

## SOURCE INVESTIGATION 8

### WHAT WAS THE TRUTH ABOUT SWEENEY TODD?

**1 Study Sources A and B.**

**How far does Source A help you decide if the story in Source B is true?**

**Use the sources to explain your answer. (7 marks)**

- Level 1**      **Claims there is no connection between the two sources**      **(1–2)**  
**OR**  
**Claims a map cannot prove anything**  
**OR**  
**Does/does not trust Source B because it is from a newspaper**
- Level 2**      **Explains how there are matches between the map and Source B –**  
**claims this means the story is true**      **(3–4)**  
*e.g. I think the map does help to show the story in Source B is true. This is because the map shows that places like St Dunstan's Church do exist. It also shows that the church is very close to the barber's shop. This supports the story in Source B where the man who was murdered by the barber was by the church.*
- Level 3**      **Explains how many of the events described in Source B are not**  
**supported by the map**      **(4–5)**
- Level 4**      **Combination of Levels 2 and 3**      **(6)**
- Level 5**      **Explains that the matches found between the sources do not mean the**  
**story in Source B is true**      **(7)**  
There are several ways this level could be reached e.g. by explaining that if someone had made the story up but wanted to make it seem realistic they would have chosen real places and got their geography right; or the fact that these places exist and match the story do not mean that the events took place as described.

**2 Study Sources C and D.**  
**Does Source D prove that Source C is wrong?**  
**Use the sources to explain your answer. (8 marks)**

**Level 1 Unsupported assertions or copies/paraphrases the sources (1)**

**Level 2 Assertions that Source C is biased/Source D has been properly researched (2–3)**  
e.g. *I think Source C is wrong because it is biased. It is a lawyer trying to get Sweeney Todd off.*

**OR**  
**Uses internal evidence in Source C to show how it is true (2–3)**

**Level 3 Explains disagreements between Source C and Source D (3–4)**  
e.g. *Yes I think that Source D does prove Source C is wrong. Source C claims that fresh bodies were found in the Church vaults. It claims that these bodies were put there by Sweeney Todd before they were delivered to Mrs Lovett's shop to be made into pies. However, Source D shows that the bodies were simply people that had been buried under the church. It also shows that no one called Sweeney Todd lived there.*

**Level 4 Explains how the evidence of Source D does not necessarily undermine the evidence of Source C (5–6)**  
e.g. *No Source D does not prove that Source C is wrong. The bodies buried under Sweeney Todd's shop mentioned in Source D are not the same as the bodies found under the church in Source C. These were fresh bodies while the bodies in Source D had been buried there a long time. So Source D does not show that Source C is wrong.*

**Level 5 Combines Levels 3 and 4 (6–7)**  
**OR**  
**Uses provenance of Sources C/D to discuss their reliability must be done in relation to the content of the sources and must cover Source C**

**Level 6 Uses other sources to evaluate Sources C/D (7–8)**

**3 Study Sources E and F.**  
**Is one of these sources more helpful than the other in deciding if Sweeney Todd really existed?**  
**Use the sources to explain your answer. (8 marks)**

**Level 1 Uses surface information of Source(s) E/F as evidence that he existed (1)**

**Level 2 As for Level 1 but compares the usefulness of the sources (2–3)**  
*e.g. I think that both sources are very useful Source E tells us that Sweeney Todd killed people and the pie merchant next door turned them into pork pies. Source F tells us the same thing - that the pies were made out of humans. So both sources are useful.*

**Level 3 Assertions rejecting Source E as evidence because of place/date, rejects Source F because of date/anonymous (3–4)**  
*e.g. I do not think that Source E is helpful at all because it is about what took place in France in the fourteenth century.*

**Level 4 Prefers Source F because date is nearer, it is set in England (4–5)**

**Level 5 Explains how Source E could have led to other similar stories spreading at a later date and/or explains problems with Source F (Penny Dreadful, date, anonymous) (6–7)**  
*e.g. I don't think these sources prove that Sweeney Todd existed. The story of Sweeney Todd might have been copied from the French story in Source E but this shows that he did not exist. The man in Source E is not Sweeney Todd because the date is too early and he is French. Source F does not prove he existed because Penny Dreadfuls were sensational stories, they did not aim to tell the truth.*

**Level 6 As for Level 4 but compares usefulness of sources (8)**

<b>4</b>	<b>Study Source G. Do you believe Mrs Lovett? Use the sources to explain your answer.</b>	<b>(8 marks)</b>
<b>Level 1</b>	<b>Rejects Source G because it is from a newspaper OR Asserts this story matches others so it is true</b>	<b>(1–2) (2)</b>
<b>Level 2</b>	<b>Claims she was forced to make the confession</b>	<b>(2)</b>
<b>Level 3</b>	<b>Claims she was trying to place the blame on Sweeney Todd to escape prison/prosecution</b>	<b>(3–4)</b>
<b>Level 4</b>	<b>Concentrates on her suicide – she did this because she felt guilty about what she had done with Todd or because she felt guilty about lying about it</b>	<b>(5–6)</b>
<b>Level 5</b>	<b>Argues that she believed she was about to die so she is telling the truth – had no reason to lie</b>	<b>(6)</b>
<b>Level 6</b>	<b>Uses other sources to evaluate what she say</b>	<b>(7)</b>
<b>Level 7</b>	<b>As for Level 6 but also consider some of the issues in Levels 3–5</b>	<b>(8)</b>

- 5 Study Sources H, I and J.**  
**Are you surprised that these sources give similar impressions of Sweeney Todd?**  
**Use the sources to explain your answer. (7 marks)**
- Level 1**      **Assertions – not surprised because this is what he was like (1–2)**  
 e.g. *No I am not surprised because this is what he was like. He was a horrible nasty man.*
- Level 2**      **Assertion of surprise because he never existed (2)**
- Level 3**      **Surprised because they come from different dates/types of sources (3–4)**  
 e.g. *I am surprised that they are so similar because they come from different dates. Source H is from 1802 while Source J is from a recent musical about him. So it is surprising that he looks so similar.*
- Level 4**      **As for Level 1 but explained by references to details of the Sweeney Todd story (4–5)**
- Level 5**      **Explains surprise – based on evidence that he never existed or that we have little information about him (6–7)**  
 e.g. *I am surprised these pictures of Sweeney Todd are so similar. This is surprising because he was not a real person. We know this because Source E shows he was copied from a French story and Source D tells us no one called Sweeney Todd lived at that time.*
- OR**
- Explains how the story has developed and a consensus has emerged about him (6–7)**

**6 Study all the sources.  
Do you think it is possible to know the truth about Sweeney Todd?  
Use the sources to explain your answer. (12 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

**Level 1 Answers which do not use the sources (1–3)**

**Level 2 Answers which make reference to ‘the sources/some sources’ etc but  
have no direct source use (4–5)**

**Level 3 Answers which use sources to show how sources do or do not support  
the statement (6–7)**

**Level 4 Both parts of Level 3 (8–10)**

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability  
of a source at any level.**

**N.B. This does not have to be developed discussions of reliability.**

## SOURCE INVESTIGATION 9

### THE PETERLOO MASSACRE: DID THE AUTHORITIES OVER-REACT?

**1 Study Sources A and B.**

**Do you agree that these sources show that Manchester in the early nineteenth century was a dangerous place?**

**Use the sources to explain your answer.**

**(5 marks)**

**Level 1 Extraction of information from the source (1–2)**

Answers at this level will copy from the source and/or paraphrase it.

**Level 2 Unsupported inference(s) from the source (3)**

Answers at this level will make correct inference(s) from the source, but they will not be supported by direct reference to the relevant phrases in the source.

*e.g. Yes, it was a pretty dangerous place. People were attacking factories and marching in protest. Soldiers had to be used to clear the streets.*

**Level 3 Inference(s) supported by the source (4–5)**

Answers at this level will make correct inference(s) from the source and they will be supported by direct reference to relevant phrases in the source.

