 Uses sources to explain how sources do OR do not support the view that the reforms were important. These answers will be one-sided, but will have specific support from the sources (4–6)**
Award 7 marks only if explicit contextual knowledge is also used.
- Level 4 Uses sources to explain how sources do AND do not support the view that the reforms were important (6–8)**
Only award 8 marks if explicit contextual knowledge is used.
- Level 5 Develops Level 4 answer to arrive at an overall conclusion or judgement (8)**

N.B. Up to 2 additional marks are available for evaluation of sources.

SOURCE INVESTIGATION 3

WERE THE SUFFRAGETTES JUSTIFIED IN USING VIOLENCE?

1 Study Sources A and B.

How far do these two sources agree about why it was necessary for the suffragettes to turn to violence?

Use the sources to explain your answer.

- Level 1 Identifies agreements OR disagreements – not explained (1)**
e.g. They both agree that women had no choice but to use violence. They disagree. Source A says they had tried everything else, Source B says they were fighting oppression.
- Level 2 Identifies agreements AND disagreements – not explained (2)**
- Level 3 Explains agreements OR disagreements (3–4)**
e.g. These sources agree about why they had to use violence. Source A argues that they had no choice because they had tried all other methods and nobody listened to them. Source B also gives the impression that the women had no choice. It says that they were fighting oppression and says ‘we have no other course’. This means that they had to use violence because they were fighting against something so bad. Both sources say they had to use violence.
- Level 4 Explains agreements AND disagreements (4–5)**
- Level 5 As for Level 4, but in addition makes a judgement about ‘How far?’ (6)**
e.g. These sources do give different reasons for using violence. Source A says that the law of the land made them into criminals. It was the fault of the law that they had to use violence. Source B says they used violence because it had been all right for men to use it in the past. If men could use it, why couldn’t women. However, overall the sources agree. They are both saying that the women really had no choice.

- 2 Study Sources C and D.**
Which of these two sources is most useful in explaining the methods used by the suffragettes?

Use the sources and your own knowledge to explain your answer.

- Level 1 Comprehension not supported by detail from a source (1)**
e.g. *Source D is much more useful. It tells you more about the methods used.*
- Level 2 Comprehension supported by details from the sources (2–4)**
e.g. *Source C is more useful because it tells you that they chained themselves to railings. You can see how they did this, they have rugs to sit on while they are chained.*

OR

Stock evaluation

e.g. *I think Source C will be more useful because it is a photograph taken at the time and so shows what really happened.*

If answers refer to only one poster do not award the highest mark.

- Level 3 Evaluates the content of ONE source, using contextual knowledge or cross-reference (3–6)**
e.g. *Source D is not very useful in explaining the suffragette methods because it comes from 'The Times' newspaper which was against them. The source just criticises the suffragettes and says they should not be using violence. It says that they are insane and are using violence because they are desperate since nobody is listening to them. It is doubtful if this source is useful because all 'The Times' wants to do is to criticise the suffragettes and so we cannot trust what it says.*
- Level 4 Evaluates the content of BOTH sources (7–8)**

- 3 Study Sources E, F and G.**
Do these three sources prove beyond any doubt that the police treated the protestors with unjustified violence on Black Friday?
Use the sources and your own knowledge to explain your answer.

Level 1 Comprehension not supported by detail from a source (1)
e.g. *These sources do prove that the protestors were treated very badly.*

Level 2 Acceptance of the sources as proof supported by details from the sources (2–4)
e.g. *These sources do prove this. In Source E it tells us that the Government had ordered women to be thrown about, and Source G shows how the protestors were beaten up by the police – ‘the policeman beat up and down my spine until a cramp seized my legs’. Source F shows the police using violence with the women. The policeman has a big stick.*
Only award highest mark if all 3 sources are used, or if Source F is used as a qualification.

OR

Stock evaluation

e.g. *These sources are proof because they are primary sources from the time and so will be accurate.*

Level 3 Uses details of sources to concentrate on ‘justified’ (3–5)
These answers are still restricted to the information in the sources. It is used to discuss whether the treatment was ‘justified’. Answers might, for example, mention that in Source E it was a peaceful deputation, in Source G the woman is obviously defenceless, in Source F there is only one woman and lots of police.

Level 4 Evaluates the content of the sources using contextual knowledge or cross-reference, supported by detail from the source (6–9)
e.g. *I am not sure Source E does prove that the police were unjustified. This source is from a suffragette magazine and so will give an account of the events that will put the police in a poor light and will not mention the violence used by the suffragettes. The suffragettes were desperate to get the Conciliation Bill through and would have written anything to justify what they were doing. They marched on Parliament and the Government had to defend it.*
Award 6–7 for one source evaluated at this level, 7–8 for two sources, 9 for all three sources.