- 2 Study Sources A, B and C.**  
**Are you surprised that the magistrates sent this report (Source C) to Lord Sidmouth, the Home Secretary?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will either express surprise no surprise in general terms not specifically tied to the source or to specific contextual knowledge.  
*e.g. No, I'm not surprised because they were expecting trouble and were simply warning the Home Secretary.*
- Level 2 Focus on the content of the sources (2–3)**  
Answers at this level will focus on the content of the sources to explain their surprise/lack of surprise.  
*e.g. Yes, I am surprised. There is no suggestion in Sources A and B that there was a conspiracy against the government. Source A is about a Luddite attack on a factory and Source B describes what happened when the Blanketeers set off on their march. This march was stopped by the combined forces of the King's Dragoon Guards, soldiers and constables. So the magistrates really were in control of the situation and had no need to write to the Home Secretary.*
- Level 3 Focus on the provenance of the source (4–5)**  
Answers at this level will focus on the provenance of the source to explain their surprise/lack of surprise.
- Level 4 Focus on content and provenance (6–7)**  
Answers at this level will combine elements of Levels 2 and 3 in order to explain whether or not they are surprised by the report sent to the Home Secretary by the Manchester magistrates.

**3 Study Sources D and E.**

**Does Source E prove that the reaction of the authorities shown in Source D was unnecessary?**

**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Agreement/disagreement with proposition focusing on content (1–2)**

Answers at this level will use the content of the sources to agree/disagree with the proposition. Where own knowledge is used it will be generalised and will provide support.

*e.g. Yes. The reaction of the authorities does seem a bit like overkill. Source D shows different sorts of soldiers and constables all lined up in the streets around St Peter's Field. But Source E says that the people were dressed in their best – husbands, wives and children were there and just stood around chatting. They clearly weren't planning on making trouble.*

**Level 2 Agreement/disagreement with proposition focusing on provenance (3–4)**

Answers at this level will use the provenance of the sources to agree/disagree with the proposition. Where own knowledge is used it will be specific and will provide support.

*e.g. Source E was written by Archibald Prentice, who was there at St Peter's Field. But he was a moderate radical, who therefore wanted reform. So he would be likely to concentrate on the positive elements in the crowd and present the people as peacefully assembling, just to listen to the speakers.*

**Level 3 Balanced argument focusing on both provenance and content (5–7)**

Answers at this level will combine Levels 1 and 2 responses to create a balanced answer.

Mark at the top of the level answers that additionally focus on 'prove' in this context.

**N.B. Answers that assert that two sources by themselves can prove nothing should be marked at Level 1 UNLESS there is a good supporting, contextual argument, in which case Level 3 would be appropriate.**

- 4 Study Sources F, G and H.**  
**All these sources were written by people who were present on St Peter's Field when the yeomanry rode in. But they all give different accounts. Which one would you trust?**

**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Focus on content (1–2)**

Answers at this level will focus on the content of the sources to determine reliability.

*e.g. I would trust Source G the most because it talks about 'ample evidence' to prove that the people at the meeting began the attack, not the yeomanry. He wouldn't have said this if wasn't true. The others are just saying what they think they saw. They don't refer to evidence that presumably could be checked. And Source H supports this by saying that the crowd had pelted the yeomanry with stones for an hour or two before the charge.*

**Level 2 Focus on provenance (3–5)**

Answers at this level will focus on the provenance of the sources to determine reliability. They will focus on the relationship between Sources G and F and between Sources G and H and on the likelihood of any or all of the sources being biased. It doesn't matter which source they decide to trust, provided appropriate reasons are given.

**Level 3 Balanced argument using both content and provenance (6–8)**

Answers at this level will combine elements of Levels 1 and 2 to create a balanced argument.

**5 Study Source I.**  
**What is the message of this cartoon?**  
**Use the source to explain your answer. (6 marks)**

**Level 1 Generalised answers (1–2)**  
Answers at this level will give ‘messages’ that will be accurate but which could be said of any source, any time.  
*e.g. The cartoonist wanted to show people what happened.*

**Level 2 Unsupported inferences (3–4)**  
Answers at this level will make accurate inferences from the source, but these will not be supported by direct reference to those elements in the source that give rise to these inferences.

**Level 3 Focus on making supported inferences from the source (5–6)**  
Answers at this level will make accurate inferences supported by direct reference to appropriate elements of the source.

**6 Study Sources J and K.**  
**Why do you think these sources disagree about the reasons for the troops being sent in to St Peter's Field on 16 August 1819?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Focus on content of the sources (1–2)**  
Answers at this level will use the content of the sources to explain why they disagree. The responses will probably simply describe areas of disagreement.

**Level 2 Focus on provenance (3–4)**  
Answers at this level will use the provenance of the sources to explain why they disagree.

**Level 3 Balanced argument focusing on both provenance and content (5–7)**  
Answers at this level will combine the Level 1 and 2 responses to create a balanced answer. Better answers at this level will make direct links between the provenance and specific elements of the content.

- 7 Study all the sources.**  
**‘The magistrates completely over-reacted in the way in which they dealt with the meeting on St Peter’s Field on 16 August 1819.’**  
**How far do the sources support this view?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

- |                |   |              |
|----------------|---|--------------|
| <b>Level 1</b> | <b>Answers which do not use the sources</b>   | <b>(1–2)</b> |
| <b>Level 2</b> | <b>Answers which make reference to ‘the sources/some sources’ etc but have no direct source use</b> | <b>(3)</b>   |
| <b>Level 3</b> | <b>Answers which use sources either to confirm or to oppose the proposition in the question</b>     | <b>(4–6)</b> |
| <b>Level 4</b> | <b>Both parts of Level 3</b>  | <b>(7–9)</b> |

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be a developed discussion of reliability.**

## SOURCE INVESTIGATION 10

### WERE PEEL'S PEELERS RESPECTED?

**1 Study Sources A and B.**

**According to these sources, who was more effective, the Bow Street Runners or the watchmen?**

**Use the sources to explain your answer.**

**(5 marks)**

- Level 1** Describes the surface details of the sources (1)
- Level 2** Claims that the Bow Street Runners were more effective – no use of details in the source (2)  
e.g. *The Bow Street Runners are more effective because they are raiding a thieves' den.*
- Level 3** Uses details in Sources A/B to explain how it shows the Bow Street Runners were effective/not effective or how the watchmen were useless – no comparison (3–4)
- Level 4** Uses details in both sources to compare the effectiveness of the Bow Street Runners with the watchmen (5)  
e.g. *The Bow Street Runners are not very effective. Although they have found a thieves' den they are not going to be able to arrest them because the thieves' have guns but the Bow Street Runners do not. The watchmen are not effective either. They are being attacked by some rich people and they can do nothing about it. They look useless.*

**2 Study Sources C and D.**  
**How do you think the members of the committee (Source C) would have reacted to Peel's instructions in Source D?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Describes/copies content of the sources (1)**

**Level 2 Answers based on the fact that they did not want a police force – fails to use content of Source D (2)**  
*e.g. The members of the committee would not have liked what Peel had to say because they were against having a police force.*

**Level 3 Explains how the content of Source D does/does not deal with the concerns expressed in Source C (3–5)**  
Award 5 marks if contextual knowledge or other sources are used.

**Level 4 Explains how the content of Source D deals with some of the concerns in Source C but not with all of them (6)**  
*e.g. I think the members of the committee would be quite pleased by what Peel says. They are worried about the police being a threat to everyone's freedom. But Peel is telling the police that they must not interfere too much and must not throw their authority around. This would please the committee. However, Peel is saying that the police must prevent crimes and this could involve the kind of thing they are complaining about like servants spying on masters. So they would not have been completely pleased.*

- 3 Study Sources E and F.**  
**How useful are these sources as evidence about the police force in the second half of the nineteenth century?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**
- Level 1**      **Answers based on surface information of the sources (1–2)**  
**OR**  
**Claim they are only moments in time/only one place**
- Level 2**      **Answers that comment on the provenance (2–3)**  
 These answers might claim they are useful because they are by policemen or by a Chief Constable, or F is not useful because written over 40 years later.
- Level 3**      **Makes inferences about the police from one source (4)**  
*e.g. Source E shows that the police are still useless. The Chief Constable spends all his time talking about kite flying which is not a very important thing to talk about.*  
 Other inferences might include: *E shows they are worried about their image; F shows they are trying to recruit people who can actually do the job.*
- Level 4**      **Makes inferences about the police from both sources (5)**  
**OR**  
**Uses contextual knowledge or other sources to evaluate the sources**
- Level 5**      **Uses inferences from the two sources to make a judgement about the police force was changing between 1852 and 1878 (6)**  
**OR**  
**Makes inference but qualifies this with statement about limitations of the source(s)**

- 4 Study Sources G and H.**  
**Were these two pictures published for the same reason?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1**      **Descriptions of the sources - no inferences about purpose**      **(1–2)**
- Level 2**      **Asserts that G was published to show the police in a negative light/H was published to show them in a positive light – no support from sources**      **(3–4)**
- Level 3**      **Uses the source to explain purpose of one source**      **(4–5)**  
*e.g. These sources are trying to make people feel differently about the police. Source H was published to make people think the police were good and helpful. It shows a policeman helping a girl who was lost. It shows him to be kind and wonderful. This was to make people believe all police were like this and nothing to be afraid of.*
- Level 4**      **Uses sources to explain their different purpose**      **(6–7)**
- Level 5**      **As for Level 4 but answers set in context**      **(8)**  
*e.g. These sources were published to give completely different impressions of the police. Source G makes them out to be drunk and stupid and completely incapable of doing a good job. This is shown by the fact that he is talking to a water pump. This source was published in 1830 and the police force had only just been set up. Many people were still very suspicious of it and did not think it would be any good. Source H, on the other hand, was published much later when the police had become accepted. It shows a policeman helping a little girl who is lost. This is meant to show people that the police can be trusted and are doing a good job.*

**5 Study Sources I and J.**  
**Why do you think these two sources disagree about the police?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Summarises/describes/paraphrases the sources – no comparison (1–2)**

**Level 2 Explains how the sources differ about the police (3–4)**

**Level 3 Answers based on the nature of the particular event described in Source J (5–6)**

**Level 4 Infers and explains the different purpose of the sources (7–8)**  
Award 8 marks if answer is informed by contextual knowledge.

- 6 Study Source K.**  
**What is the message of this cartoon?**  
**Use the source and your knowledge to explain your answer. (7 marks)**
- Level 1 Describes the cartoon (1–2)**
- Level 2 Asserts the message is to praise the police (2)**
- Level 3 Asserts the message is that there are not enough police (3)**
- Level 4 As for Level 2 but supported by reference to the source (3)**  
*e.g. I think the message of this source is that the police are really good. I know this because the criminals are creeping away after seeing the policeman. They cannot commit their crime now. Also, under the source it says that the police are a fine body of men.*
- Level 5 As for Level 3 but supported by reference to the source (4–6)**  
*e.g. The message of this source is that there are not enough police. You can see this by the fact that the policeman has not seen the criminals and they are able to get on with their business. Also, under the source it says its lucky for the criminals that there are so few of them.*
- Level 6 Combines Levels 4 and 5 (6–7)**
- Level 7 As for Levels 5 or 6 but in addition sets it in context (Jack the Ripper) (7)**

- 7 Study all the sources.**  
**Do these sources provide convincing evidence that the police were respected in the nineteenth century?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

**Level 1 Answers which do not use the sources (1–2)**

**Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (3)**

**Level 3 Answers which use sources to show quacks were worse than doctors or that they were not worse than doctors (4–6)**

**Level 4 Both parts of Level 3 (7–9)**

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be developed discussions of reliability.**

## SOURCE INVESTIGATION 11

### THE REBECCA RIOTS

#### 1 Study Sources A and B.

**How far do they give similar impressions of the Rebecca Rioters?**

**Use the sources to explain your answer.**

**(7 marks)**

**Level 1 Describes the surface details of the sources – no comparison (1)**

**Level 2 Compares surface details for similarities/differences (2–4)**

*e.g. These two sources are similar. In both they are dressed as women and they are using horses. They seem to be attacking a gate.*

Only award 4 marks if covers similarities and differences.

**Level 3 Compares similar/different impressions – not supported (4–5)**

Award 5 marks if both similar and different impressions are given.

**Level 4 Compares similar/different impressions – supported from the source (6–7)**

Award 7 marks if covers both similar and different impressions at this level.

*e.g. These two sources give completely different impressions of the Rebecca Rioters. Source A is very realistic and shows that they are violent and determined. They are ready to break down the gate. They look very tough and in fact look like thugs. In Source B there is less realism. It is a fantasy. They look as if they are dressed as Arabs. They seem to be even more violent and dangerous than in Source B because here they have swords and guns while in Source A they only had sticks.*

**2 Study Sources C and D.**  
**Does Source D prove that Source C was wrong about the causes of the riots?**  
**Use the sources and your knowledge to explain your answer. (9 marks)**

**Level 1 Copies/summarises the sources (1)**

**Level 2 Asserts they disagree – one says its poverty, the other says its the tolls (2)**

**Level 3 Uses content of sources to explain that Source D does/does not prove that C is wrong (3–4)**  
e.g. *Yes Source D does prove that Source C is wrong. Source C says the Rebecca Riots were caused by poverty but Source D proves this is wrong because it shows that the riots were caused by the tollgates and the tolls. It says that tollgates are going up on all the roads that the farmers needed to use to get to the lime-kilns. This is why they rioted because they don't like paying the tolls.*

**Level 4 Explains a valid reason why the fact that they disagree does not necessarily mean Source C is wrong (5–6)**  
e.g. *They could both be right – there could be more than one cause.*

**OR**

**Realises both sources are really about poverty (5–6)**  
e.g. *Source D does not prove Source C wrong because they really agree. Source C says that the main cause of the riots was poverty of the farmers. This is the same in Source D because the reason they cannot pay the tolls is that they are poor and the tolls were making them poorer. If they could have afforded the tolls they would not have been so angry about them.*

**Level 5 Uses provenance of sources to evaluate (7–8)**  
These answers might discuss how much a newspaper from London would know or the fact that Foster was involved with the farmers.

**OR**

**Uses contextual knowledge or other sources to show one source is right/wrong (7–8)**  
e.g. *I do think that Source D proves that Source C is wrong because other sources support Source D when it says that the cause of the riots was the tolls. Both Sources A and B show the rioters attacking the gates. This shows that it was the tolls that were angry about and this supports Source D. So Source C is wrong.*

**Level 7 Uses contextual knowledge or other sources to explain how they could both be right (9)**

- 3 Study Sources E and F.**  
**Do these two sources prove that the rioters were simply thugs?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**
- Level 1** Uses the information in Sources E and F as evidence that they were simply thugs (1–3)
- Level 2** Finds internal evidence in the sources that the rioters were not thugs (4–5)  
 e.g. Argues they were not thugs; it was the bystanders who joined them in Source E who were.
- Level 3** Discusses the authors of the source(s) and their possible bias/interest/purpose (5–6)  
*e.g. Source E tries to take the blame away from the protestors by putting the blame of bystanders who joined them and who did all the damage to the workhouse. It also tells us that some of the people involved had been forced to join the riot. They had been threatened with death. However, I think this just an excuse they are giving to try and get off. They did say this to a magistrate. The paper that reported all these excuses was a Welsh-language paper and it would be on the side of the rioters and so is trying to find excuses for them.*
- Level 4** Cross-references to other sources or to contextual knowledge to evaluate Sources E and/or F (6–7)

**4 Study Source G.**  
**What is the message of this cartoon?**  
**Use the source and your knowledge to explain your answer. (7 marks)**

**Level 1 Describes the cartoon (1)**

**Level 2 Infers a surface message (2–4)**

*e.g. I think the message of this cartoon was to show how violent the Rebecca Rioters were. It shows them as a load of thugs smashing everything up.*

Award 4 marks if suggests that a London magazine would want to portray such a message.