- 4 Study Source H.**
Why do you think *Votes for Women* published this cartoon on its front cover in January 1910?
Use the source and your own knowledge to explain your answer.
- Level 1** **Answers that suggest a valid reason but fail to mention the purpose (1)**
e.g. *It was published because this was what was happening at the time.*
- Level 2** **Identifies a valid purpose (2–3)**
e.g. *It was published to show what dreadful things were being done to the suffragettes.*
It was published to win the support of the public.
- Level 3** **Understands purpose and uses detail from source OR contextual knowledge to support answer (4–6)**
- Level 4** **Understands purpose and uses detail from source AND contextual knowledge to support answer (7–8)**
e.g. *They published this cartoon to get people on their side. The picture shows a suffragette being force-fed. This is because she went on hunger strike while she was in prison. A tube was put down her nostrils, she was held down, and liquid food was poured into her. It was a horrible thing to do and the woman in the picture looks as if she was being very roughly treated. The Government was criticised for doing this to women. The suffragettes got a lot of public sympathy. This is why they are putting it on the front cover – to win sympathy and get people to put pressure on the Government.*

5 Study Sources J and K.

Is Source J more reliable than Source K?

Use the sources and your own knowledge to explain your answer.

Level 1 Acceptance or rejection of sources – not supported by details from sources (1)
e.g. *I think Source J is more reliable because it tells you more about what was happening.*

Level 2 Acceptance of sources because of what they tell us – supported from sources (2–3)
e.g. *Source J is more reliable because it tells us that Lloyd George thought there was little chance of any reforms. He says the militants have put people off the suffragette cause.*

OR

Stock evaluation

e.g. *I think that Source J is more reliable because it was spoken at the time and Lloyd George would have known what was happening. Source K was written nearly one hundred years later.*

Level 3 Answers based on the differences in what the two sources are saying (3–4)
These answers will claim one source is more or less reliable because they disagree.
e.g. *Source J tells us that Lloyd George thinks they cannot make progress with giving women the vote because of the activities of the militants. He is very annoyed about this. Source K shows that he was lying because it tells us that he was just making an excuse why the Government could not give women the vote.*

Level 4 Evaluates the content of the sources using contextual knowledge or cross-reference (5–7)
e.g. *Sources J and K disagree. In Source J, Lloyd George claims the Government cannot give women the vote because of the activities of the militants. Source K says this is just an excuse. I think Source K is right and that Lloyd George is making an excuse. Source E shows that the Government is against the suffragettes and so Lloyd George must be lying in Source J when he says he is sorry women cannot get the vote.*

- 6 Study all the sources.
Do these sources show that the use of violence by the suffragettes was justified?
Use the sources and your own knowledge to explain your answer.**
- Level 1 General assertions unsupported by detail from any specific sources (1–2)**
- Level 2 These answers will use specific contextual knowledge to explain whether they agree OR do not agree that violence was justified but the sources will be ignored (2–4)**
- OR**
- Refers to specific sources but no detail or sense of the contents**
- Level 3 Uses sources to explain how sources do OR do not support the view that violence was justified. These answers will be one-sided, but will have specific support from the sources (5–7)**
Award 8 marks only if explicit contextual knowledge is also used.
- Level 4 Uses sources to explain how sources do AND do not support the view that violence was justified (7–9)**
Only award 9 marks if explicit contextual knowledge is used.
- Level 5 Develops Level 4 answer to arrive at an overall conclusion or judgement (10)**

N.B. Up to 2 additional marks are available for evaluation of sources.

SOURCE INVESTIGATION 4

WAS EMILY DAVISON EXPLOITED BY THE SUFFRAGETTES?

1 Study Source A.

What can you learn from this source about events at Tattenham Corner on the Derby racecourse on 4 June 1913?

Level 1 Focus on content: surface features only (1–2)

The ‘story’ of Emily Davison will be accepted at face value,
e.g. *Emily Davison threw herself under the King’s horse at the Derby. She and the jockey were injured.*

Level 2 Valid inferences – not supported by details from source (3–4)

Inferences will be made from the tone, vocabulary etc. of the newspaper report.
e.g. *It was important news.*
People were more interested in the horse and the race than the suffragette cause.