**Level 3 Identifies motives of the rioters (3–4)**

These answers will identify the fact that the cartoon identifies the motives of the rioters – church rates, tithes, the poor law and the government (or the Prime Minister).

**Level 4 Explains how the cartoon is pointing out the motives of the rioters (5–7)**

*e.g. The message of this cartoon was to tell people the real reasons why there were riots. It is saying the rioters are attacking the government and its policies. This is why the tollhouse has Robert Peel written over it. He was the Prime Minister and is made the gatekeeper here to show that he is in charge. On a part of the gate that has just been broken are the words 'Poor Laws' which show that the rioters were complaining about these rather than the tolls.*

**5 Study Sources H and I.**  
**The riots stopped in November 1843. How far does Source I provide reliable evidence that the riots stopped because the rioters had been successful?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1**      **Answers based on the information in Source I**      **(1–2)**  
e.g. *Yes Source I does prove they stopped because they were successful. The source says that they never changed their aims and as soon as they achieved these aims they stopped rioting.*

**Level 2**      **Simple acceptance of Source I because it is by a magistrate**      **(3)**

**Level 3**      **Answers that use Source H as an alternative explanation for why the rioting stopped**      **(4–5)**  
e.g. *No, Source I does not prove that the riots stopped because the rioters had got what they wanted. If you look at the letter in Source H you can see that it is from rioters who have been put in prison. They are telling everyone not to stop the violence otherwise they will end up in prison with them. The letter was written in November 1843 and the rioting stopped at the same time. So I think it was the letter that stopped them from rioting.*

**Level 4**      **Answers that accept Source I because it is by a magistrate who you would expect to be critical of the rioters**      **(6)**

**Level 5**      **Answers that use contextual knowledge or other sources to support or question what is claimed in Source I**      **(7–8)**

- 6 Study all the sources.**  
**‘The Rebecca Riots were caused by the actions of the turnpike trusts.’**  
**How far do these sources support this statement?**  
**Use the sources and your knowledge to explain your answer. (12 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

**Level 1 Answers which do not use the sources (1–3)**

**Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (4–5)**

**Level 3 Answers which use sources to show how sources do or do not support the statement (6–7)**

**Level 4 Both parts of Level 3 (8–10)**

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be developed discussions of reliability.**

## SOURCE INVESTIGATION 12

### JACK THE RIPPER: WHY WAS HE NEVER CAUGHT?

**1 Study Sources A and B.**

**What can we learn from these sources about Whitechapel at the end of the nineteenth century?**

**Use the sources to explain your answer.**

**(6 marks)**

**Level 1 Extraction of information from the source (1–2)**

Answers at this level will describe what can be seen in Source A and/or copy from Source B and/or paraphrase it.

**Level 2 Unsupported inference(s) from the sources (3–4)**

Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to the relevant phrases in the source.

*e.g. Whitechapel was a very busy, crowded place where most of the people were poor and many were Jewish. There were a lot of prostitutes and down-and-outs living there, also thieves.*

**Level 3 Inference(s) supported by the source (5–6)**

Answers at this level will make correct inference(s) from the source and they will be supported by direct reference to relevant phrases in Source B and appropriate scenes in Source A.

- 2 **Study Source C.**  
**People living in Whitechapel in 1888 were desperately afraid and in need of reliable information. Why would they have read this source?**  
**Use the source and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will give responses that, whilst they will be accurate, do not refer directly to the source and could be true of any journal, anywhere at any time.  
*e.g. Because they wanted to know what happened and there were no TVs or radios to tell them.*
- Level 2 Answers focusing on the content of the source (2–3)**  
Answers at this level will focus on the content of the source and any purpose will be implied or form a minor part of the answer.  
*e.g. The front page of the journal shows what happened in great detail. People could see for themselves the yards where the women were murdered, the ways in which the bodies were lying, the people discovering them and the work of the police. In the days before roving reporters and instant news, this was the most reliable information they could have.*
- Level 3 Answers focusing on the provenance of the source (4–5)**  
Answers at this level will focus on the provenance of the source in order to determine purpose.  
*e.g. This wasn't just any old journal – it was the Illustrated Police News, which described police matters. People would therefore believe that this was giving them reliable information about the Whitechapel murders.*
- Level 4 Balanced answers focusing on both content and provenance (6–7)**  
Answers at this level will combine elements of Levels 1 and 2 to provide a balanced answer.

- 3 Study Sources D, E and F.**  
**How far were these sources useful to the police in their search for Jack the Ripper?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

- Level 1 Answers focusing on the content of the sources (1–2)**  
Answers at this level will focus on the content of the sources to determine utility for the police at the time.  
*e.g. They would be very useful because they describe the last people to have been seen with the Ripper's victims. They could all be describing the same person: aged in his late 30s or early 40s, wearing a long dark coat but there are differences, Source e says his hair was light brown, for example, but the other two say he was dark. This means they wouldn't be so useful.*
- Level 2 Answers focus on the provenance of the sources (3–4)**  
Answers at this level will use the provenance of the sources to determine utility for the police at the time.  
*e.g. The sources are all eye-witness accounts and so they would have been useful just because of that. But they're not eye-witness accounts of the killings, They are eye-witness descriptions of the man thought to be the last person seen talking to the victims. So there's a lot of vagueness here. The men described, might not be the last person seen with the victims. And even if they were, they were only the last person seen with them. The killer might have been someone else altogether. So they could have distracted the police.*
- Level 3 Balanced answers that combine content and provenance (5–6)**  
Answers at this level will combine elements of Levels 1 and 2 to produce a balanced answer.

**4 Study Source G.**  
**Are you surprised that this letter was written?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Generalised answers (1–2)**

Answers at this level will either express surprise/lack of surprise in general terms not specifically tied in to the source or specific contextual knowledge.

e.g. *Yes, I am surprised. I wouldn't think a murderer would want to advertise himself in this way, or give the police any sort of hints that might lead to his capture. He must have been very confident.*

**Level 2 Answers focusing on the content of the source (3–4)**

Answers at this level will focus on the content of Source G to express surprise/lack of surprise. Own knowledge will probably be generalised.

**Level 3 Answers focusing on the provenance of the source (5–6)**

Answers at this level will focus on the provenance of the source to express surprise/lack of surprise. Own knowledge will make specific points in support of the answer.

e.g. *No, I'm not really surprised. We know that hundreds of letters were written, supposedly from Jack the Ripper, and that most of them were fakes. This one was supposed to be really from him. It wasn't sent to the police, as many of the later ones were, but to the Central News Agency. This is just another aspect of the Ripper's confidence; he was confident in making the killings and confident in boasting about them.*

**Level 4 Balanced answers combining content and provenance (7–8)**

Answers at this level will combine elements of Levels 2 and 3 with specific and relevant own knowledge to provide a balanced answer.

**5 Study Sources H and I.**  
**‘The graffiti had nothing to do with the murder and so Sir Charles Warren was quite right to rub it out.’**  
**Use the sources and your knowledge to explain whether you agree with this statement.** (7 marks)

**Level 1 Generalised answers (1–2)**  
Answers at this level will give reason(s) that could be accurate but that lack specific referencing.  
*e.g. It was evidence to do with the killings and no one should destroy evidence that could lead to the capture of a criminal.*

**Level 2 Focus on content of the sources (3–4)**  
Answers at this level will focus on the content of the sources and draw conclusions from this about whether or not the evidence should have been destroyed. Own knowledge will be specific and will support the case made.