Level 3 Valid inferences – supported by details from source (4–5)

e.g. *The newspaper report is about the events at Tattenham Corner when Emily Davison threw herself under the King’s horse, probably to draw attention to the suffragettes’ cause. But from the way the reporter writes with the concentration on the horse and the words ‘thrilling incidents’ he’s much more interested in the race and the horse than the suffragettes.*

Level 4 Focus on provenance (5–6)

e.g. *The fact that this event was given such prominence in a national newspaper means that people took what happened very seriously. The newspaper was published four days after the event and it’s still headline news. This means that the events would have been reported widely and most people would have known about it. Emily Davison got what she wanted – publicity. So although she was dead, she may have seen this as a success.*

N.B. Beware ‘knee-jerk’ reactions that imply that because it’s a photograph it must be posed or can’t be accurate, and which ask for more evidence – place these in Level 2.

- 2 Study Sources B and C.**
How far do these sources help explain whether or not Emily Davison's death was a suicide?
Use the sources and your own knowledge in your answer.

- Level 1 Describes content of source(s) (1)**
The content is described but it is not successfully related to the question.
e.g. Source B tells us exactly what Emily Davison had on her person when she was taken to hospital and later died. She had sewn WSPU colours inside her coat and had things in her pockets like stamps, keys and writing paper.
- OR**
- Assertions about suicide that are not supported from sources**
- Level 2 Uses sources to argue suicide OR not suicide – sources not used together (2–3)**
- Level 3 Cross-references B and C to argue suicide OR not suicide (4)**
e.g. Source B tells us what Emily Davison had on her when she was at the Derby. It doesn't seem likely that she committed suicide, otherwise why had she bought a return ticket? She was clearly planning to go back home afterwards. Source C backs this up by saying that the top suffragettes thought she was only planning to protest by waving a suffragette flag.
- Level 4 Uses sources to show BOTH sides of argument (5–6)**
Higher mark in level if cross-references are made between B and C.
e.g. (As example for Level 2 but additionally) ... However both sources also say that she had sewn the suffragette colours inside her coat. She might have done this so that everyone knew what her motive was after she was dead. This suggests she did plan her suicide.

- 3 Study Sources D and E.**
Why do you think that these two sources give such different reactions to the impact of Emily Davison's death?
Use the sources and your own knowledge in your answer.

Level 1 Describes differences rather than explaining the reasons for them (1)

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

Level 2 Unsupported reasons given (2–3)
e.g. They give different reasons because one is a newspaper report and the other was written by a suffragette.

Level 3 Answers that recognise that these are different interpretations and that interpretations depend on the information available to the authors (4–6)
e.g. They give different views because 'The Times' reporter was very close to the event. He didn't even know, when he wrote, that Emily Davison was going to die and so he couldn't re-think what impact her death would have. He only wrote about the impact of what she had done. On the other hand, Christabel Pankhurst, although she was describing the same event, was looking back from a distance and so had the advantage of knowing what had happened after Emily's death.

Level 4 Answers that recognise that these are different interpretations and that interpretations depend on the purpose of the artist, or on their perspectives (7–9)
e.g. They give different views because they each have a different purpose. The reporter is trying to sell newspapers and so he has to make what he writes eye-catching but, because 'The Times' was against the suffragettes its account will be critical of what she did. Christabel Pankhurst was a leading suffragette and so in her book she has to justify what Emily Davison had done and present her as a kind of martyr for the cause.

- 4 Study Source F.**
How useful is this source to an historian trying to find out about the ways in which the suffragettes used Emily Davison's death?
Use the source and your own knowledge in your answer.
- Level 1 Comprehension not supported by content of source (1–2)**
e.g. It is very useful because it is a photograph of her funeral.
- Level 2 Comprehension supported by content of source (3–4)**
e.g. The photograph is useful because it shows us what happened at the funeral. There were large crowds and a grand procession.
- OR**
- Unsupported, but valid, inference**
e.g. They used her death to gain a lot of publicity.
- OR**
- Stock evaluation**
- Level 3 Inference supported by content of source (5–6)**
e.g. The photograph is useful because it shows how the suffragettes made Emily Davison's funeral into something like a publicity stunt to promote the cause of women's suffrage. You can see this by the way they have turned it into a big event with hundreds of people present and the words 'fight on' on the banner.
- Level 4 Evaluates the source using contextual knowledge or cross-reference (7–8)**

- 5 Study Sources G and H.**
Is one source more reliable than the other about attitudes to Emily Davison's death?
Use the sources and your own knowledge in your answer.

Level 1 **Accepts/rejects sources – no support** **(1–2)**

Level 2 **Uncritical acceptance of information in sources** **(2–4)**

Answers at this level simply accept the sources at face value and assert that reliability comes from the information contained in the source. If answers refer to one source only do not award the highest mark.
e.g. *Source G is reliable because it tells us she was brave and foolish. The author says she did not help the suffragette cause.*

OR

Stock evaluation

e.g. *I think Source G is more reliable because it is a cartoon drawn at the time and so gives us insight into what people were thinking then. Source H isn't at all reliable because it is just one man's opinion written a long time after the event.*

Level 3 **Evaluates the content of ONE source using contextual knowledge or cross-reference** **(5–7)**

e.g. *I think Source H is highly reliable. The Derby was generally regarded as a good day out for all sorts and classes of people, and most of them were outraged that Emily Davison should spoil it for them in this way. Many people were more concerned about whether the horse was hurt than whether or not Emily survived. This was a stupid act and, like the other violent protests of the suffragettes, did more to turn people off female suffrage than to persuade them it was right. The suffragette movement became more and more unpopular before the war because of stunts like this one.*

Level 4 **Evaluates the content of BOTH sources using contextual knowledge** **(8–9)**

**6 Study all the sources and use your own knowledge.
‘Emily Davison’s death was a futile gesture that helped no one.’
How far would you agree with this interpretation?**

Level 1 General assertions unsupported by detail from any sources (1–2)
Valid points are made about whether or not this is a valid interpretation but no specific support from the sources is given.
e.g. Yes, I can see how this interpretation could be reached because women didn’t get the vote as a result of what she did.

Level 2 These answers will use specific contextual knowledge to explain whether they agree or disagree but the sources will be ignored (2–4)

OR

Refers to sources but no detail or sense of the contents

Level 3 Uses sources to explain how the interpretation can be supported OR how it cannot be supported (3–5)

Level 4 Uses sources to explain how the interpretation can AND cannot be supported (7–9)

Level 5 As for Level 4, but additionally reaches a judgement on ‘How far?’ (10)

**N.B. Up to 3 additional marks are available for the evaluation of sources.
Candidates cannot, however, be awarded more than a total of 12 marks.**

SOURCE INVESTIGATION 5

WOMEN'S WAR WORK: WHAT DID IT ACHIEVE FOR WOMEN?

1 Study Source A.

What can you learn from this source about attitudes to women in Britain in 1914?

Use the source in your answer.

- Level 1 Surface information from the source (1–2)**
e.g. *It tells me that women will be neglected.*
It tells me that women had boyfriends.
- Level 2 Infers that women are meant to persuade men to join the army (2)**
- Level 3 Valid inferences about attitudes towards women – not explained or supported by details from source (3–4)**
e.g. *Women were seen as having important influence over men, women were not allowed to fight, women were not important in their own right.*
- Level 4 Valid inferences explained or supported from source (5–6)**
e.g. *This tells me that women were seen as important. They could persuade men to join the army – ‘Is your “Best Boy” wearing Khaki?’ This was very important for the war effort because Britain needed soldiers badly. But it also shows that women were not seen as important. Their only role was to persuade men to join. War was men’s business.*
Award 6 marks if covers both positive and negative attitudes.

2 Study Sources A and B.

Why do you think these posters make different appeals to women?

Use the sources and your own knowledge in your answer.

Level 1 Describes differences in surface features (1–2)

e.g. Source A is trying to get women to persuade their men to join the army, but Source B is trying to get women to join the Land Army.

Level 2 Explains different appeals – answers limited to sources (3–5)

e.g. Source A thought that women had nothing to contribute to the war effort except persuading men to join the army. The women themselves would not be involved in the war. Source B, however, is saying that women themselves have roles to fill in the war effort.

Award 5 marks if both sources covered at this level.

Level 3 Contextual knowledge or cross-reference used to explain reasons for different appeals (6–8)

e.g. These sources are making different appeals because the situation had changed between 1914 and 1916. In 1914, at the beginning of the war the most important thing was that men joined the army. Britain had a very small army and was desperate for men to join. By 1916 conscription had been introduced and most men were away fighting. Women were now needed to work on the farms doing the men's jobs otherwise the country would have been short of food.

Award 8 marks if both sources covered at this level.

3 Study Source C.

Why was this poster produced in 1915?

Use the source and your own knowledge in your answer.