**Level 3 Focus on provenance of the sources (5–6)**  
Answers at this level will focus on the provenance of the sources and draw conclusions from these about whether or not the evidence should have been destroyed. Own knowledge will be specific and will support the case made.

**Level 4 Focus on contextualising the sources (7)**  
Answers at this level will use elements of Levels 2 and 3 with own knowledge and understanding to contextualise Sir Charles Warren’s actions in the light of the contemporary scene.

- 6 Study Sources I and J.**  
**Was Major Henry Smith, Commissioner of the City of London Police, right to be angry with Sir Charles Warren, Chief Commissioner of the Metropolitan Police?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Generalised answers (1)**

Answers at this level will give reasons that will be accurate but which will not be tied specifically into the sources or their provenance.  
e.g. *Yes, he was. He had given an order that the graffiti shouldn't be wiped off, and his order had been disobeyed.*

**Level 2 Answers focusing on the content of the sources (2–3)**

Answers at this level will focus on the content of the sources and draw conclusions from this about whether or not Henry Smith was right to be angry with Charles Warren. Own knowledge will be specific and will support the case made.

**Level 3 Focus on provenance of the sources (4–5)**

Answers at this level will focus on the provenance of the sources and draw conclusions from these about whether or not Henry Smith was right to be angry with Charles Warren. Own knowledge will be specific and will support the case made.  
e.g. *It's difficult to reach a decision because the two sources were written at different times. Source I is part of a report written by Sir Charles Warren at the time. In it he explains why he had ordered the graffiti to be wiped off the wall. His reasons seem justified: he had been afraid of anti-Jewish riots. In this he would seem to have been justified. The area did have a large Jewish community and the Whitechapel murders had frightened people so much that they would be looking for scapegoats. Major Henry Smith, on the other hand, was writing some years after the murders, and therefore with the benefit of hindsight. He would want to justify what had happened.*

**Level 4 Balanced argument focusing on both provenance and content (6)**

Answers at this level will combine the Level 1 and 2 responses to create a balanced, fully contextualised answer.

- 7 Study all the sources.**  
**‘Jack the Ripper was never caught because the police were not up to the job.’**  
**How far do the sources support this view?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

- |                |   |              |
|----------------|---|--------------|
| <b>Level 1</b> | <b>Answers which do not use the sources</b>   | <b>(1–2)</b> |
| <b>Level 2</b> | <b>Answers which make reference to ‘the sources/some sources’ etc but have no direct source use</b> | <b>(3)</b>   |
| <b>Level 3</b> | <b>Answers which use sources either to confirm or to oppose the proposition in the question</b>     | <b>(4–6)</b> |
| <b>Level 4</b> | <b>Both parts of Level 3</b>  | <b>(7–9)</b> |

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be a developed discussion of reliability.**

## SOURCE INVESTIGATION 13

### THE SUFFRAGETTES: WHY DID THE GOVERNMENT TREAT THEM AS CRIMINALS?

**1 Study Sources A and B.**  
**What can you learn from these sources about the suffragettes' campaign to get votes for women?**  
**Use the sources to explain your answer. (6 marks)**

**Level 1 Extraction of information from the source (1–2)**  
Answers at this level will describe what can be seen in Source A and/or copy or paraphrase Source B.

**Level 2 Unsupported inference(s) from the source (3–4)**  
Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to particular images in Source A or to relevant phrases in Source B.  
*e.g. Suffragettes began their violent campaign because peaceful methods had failed to get women the vote.*

**Level 3 Inference(s) supported by the source (5–6)**  
Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific images and/or relevant phrases.

- 2 Study Sources C and D.**  
**How far does Ramsay MacDonald (Source D) support the events described in Source C?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Answers focusing on knowledge (1–2)**  
Answers at this level will focus on knowledge of the position of Ramsay MacDonald and the Labour Party with regard to female suffrage and will ignore the source.  
*e.g. The Labour Party more or less supported female suffrage but they were more interested in getting the vote for everyone – not specially women. Ramsay MacDonald himself, though, did support female suffrage.*
- Level 2 Answers focusing on the content of the sources (3–4)**  
Answers at this level will focus on the content of the sources and will cross-reference to demonstrate Ramsay MacDonald’s support (or not) for the events described in Source C.  
*e.g. No, he doesn’t support what Mrs Pankhurst is doing. In Source C she talks about a window smashing expedition where suffragettes smashed windows in 10 Downing Street, Haymarket and Piccadilly. Ramsay MacDonald says that window breaking is silly and sneers at the suffragettes with their ‘little hammers in their muffs’.*
- Level 3 Answers focusing on making inferences from the sources. (5–6)**  
Answers at this level will make inferences from Source D to reach the conclusion that, while Ramsay MacDonald was against the activities described by Emmeline Pankhurst in Source C, he was in favour of female suffrage. These inferences must be supported by direct reference to appropriate phrases in the source(s).
- Level 4 Balanced answers (6–7)**  
Answers at this level will combine elements of Levels 1, 2 and 3 to provide a balanced answer.

- 3 Study Source E.**  
**How reliable is this source as an explanation of why Mrs Pankhurst was arrested on 29 June 1909?**  
**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1**      **Answers focusing on the content of the source**      **(1–2)**  
Answers at this level will use the content of the source to determine reliability.  
*e.g. It must be reliable because the name of the policeman, Inspector Scantlebury, is mentioned and exactly what Mrs Pankhurst said to him. This could easily be checked, so there would be no point in lying about it.*

**Level 2**      **Answers focusing on the provenance of the source**      **(3–4)**  
Answers at this level will use the provenance of Source E to determine reliability.  
*e.g. The story of the incident comes from a book written by Sylvia Pankhurst, one of Mrs Pankhurst's daughters. She could be reporting exactly what happened. But, as far as we know, she wasn't there and so she must be reporting what her mother had told her had happened. Mrs Pankhurst could have been putting her own spin on the incident, or Sylvia could have been trying to explain away her mother's behaviour. So, no, the source isn't necessarily reliable as an explanation of why Mrs Pankhurst was arrested on 29 June 1909.*

**Level 3**      **Balanced answers combining content and provenance**      **(5–6)**  
Answers at this level will combine elements of Levels 1 and 2 to provide a balanced answer.

- 4 Study Sources F, G and H.**  
**Do you believe what Winston Churchill (Source H) says about the treatment of the suffragettes on Black Friday, 18 November 1910?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

- Level 1 Generalised answers (1–2)**  
Answers at this level will make generalised assertions which, although they could be accurate, will not be backed by specific source referencing.  
*e.g. Winston Churchill was the Home Secretary and so he would not lie about what had happened.*
- Level 2 Answers focusing on the content of the sources (3–4)**  
Answers at this level will focus on the content of the sources to determine reliability.
- Level 3 Answers focusing on the provenance of the sources (5–6)**  
Answers at this level will focus on the provenance of the sources to determine reliability.  
*e.g. Source G is a photograph and clearly shows a policeman hitting a suffragette to the ground. This doesn't seem staged in any way and so we have to accept it as accurate – particularly as the police tried to stop its publication in the Daily Mirror. Source F is a direct account from someone who was there, describing how the police assaulted her. Winston Churchill's evidence was made much later, when he had had time to consider his position. So, no, I wouldn't believe a word he said, he was trying to protect his back.*
- Level 4 Balanced argument focusing on provenance and content (7–8)**  
Answers at this level will include elements of levels 2 and 3 to create a balanced, appropriately contextualised argument.