- Level 1 Suggests a valid reason but fails to mention purpose of poster (1)**
e.g. *It was published then because there was a war going on.*
It was published because they needed munitions.
- Level 2 Identifies purpose of poster but not supported by details from poster (2)**
e.g. *It was published to get women to work in munitions factories.*
- Level 3 Understands purpose of poster and uses details from the poster OR contextual knowledge to support answer (3–4)**
- Level 4 Understands purpose of poster and uses details from poster AND contextual knowledge to support answer (5–6)**
e.g. *This poster was published to get women to work in munitions factories. It is encouraging them to do this by saying that this is how women can do their bit in the war. The woman in the poster is looking cheerfully determined as she pulls her coat on ready to get down to work. It was published in 1915 because the army was becoming short of shells and the male workers had gone to France to fight. This meant they needed to recruit women to make more munitions otherwise the war effort would grind to a halt.*

- 4 Study Sources D and E.**
How far does Source E explain what was happening in Source D?
Use the sources and your own knowledge in your answer.
- Level 1 Describes what was happening in the sources (1–2)**
e.g. Dorothy Poole had a hard time. The men did not like her working there. They nailed up her drawer and did not talk to her.
- Level 2 Claims that Source E does not explain what happened in Source D (3–4)**
 These answers might suggest the two sources disagree (women doing better work in Source E, but struggling with the work in Source D), or that they are about two different women in two different factories.
- Level 3 Matches the two sources to explain how one helps explain the other (5–6)**
e.g. Source E does explain Source D. In Source D she is resented by the male workers. They did not help her and poured oil all over her things. Source E explains why this was happening. The men did not like women coming in and doing their work. They were not used to women earning the same as them and yet they did not want the women to do the work for less because this might lower their wages. This was why they hated having women in the factory and why they acted as they did in Source D.
- Level 4 As for Level 3 but answer is qualified (7–8)**
 Qualifications might include those in Level 2.
- Level 5 As for Levels 3 or 4, but explanation developed by contextual knowledge or cross-reference (8–9)**

5 Study Sources F, G and H.
How useful are these sources to an historian studying changing attitudes to women during the First World War?
Use the sources and your own knowledge in your answer.

Level 1 Comprehension – not supported by details from sources (1–2)
e.g. These sources tell us that attitudes towards women were changing quite a lot.

Level 2 Comprehension supported by detail from the sources – one-sided answers (2–4)
e.g. Source G shows that attitudes were changing. Asquith had decided that women deserved to get the vote because of the work they did during the war.

OR

Stock evaluation

Level 3 Comprehension supported by detail from the sources – explains how they show attitudes changing and not changing (3–5)

Level 4 Evaluates the content of ONE source, using contextual knowledge OR cross-reference (6–7)
e.g. Source G is very useful in showing how attitudes were changing. Asquith had been Prime Minister and he had been a strong opponent of women getting the vote. He was mainly responsible for women not getting the vote before the war. The fact that he has changed his mind shows that it is likely that many other people would also have changed their minds about women having the vote.

Level 5 Evaluates the content of MORE THAN ONE source to show attitudes changing and not changing. Contextual knowledge or cross-reference must be used (8–9)

- 6 Use all the sources and your own knowledge.
‘The First World War did nothing to change the status of women in British society.’
How far would you agree with this statement?**
- Level 1 General assertions unsupported by detail from any specific sources (1)**
- Level 2 These answers will use specific contextual knowledge to explain whether or not they agree OR do not agree that the status of women had changed but the sources will be ignored (2–4)**
- Level 3 Uses sources to explain how sources do OR do not support the view that the status of women had changed. These answers will be one-sided, but will have specific support from the sources (5–7)**
Award 7 marks only if explicit contextual knowledge is used.
- Level 4 Uses sources to explain how sources do AND do not support the view that the status of women was changed (7–10)**
Award 10 marks only if explicit contextual knowledge is used.
- Level 5 Develops Level 4 answer to arrive at an overall conclusion or judgement (10)**
- N.B. Up to 2 additional marks are available for evaluation of sources. Candidates cannot, however, be awarded more than a total of 12 marks.**

SOURCE INVESTIGATION 6

DID THE FIRST WORLD WAR HELP OR HINDER WOMEN GETTING THE VOTE?

1 Study Source A.

What is the author's view of the suffragettes?

Use the source to explain your answer.

- Level 1** **Focus on content – surface features only** **(1–2)**
e.g. *The suffragettes made the cause so unpopular that nothing could be done.*
- Level 2** **Valid inferences – not supported by details from source** **(3)**
e.g. *The author thought the suffragettes had made a mistake.*
- Level 3** **Valid inferences – supported by details from source** **(4–5)**
e.g. *The author thought the suffragettes were making a mistake because they did care what the public thought about them. Flora Drummond said that she 'cared not what the opinion of the public was'. The author said this gave the Government an excuse to do nothing because it could say that the suffragette methods had made giving the vote to women unpopular.*

2 Study Sources B and C.

Is there any reason to be surprised by Source C after reading what Source B has to say?

Use the sources and your own knowledge to explain your answer.

- Level 1** **Answers based on the idea that the women in Source C were suffragettes** (1)
e.g. *I am surprised by Source C because I thought they used violent methods and here they seem to be against violent methods.*
- Level 2** **Answers based on the information in Source C** (2)
e.g. *No I am not surprised. The women in Source C were law-abiding so they would criticise the militants.*
- Level 3** **Answers based on the content of Sources B and C** (3–4)
e.g. *I am surprised they are complaining about the violence in Source C because Source B says the violence used was not excessive and it did win public support.*
- Level 4** **Answers based on contextual knowledge or cross-reference to discuss the NUWSS or the Women’s Pilgrimage or the suffragettes’ campaign of violence** (4–6)
These answers will use knowledge of the NUWSS or the Women’s Pilgrimage to explain that there is no reason to be surprised by Source C.
e.g. *No I am not surprised by Source C. It is about a meeting of the suffragists who did not believe in using violence. This is why they are against violence. The suffragettes had launched a campaign of violence at this time and as Source C shows it was making the idea of giving women the vote very unpopular.*
- Level 5** **Answers based on both sources and using contextual knowledge or cross-reference** (7–8)
e.g. *I am surprised that they are criticising the use of violence in Source C. The women in Source C are the suffragists and they believed in peaceful methods so it might not be surprising that they are criticising the use of violence. But Source B does make it surprising because it is by Millicent Fawcett who was the leader of the suffragists and she is saying that the suffragettes did not use much violence and when they did it actually won them public support because of the hunger strikes and force-feeding. So it is surprising that they are saying violence is wrong in Source C.*

- 3 Study Sources D and E.**
Do these two sources disagree more than they agree?
Use the sources to explain your answer.
- Level 1 Identifies agreements OR disagreements – not explained (1)**
e.g. They both agree that the war changed things.
- Level 2 Identifies agreements AND disagreements – not explained (2)**
e.g. They agree that the war was important but they disagree about whether the methods of the suffragettes were working.
- Level 3 Explains agreements OR disagreements (3–4)**
- Level 4 Explains agreements AND disagreements (4–5)**
e.g. They agree. They both say that before the war the Government was coming under pressure to do something about votes for women – they both say that the Government could no longer ignore the issue. However, they give different reasons for this. In Source D it says the suffragettes were the reason but in Source E it says the opposite – that the suffragists were the ones putting pressure on the Government.
- Level 5 As for Level 4, but in addition makes a judgement about whether they disagree more than they agree (6)**

4 Study Sources F and G.

How far do these two sources prove that the suffragettes were very unpopular by 1914?

Use the sources and your own knowledge to explain your answer.

Level 1 Comprehension supported from ONE source (1–2)
e.g. *Source G does prove this. It says that the Government Minister has had lots of letters from the public saying that the suffragettes should be left to die.*

Level 2 Comprehension supported from BOTH sources (3–4)

OR

Stock evaluation

e.g. *Source G does prove it because it is from a Government Minister and he would know.*

Level 3 Evaluates the content of ONE source using contextual knowledge or cross-reference (5–6)
e.g. *Source G does not prove that the suffragettes were unpopular. The Government was against the suffragettes and their methods. It did not want to give women the vote. In this speech McKenna is trying to make it look as if the public is against the suffragettes.*

Level 4 Evaluates the content of BOTH sources using contextual knowledge or cross-reference (7)
This can include cross-referencing between Source F and Source G.

5 Study Source H.
In what ways is this source useful to an historian studying the campaign for votes for women?

Use the source and your own knowledge to explain your answer.

Level 1 Comprehension unsupported by detail from cartoon (1–2)
e.g. *Source H is useful because it tells you about how they tried to get votes for women.*

Level 2 Comprehension supported by detail from the cartoon (3–4)
e.g. *Source H is useful because it shows that there was a campaign to get votes for women. It says 'political freedom for women' and it says the women are heroines.*

OR

Stock evaluation

e.g. *This source is not useful because it is from 'Votes for Women' and is biased.*

Level 3 Evaluates the content of the source using contextual knowledge or cross-reference (5–6)

These answers go beyond the surface information to evaluate what the source says in terms of how useful it is.

e.g. *This source is very useful as it tells you that the campaign to win the vote for women did not stop during the First World War. This cartoon was published in 1915. It is arguing that women were heroines because of the work they did in the war and so they deserved the vote.*

OR

Answers based on the provenance of the source – using contextual knowledge or cross-reference

e.g. *This source is very useful. It comes from a suffragette magazine and it shows the kind of arguments the suffragettes were using in 1915. This was after the war had started and it shows that they have changed their methods. They are now arguing that women are important to the war effort and deserve the vote because of this. They are saying that women are patriots. This is very different from the methods they used before the war when they fought against the Government.*

Level 4 Answers based on content AND provenance of source – using contextual knowledge or cross-reference (7)

6 Study Sources I and J.
Does Source I mean that Asquith was lying in Source J?
Use the sources and your own knowledge to explain your answer.