**5 Study Source I.**

**Are you surprised by the peaceful scene shown in this source?**

**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Generalised answers (1–2)**

Answers at this level will give reason(s) to support surprise/lack of surprise that could be accurate but which lack specific referencing.  
e.g. *Yes, I am surprised. I thought the suffragettes were a violent organisation who went about smashing windows and arranging angry demonstrations.*

**Level 2 Answers focusing on the content of the source (3–4)**

Answers at this level will focus on the content of the source to express surprise/lack of surprise. Own knowledge will be used in support.  
e.g. *No, I'm not surprised. This photograph shows Sylvia Pankhurst painting the front of the suffragettes shop in London. If you look carefully in the window you can see the sort of goods the shop sold. There are also posters pasted up advertising Suffragette meetings. Sylvia Pankhurst designed and made all sorts of things, like scarves and hat pins, as propaganda for the suffragettes and they had to have somewhere to sell them. It wasn't all demonstrations and window smashing – at least not for Sylvia.*

**Level 3 Answers focusing on making inferences (5–6)**

Answers at this level will make inferences either from the content of the source or its provenance, or both, in order to express surprise/lack of surprise. Own knowledge will be used in support.  
e.g. *It's a peaceful picture and the suffragettes are usually associated with violence, so perhaps I should be surprised. Maybe the photographer wanted to show the peaceful, serious side of the suffragettes. Or maybe Sylvia Pankhurst wanted the photograph taken so that she could distance herself from her more violent mother and elder sister. But if you look carefully at the posters, they are calling the government terrible names that could easily incite people to violence. And the two suffragettes are standing like guards. So in reality, it's not such a peaceful scene after all.*

**6 Study Sources J and K.**  
**Doctors (Source J) condemned forced feeding of suffragettes on hunger strike in prison. Why, then, did the government continue with this policy? Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will give reasons that could be accurate but that lack specific referencing either to the sources or to own knowledge.  
e.g. *The government didn't have to take any notice of the doctors.*
- Level 2 Answers focusing on the content of the sources (2–3)**  
Answers at this level will use the content of the sources to explain why the government continued with the policy of forced feeding.  
e.g. *In Source K the Home Secretary, Reginald McKenna, doesn't seem to have much patience with the suffragettes. He says there are only four alternatives to forced feeding. These are to let the suffragettes die; to deport them; to treat them as lunatics or to give them the vote. He doesn't want to do any of these things and so he is going to carry on with the forced feeding, no matter what the doctors say.*
- Level 3 Answers focusing on knowledge (4–5)**  
Answers at this level will use their own knowledge to explain government policy at the time. Expect reference to the Cat and Mouse Act, to the government fear of having a suffragette die in prison and so become a martyr, and possibly to the pre-occupation of government with other weighty affairs such as Ireland and industrial unrest.
- Level 4 Answers contextualising the sources (6–7)**  
Answers at this level will combine elements of Levels 2 and 3 to explain fully why the government continued with the policy of forced feeding in the face of adverse medical opinion.

- 7 Study all the sources.**  
**‘Suffragettes were criminals and the government was right to treat them as it did.’**  
**How far do the sources support this view?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

- |                |  |              |
|----------------|--|--------------|
| <b>Level 1</b> | <b>Answers which do not use the sources</b>  | <b>(1–2)</b> |
| <b>Level 2</b> | <b>Answers which make reference to ‘the sources/some sources’ etc but have no direct source use.</b> | <b>(3)</b>   |
| <b>Level 3</b> | <b>Answers which use sources either to confirm or to oppose the proposition in the question</b>      | <b>(4–6)</b> |
| <b>Level 4</b> | <b>Both parts of Level 3</b>   | <b>(7–9)</b> |

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be a developed discussion of reliability.**

## SOURCE INVESTIGATION 14

### CONSCIENTIOUS OBJECTORS: WHAT WAS THEIR CRIME?

**1 Study Source A.**

**What do these posters tell you about attitudes to young men who had not volunteered to fight?**

**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Answers focusing on the content of the source (1–2)**

Answers at this level will focus on the content of the source and will describe attitudes to men who did volunteer to fight.

*e.g. The posters are saying things like 'Enlist now', 'It's your duty', 'Go now' and they show pictures of the English countryside that men should fight for. They don't say anything about men who don't volunteer to fight.*

**Level 2 Unsupported inference(s) from the source (3–4)**

Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to particular images.

*e.g. Men who didn't volunteer to fight would be regarded as unpatriotic.*

**Level 3 Inference(s) supported by the source (5–6)**

Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific images and/or relevant phrases.

**2 Study Source B.**  
**Why do you think this cartoon was published in 1916?**  
**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Generalised answers (1)**

Answers at this level will make generalised assertions which, although they could be accurate, will not be backed either by specific source referencing or by specific knowledge.

e.g. *It was published in 1916 because by then people were fed up with the war.*

**Level 2 Answers focusing on the content of the source (2–3)**

Answers at this level will focus on the content of the source to explain why the cartoon was published in 1916. Own knowledge will be used in support.

e.g. *The cartoon shows an ordinary working man blindfolded and shackled on one side to a big fat capitalist and on the other side to a soldier with 'militarism' written down his tunic. The words 'Got him' mean that big business and militarism, which some people saw as being behind the war, had finally got hold of ordinary people. It was published in 1916 because that was the year in which conscription came in.*

**Level 3 Answers focusing on the provenance of the source (4–5)**

Answers at this level will focus on the provenance of the source in order to explain why the cartoon was published in 1916. Own knowledge will be used in support.

e.g. *The cartoon was published in a pacifist newspaper called 'The Workers' Dreadnought'. It's message was a pacifist one – that finally big business and militarism had 'got' the ordinary working man. The date is significant because it was in 1916 that the government found the army could no longer rely on volunteers but had to force men into the army by conscripting them to fight.*

**Level 4 Balanced answers (6)**

Answers at this level will combine elements of Levels 2 and 3 to provide a balanced, supported answer.

**3 Study Sources C and D.**  
**Are you surprised by the ways in which these conscientious objectors were treated?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1–2)**  
Answers at this level will provide generalised, non-specific responses.  
e.g. *No, I'm not surprised. There are always people who will bully and generally make life difficult for people who seem different.*

**Level 2 Answers focusing on own knowledge (3–4)**  
Answers at this level will use their own knowledge to explain surprise/lack of surprise. Knowledge will be relevant and accurate.  
e.g. *No, I'm not surprised. There was a lot of resentment during the First World War about conscientious objectors. People felt that their fathers, brothers and sons were away fighting for their country and these men were just plain cowards. At home, women handed them white feathers. It was more difficult for conscientious objectors who were, sometimes deliberately, sent to the Front. Once there, many military men wanted to teach them a lesson.*

**Level 3 Answers focusing on the content of the sources (5–6)**  
Answers at this level will use the content of the sources in order to determine surprise/no surprise. Responses will probably consider each 'crime' and determine whether the 'punishment' was deserved. Mark at the top of the level those answers that consider 'deserved' within the context of the time.

**Level 4 Balanced answers (7)**  
Answers at this level will combine elements of Levels 2 and 3 to provide a balanced answer.

**4 Study Sources C, D and E.**  
**How far does Source E support what Len Payne and Howard Marten (Sources C and D) say about the attitudes of the military towards conscientious objectors?**  
**Use the sources to explain your answer. (8 marks)**

**Level 1 Generalised cross-referencing (1–2)**

Answers at this level will cross-reference the sources in generalised terms only.

*e.g. Sources C and D both describe what happened to conscientious objectors and Source E says the same except the ordinary soldiers were on the side of the conscientious objector.*

**Level 2 Specific cross-referencing of content (3–5)**

Answers at this level will undertake detailed cross-referencing of the sources, focusing on their content.