Level 1 Acceptance of information in Source J (1–2)
e.g. *Asquith was telling the truth. He had decided that women deserved the vote because of the work they did in the war and because they had stopped their violent methods.*

Level 2 Stock evaluation (3)

OR

Uses content of Source I as proof that he was telling the truth
e.g. *Source I says women got the vote in 1918 – in Source J, Asquith says they should get the vote.*

Level 3 Uses content of Source I as proof that he was lying (4–5)
e.g. *Yes it does show he was lying. Source I tells us that the young women who did all the war work did not get the vote in 1918 because the Government did not trust them. But Asquith is saying that these women will get the vote because of the work they did in the war.*

Level 4 As Level 3, but in addition argues that he was OR was not lying because – he had changed his mind between 1917 and 1918; he was not Prime Minister and so it was not up to him what happened in 1918; he was admitting he was wrong so he must have been telling the truth (6–7)
e.g. *In Source J, Asquith is saying that the war work women did has changed his mind about giving women the vote. He has now decided that they should get the vote. Source I is saying that the women who did the work – the young women – were the very ones who did not get the vote. This does not mean he was lying. Asquith had been against women getting the vote for a long time but he did change his mind in the war. In Source J he is giving his personal view because he is no longer Prime Minister. The fact that young women were not given the vote in 1918 does not mean he was lying because he was not in control of the Government.*

**7 Study all the sources.
Do these sources prove that the war hindered, rather than helped, women win the vote?
Use the sources and your own knowledge to explain your answer.**

- Level 1 General assertions unsupported by detail from any specific sources (1)**
- Level 2 These answers will use specific contextual knowledge to explain whether they agree OR do not agree that the war hindered women winning the vote, but the sources will be ignored (2–3)**
- Level 3 Uses sources to explain how they do OR do not support that the war hindered women’s efforts to win the vote. These answers will be one-sided, but will have specific support from the sources (4–6)**
Only award 6 marks if explicit contextual knowledge is used.
- Level 4 Uses sources to explain how they do AND do not support that the war hindered women’s efforts to win the vote (6–8)**
Only award 8 marks if explicit contextual knowledge is used.
- Level 5 Develops Level 4 answer to arrive at an overall conclusion or judgement (8)**

N.B. Up to 2 additional marks are available for evaluation of sources.

SOURCE INVESTIGATION 7

HOW EFFECTIVE WAS GOVERNMENT PROPAGANDA DURING THE FIRST WORLD WAR?

1 Study Sources A, B and C.

How similar are these three posters?

Use the sources and your own knowledge to explain your answer.

Level 1 Valid assertion – not supported by detail from the sources (1–2)
e.g. *They are all posters from the First World War.*

OR

Describes surface content of sources – no inferences about purpose, no comparison of sources

Level 2 Valid inference about purpose – not supported by detail from sources (3–4)
These answers identify that the posters are all trying to get men to join the army.

Award 4 marks if answer mentions that Source A and Source C are directed towards men, whereas Source B is directed towards women (to get their men to join).

Level 3 Valid inferences from sources supported by detail from sources (5–6)
e.g. *These sources are all trying to get men to join the army. Source A is saying people should join to save their country. It has a picture of England's countryside to show that is worth fighting for. Source C is trying to get men to fight by showing details of the damage Germany has done to Scarborough. It mentions the English people killed and says men should join because of this.*

Level 4 In addition to Level 3, explicitly explains that although the sources are all trying to get men to join the army they are doing it in different ways – through love of their country; through their women; through feelings of revenge (7–8)

2 Study Sources D and E.

Does Source E in any way support what is being said in Source D?

Use the sources and your own knowledge to explain your answer.

Level 1 **Answers that claim the two sources are about different things** **(1–2)**
e.g. Source E does not support Source D. Source E is a poster about conscription, Source D is about whether Government propaganda was successful. They are about different things.

Level 2 **Surface agreements or disagreements** **(3–4)**
These answers might argue that Source E does not support Source D because Source D says that the Government said propaganda was useless but Source E is an example of government propaganda. Or that it does support it because Source D says propaganda helped towards victory and Source E shows it is helping by getting men to join the army.