*e.g. Sources C and D show that the military were very harsh in their attitudes toward conscientious objectors. In Source C, Len Payne says that he was taken to a barracks and forced into khaki clothes. When he refused to drill properly he was tied to the wheel of a gun for 28 days when he was then court-martialled and sent to prison. The attitudes of the military towards Howard Marten were very similar, although he was in France and had refused to obey orders. He was very nearly shot for disobeying but was sent to prison in England instead. Source E is a bit different. This Quaker was clearly in trouble because he was in the guardroom. But the ordinary soldiers told him to ‘Stick to it’ showing that their attitude was perhaps not the same as their officers.*

**Level 3 Specific cross-referencing of content and provenance (6–8)**

Answers at this level will undertake detailed cross-referencing of the content and will use the provenance of the sources as part of their explanation.

Mark at the top of the level those responses that additionally consider ‘how far’ in the question.

**5 Study Sources F and G.**

**‘The photograph (Source F) shows conscientious objectors working on a government project, so the message of the cartoon (Source G) is wrong.’  
Do you agree?**

**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Answers focusing on the type of source (1–2)**

Answers at this level will focus on the type of the source to agree/disagree with the proposition.

*e.g. No, I don’t agree, Source F is a photograph and it shows exactly what was happening. Conscientious objectors are building a military road in East Anglia. Source G, on the other hand, is a cartoon. It’s just one person’s view of conscientious objectors.*

**Level 2 Answers focusing on the purpose of the sources (3–4)**

Answers at this level will focus on the purpose of the sources to agree/disagree with the proposition.

*e.g. Source G is a cartoon and was published in the magazine John Bull. It was putting forward a particular point of view about conscientious objectors. It’s saying that the conscientious objector simply isn’t bothered. He is letting his father, mother, brother, sister uncle and cousin contribute to the war effort while he just sits at home and lets it all happen. Source F was published in the Illustrated War News to show that conscientious objectors did contribute to the war effort. So Source G isn’t wrong: some conscientious objectors may have behaved like that. It’s just putting a point of view.*

**Level 4 Balanced answers, focusing on type and purpose (5–6)**

Answers at this level will combine elements of Levels 1 and 2 to create a balanced, supported answer.

- 6 Study Sources H, I and J.**  
**Would you agree that attitudes to conscientious objectors were the same in the Second World War as they had been in the First World War?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will make generalised assertions which, although they will be accurate, will not be backed by specific referencing either to the sources or to knowledge.  
*e.g. People don't really change. They were just as prejudiced against conscientious objectors in the Second World War as they were in the First.*
- Level 2 Answers focusing on the content of the sources (2–3)**  
Answers at this level will focus on the content of the sources in order to explain whether attitudes to conscientious objectors had, or had not, changed between the two world wars.
- Level 3 Answers focusing on the provenance of the sources (4–5)**  
Answers at this level will focus on the provenance of the sources in order to explain whether attitudes to conscientious objectors had, or had not, changed between the two world wars.  
*e.g. Sources H and I were both said by people with important government positions. So although they seem to indicate that attitudes had changed, we must remember that both these men were expressing official viewpoints. We get closer to the truth with Source J where Olive Markham remembers the prejudices that were shown to her because her husband was in prison for being a conscientious objector. So, no, attitudes hadn't really changed.*
- Level 4 Answers contextualising the sources (6–7)**  
Answers at this level will combine elements of Levels 2 and 3 to explain fully whether or not attitudes to conscientious objectors had changed between the two World Wars.

- 7 Study all the sources.**  
**How far do the sources convince you that conscientious objectors deserved to be treated as criminals?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

- |                |   |              |
|----------------|---|--------------|
| <b>Level 1</b> | <b>Answers which do not use the sources</b>   | <b>(1–2)</b> |
| <b>Level 2</b> | <b>Answers which make reference to ‘the sources/some sources’ etc but have no direct source use</b> | <b>(3)</b>   |
| <b>Level 3</b> | <b>Answers which use sources either to confirm or to oppose the proposition in the question</b>     | <b>(4–6)</b> |
| <b>Level 4</b> | <b>Both parts of Level 3</b>  | <b>(7–9)</b> |

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be a developed discussion of reliability.**

## SOURCE INVESTIGATION 15

### THE GENERAL STRIKE, 1926: INDUSTRIAL PROTEST OR REVOLUTION?

**1 Study Source A.**

**Does this source explain why there was a general strike in May 1926?**

**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Extraction of information from the source (1–2)**

Answers at this level will copy and/or paraphrase the source.

**Level 2 Unsupported inference(s) from the source (3–4)**

Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to the relevant phrases in the source. Own knowledge will be limited but relevant

e.g. *The General Council of the TUC supported the miners in their dispute. But the source doesn't explain how this support led to a general strike.*

**Level 3 Inference(s) supported by the source (5–6)**

Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific relevant phrases. Own knowledge will be relevant.

**2 Study Source B.**  
**Are you surprised that union members refused to print this edition of the *Daily Mail*?**  
**Use the source and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1–2)**  
Answers at this level will either express surprise/no surprise in general terms not specifically tied to the source or specific contextual knowledge.  
e.g. *Yes, I am surprised because newspaper printers are paid to print the newspaper, not decide what can be printed.*

**Level 2 Answers focusing on the content of the source (3–4)**  
Answers at this level will focus on the content of the source to explain their surprise/lack of surprise. Own knowledge will be used in support.  
e.g. *No, I'm not surprised. The Daily Mail editorial was calling a general strike a revolutionary movement that would force suffering on a great many innocent people and force its will upon the government. The print workers saw this as inflammatory. They didn't see a general strike as revolutionary – just as a way of supporting the miners and getting a just wage for everyone.*

**Level 3 Answers focusing on knowledge (5)**  
Answers at this level will focus on knowledge of the background to the printers' action to explain their surprise/lack of surprise.

**Level 4 Balanced answers (6–7)**  
Answers at this level will combine elements of Levels 2 and 3 to provide a balanced, supported answer.

**3 Study Sources C and D.**  
**These sources give different views about the first day of the General Strike.**  
**Which one do you trust to be telling the truth?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Answers focusing on content (1–2)**  
Answers at this level will focus on the content of the sources to determine reliability.

**Level 2 Answers focusing on provenance (3–5)**  
Answers at this level will focus on the provenance of the sources to determine reliability.  
*e.g. The one I would trust the most would be the British Gazette. This is because it was published by the government and the government were trying to run the country in the interests of everyone. Source C, the British Worker was published by the Trades Union Congress and they were pushing a point of view so they are more likely to be publishing biased material.*

**Level 3 Balanced answers using both content and provenance (6–7)**  
Answers at this level will combine elements of Levels 1 and 2 to create a balanced argument.

**4 Study Sources E and F.**  
**‘These sources show that the TUC had lost control of the situation.’**  
**Do you agree?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1**      **Answers focusing on the content of the source**      **(1–2)**  
Answers at this level will use the content of the sources to demonstrate agreement/disagreement with the proposition.

**Level 2**      **Answers focusing on making inferences from the sources**      **(3–4)**  
Answers at this level will make inferences from the sources, either from the content or the provenance or both, in order to demonstrate agreement/disagreement with the proposition  
*e.g. Source F, the message issued by the TUC to all workers, is emphasising the need for all pickets to avoid disturbances and so they must either have known of the sort of troubles recounted by the eye-witness in Source E, or they were afraid that incidents like that would happen. So they hadn’t necessarily lost control of the situation, but they were certainly afraid that they would.*

**Level 3**      **Balanced answers, focusing on the proposition**      **(5–6)**  
Answers at this level will cross-reference developed inferences with own knowledge in order to address the proposition directly.