OR

Stock evaluation

Level 3 **Answers that state that Source E does support Source D because Source D says propaganda was not successful and Source E also shows this** **(5–6)**
e.g. Source E does support Source D. Source D says that Government propaganda did not really work. Source E suggests this is right because it is a poster announcing the introduction of conscription. They had to do this because all their earlier propaganda to get people to join the army had failed. If it had worked they would not have had to introduce conscription.

Level 4 **As Level 3, but answers are explained with use of contextual knowledge or cross-reference** **(7–8)**

- 3 Study Sources F and G.**
How useful are these two sources for telling us about why men joined the army?
Use the sources and your own knowledge to explain your answer.

Level 1 Comprehension not supported by details from sources (1–2)
e.g. These sources are very useful. They give us lots of different reasons why people joined the army.

Level 2 Comprehension supported by details from the sources (3–4)
e.g. These sources are very useful. Source F tells us that recruiting sergeants made men join up. The author of Source G says that he joined up because of the bands and the news placards.

OR

Stock evaluation

*e.g. These sources only tell us about two men.
They are useful because they are primary sources.*

OR

Unsupported but valid inferences

e.g. They joined because of fear, hatred, pride in their country, emotions.

Level 3 Valid inferences supported from sources (5–6)
e.g. These sources are useful. They tell us that some men joined out of hatred of the Germans which was stirred up by recruiting sergeants who told them about Germans killing women and children for the fun of it. Some people joined because they did not want to be given white feathers and seen as cowards. Source G tells us that for some the music from military bands stirred up their emotions and this made them join.

Level 4 Evaluates the content or provenance of the sources using contextual knowledge or cross-reference to make judgements about utility (6–7)

- 4 Study Sources H and I.**
Does Source I prove that posters like Source H were successful in making people hate Germans?
Use the sources and your own knowledge to explain your answer.
- Level 1** **Unsupported assertions – no support from details of sources** **(1–2)**
e.g. *Yes it does – lots of people hated the Germans and these sources show why.*
- Level 2** **Assertions that there is no necessary link between the two sources** **(3)**
- Level 3** **Matches two sources for proof** **(4–6)**
These answers match the content of the two sources and use this as proof,
e.g. *Source H was published by the Government to make people hate the Germans. It does this by telling people about how British fishermen were mistreated by the Germans. Source I shows a crowd attacking a German-owned shop in England. This shows that the poster did make people hate the Germans otherwise they would not have attacked the shop.*
Award 6 marks for any qualification e.g. along Level 2 lines.
- Level 4** **Contextual knowledge or cross-reference used to support or question the link between the two sources** **(7–8)**

5 Study Sources J and K.

Were these two sources issued for the same reason?

Use the sources and your own knowledge to explain your answer.

- Level 1** **General assertions – detail from sources not used** **(1)**
e.g. *Yes these two sources were both issued to make people help Britain in the war.*
- Level 2** **Answers describing surface information in sources – no comparison made** **(2–3)**
e.g. *Source J is telling people to eat less bread. Source K shows breaches of the Rationing Order.*
- Level 3** **Answers that compare surface features AND explain differences** **(4–6)**
e.g. *These sources were issued for different reasons. Source J was issued to get people to eat less bread but Source K was issued to show people how those not obeying rations were punished.*
Only award 6 marks if answers are explained by use of contextual knowledge or cross-reference.
- Level 4** **Answers that explain how both sources have the same purpose** **(6–7)**
These answers understand that both sources were trying, in different ways, to encourage people to conserve food.
- Level 5** **As Level 4 but explained through contextual knowledge or cross-reference** **(8–9)**

**6 Study all the sources.
How far do these sources prove that government propaganda was successful?
Use the sources and your own knowledge to explain your answer.**

Level 1 General assertions unsupported by detail from any specific sources (1)

Level 2 These answers will use specific contextual knowledge to explain whether or not they agree OR do not agree that the propaganda was successful, but the sources will be ignored (2–3)

Level 3 Uses sources to explain how sources do OR do not support the view that the propaganda was successful. These answers will be one-sided, but will have specific support from the sources (4–6)
Award 6 marks only if explicit contextual knowledge is used.

Level 4 Uses sources to explain how sources do AND do not support the view that the propaganda was successful (6–8)
Award 8 marks only if explicit contextual knowledge is used.

Level 5 Develops Level 4 answer to arrive at an overall conclusion or judgement (8)

N.B. Up to 2 additional marks are available for evaluation of sources.