- 5 Study Sources G and H.**  
**Both these cartoons were published in the magazine *Punch* in May 1926.**  
**Is the message of the cartoons the same?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will consider the sources in general terms only.  
*e.g. Magazines usually have a particular view about an event, particularly one as controversial as the general strike and so yes, the message of the cartoons would be the same.*
- Level 2 Answers focusing on the content of the source (2–3)**  
Answers at this level will use the content of the sources to demonstrate agreement/disagreement with the proposition.  
*e.g. I agree that the message is the same. Source G shows John Bull (representing Britain) saying that his flag won't come down, Source H shows the rock (representing the British constitution) not budging.*
- Level 3 Answers focusing on making inferences from the sources (4–5)**  
Answers at this level will make inferences from the sources, either from the content or the provenance or both, in order to demonstrate agreement/disagreement with the proposition
- Level 4 Balanced answers, focusing on the proposition (6–7)**  
Answers at this level will cross-reference developed inferences with own knowledge in order to address the proposition directly.

- 6 **Study Sources I and J.**  
**‘The photograph (Source J) proves that the police were not in sympathy with the strikers.’**  
**How far do you agree with this statement?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Agreement/disagreement with proposition focusing on content (1–2)**  
Answers at this level will use the content of the sources to agree/disagree with the proposition. Where own knowledge is used, it will be generalised and will provide support.

**Level 2 Agreement/disagreement with proposition focusing on provenance (3–4)**  
Answers at this level will use the provenance of the sources to agree/disagree with the proposition. Where own knowledge is used, it will relate to the provenance of the sources.

**Level 3 Agreement/disagreement with proposition focusing on inference (5–6)**  
Answers at this level will make inferences from the source in order to agree/disagree with the proposition. Where own knowledge is used, it will be specific and related to the argument.  
*e.g. It’s difficult to say because Source I relates to a small rural town where the strikers and police would probably know each other and may even be related. So there were personal friendships that didn’t affect what they had to do in connection with their everyday jobs. On the other hand, Source J relates to London, a large sprawling city with several million inhabitants. It was much more difficult to control and the focus of the general strike. So I would expect the police and strikers to be very much more antagonistic toward each other. So, no, the photograph doesn’t prove the police were not in sympathy with the strikers. It simply depended on where you were.*

**Level 4 Balanced argument (7)**  
Answers at this level will combine Levels 2 and 3 with elements of Level 1 to create a balanced argument. Own knowledge will be detailed, relevant and accurate.

- 7 Study all the sources.**  
**‘Britain was clearly facing a revolution in 1926.’**  
**How far do the sources convince you that this statement is correct?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

**Level 1 Answers which do not use the sources (1–2)**

**Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (3)**

**Level 3 Answers which use sources either to confirm or to oppose the proposition in the question (4–6)**

**Level 4 Both parts of Level 3 (7–9)**

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be a developed discussion of reliability.**

## SOURCE INVESTIGATION 16

### PRISONS ACROSS TIME

**1 Study Sources A and B.**

**Do these sources show that prisons had changed little between Roman times and the sixteenth century?**

**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Describes the prisons – no comparison (1)**

**Level 2 One-sided comparison (1–3)**

These answers will identify things that are in one source and not in the other but do not compare conditions.

*e.g. These pictures show that they had changed. In Source B they are in stocks and are being fed. This is completely different from Source A.*

**Level 3 Uses the sources to compares the prisons – differences and/or similarities (3–5)**

*e.g. The prisons have changed. In Source A the conditions are terrible. They are in a dungeon and it is very crowded. But in Source B there are only three prisoners. They are not crowded. They look as if they are being looked after because they can read books and are being fed. The conditions have improved.*

**Level 4 As for Level 3 but also uses knowledge to inform comparison (6)**

- 2 Study Sources C and D.**  
**In what ways are these two sources useful as evidence about prisons at this time?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**
- Level 1 Describes surface details (1–2)**  
*e.g. These sources are useful. They tell us that people were kept in cages. It was damp and they were chained together. In the other prison they are allowed to move around.*
- Level 2 Claims that Source C is useful because he visited the prison (and many others) (2–3)**
- Level 3 Makes inferences from the sources about conditions (3–5)**  
Higher marks if inferences supported from sources.
- Level 4 Explains that they are useful for showing how different prisons were from one another at similar dates - must be supported from the sources (5–6)**  
**OR**  
**Uses contextual knowledge to explain features shown in the sources**

- 3 Study Sources E and F.**  
**How reliable do you think these two sources are?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1 Describes the sources/unsupported assertions (1)**  
*e.g. These sources are not reliable because they are biased.*
- Level 2 Assertions that Source E cannot be trusted because it is propaganda – not supported (2)**
- Level 3 Argues that the pictures are not plausible/realistic (2–4)**  
*e.g. I do not think these pictures are reliable. Source E goes completely over the top. Prisoners might not have been treated well in those days but they were not treated as badly as it shows in Source E.*  
**OR**  
**Uses plausible reasons why they might be accurate (2–4)**
- Level 4 Both types of Level 3 (5–6)**  
**OR**  
**Answers based on the purpose of Source E**  
 Answers must relate to the content of the source.
- Level 5 Contextual knowledge used to evaluate one or both sources (7–8)**

**4 Study Sources G and H.**  
**Why did they keep prisoners in cells like these in the middle of the nineteenth century?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 General answers or descriptions of the cells (1)**  
*e.g. They kept them in cells like these because they had committed crimes.*

**Level 2 Answers use details of the cell to claim they were being punished (2–3)**

**Level 3 Answers that concentrate on the idea of the ‘separate’ system (4–5)**  
*e.g. Prisoners were kept in cells like that because of the separate system. It was thought best if prisoners were not allowed to communicate with each other. Then they were not allowed to pass on their evil ways to other prisoners. They had everything they needed in the cell so there was no need to go out and mix with other prisoners.*

**OR**

**Answers that concentrate on the idea of getting prisoners to work to reform them (4–5)**

**Level 4 Answers that cover both types of Level 3 (6)**

**5 Study Source I.**  
**How different is the treatment of these prisoners from that shown in Sources G and H?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Surface differences described (1–2)**  
*e.g. They are very different. In Sources G and H the prisoners are shut up in their cells but in Source I they are allowed out to walk around.*

**Level 2 Asserts this shows the ‘silent’ system not the ‘separate’ system (3)**

**Level 3 Explains either the differences or the similarities between the ‘silent’ and ‘separate’ systems (4–5)**

**Level 4 Explains the differences and the similarities between the two systems (6–7)**  
*e.g. The treatment is to some extent different. In Source I they are using the silent system. This is where prisoners were allowed to mix together for work or exercise but they were not allowed to communicate with each other. This system was not as harsh as the separate system shown in Sources F and G where prisoners were kept in isolation in their own cells. This was done so they could not learn bad habits from other prisoners. It was hoped this would help them to reform. The reasons for the silent system were just the same.*

- 6 Study Sources J and K.**  
**Do these two sources show that the treatment of women in prisons was getting worse?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**
- Level 1 Describes surface differences – no inferences (1)**
- Level 2 Infers differences in treatment (2–4)**  
Award 3–4 marks if supported from sources.
- Level 3 Explains purpose of poster to explain why it is unrepresentative of women prisoners (5)**  
*e.g. You cannot use Source K to show that prisons were getting worse because the poster is propaganda. It calls the treatment torture and has been published to criticise the government.*
- Level 4 As for Level 3 but contextual knowledge used to explain answer (6–7)**  
**OR**  
**Uses contextual knowledge of improvements in women’s prisons in second half of nineteenth century**

**7 Study all the sources.  
How far do these sources show that prisons improved over time?  
Use the sources and your knowledge to explain your answer. (10 marks)**

**N.B. Sources must be referred to by letter or direct quote.**

**Level 1 Answers which do not use the sources (1–2)**

**Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (3)**

**Level 3 Answers which use sources to show quacks were worse than doctors or that they were not worse than doctors (4–6)**

**Level 4 Both parts of Level 3 (7–9)**

**Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.**

**N.B. This does not have to be developed discussions of reliability.**