



Oxford Cambridge and RSA

GCSE (9–1) History B (Schools History Project)

J411/13 The People's Health, c.1250 to present
with Britain in Peace and War, 1900–1918

Friday 8 June 2018 – Afternoon

Time allowed: 1 hour 45 minutes



You must have:

- the OCR 12-page Answer Booklet (OCR12 sent with general stationery)

INSTRUCTIONS

- Use black ink.
- Section A – The People's Health, c.1250 to present: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – Britain in Peace and War, 1900–1918: Answer questions 6 (a–b) and 7, and **either** question 8 **or** question 9.
- Write your answers in the Answer Booklet. The question number(s) must be clearly shown.
- Do **not** write in the barcodes.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document consists of **8** pages.

SECTION A

The People's Health, c.1250 to present

Answer questions 1 (a–c), 2 and 3.

- 1 (a) Give **one** example of what medieval people thought caused the Black Death. [1]
- (b) Name **one** response of the government to the gin craze in the period 1660–1751. [1]
- (c) Name **one** individual who had a positive impact on public health in the nineteenth century. [1]
- 2 Write a clear and organised summary that analyses people's lifestyles since 1900. Support your summary with examples. [9]
- 3 Why were the authorities slow in reforming public health in Industrial Britain? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4* 'The creation of the NHS was the most significant improvement in public health in the twentieth century.' How far do you agree? Give reasons for your answer. [18]
- 5* How far do you agree that living conditions in towns during the Early Modern period (1500–1750) were no better than during the Middle Ages? Give reasons for your answer. [18]

SECTION B

Britain in Peace and War, 1900–1918

Answer questions 6 (a–b) and 7.

- 6 (a) In Interpretation A, the TV presenter and historian Dan Snow argues that David Lloyd George was a significant British politician. Identify and explain **one** way in which he does this. [3]

Interpretation A – An extract from the TV documentary *Dan Snow on Lloyd George: My Great-Great-Grandfather*, which was broadcast in December 2016.

David Lloyd George quickly established himself as one of the most dynamic and remarkable politicians of his generation. His long and extraordinary career earned him a statue which now stands in pride of place at the very entrance to the House of Commons chamber.

He was a 'Radical Liberal' and determined to reform the system. And he did. In 1909, after a vicious debate in the House of Commons, he managed to pass 'The People's Budget', one of the most important reforming documents in British history. It established, for the first time, Old Age Pensions and National Insurance. It was a breakthrough which laid the foundations of the modern welfare state.

- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand politics in Britain between 1900 and 1914. [5]

- 7 Interpretations B and C both focus on women's campaign for the vote. How far do they differ and what might explain any differences? [12]

Interpretation B – A magazine interview with Sarah Gavron, who directed the film *Suffragette*. The interview was published in a feminist magazine in October 2015, just before the film's release.

I had wanted to make this film for a long time. I hadn't learned anything about the Suffragettes at school, which is extraordinary because they are such an important piece of our history. I started to learn about the true story, the story we tell in the film. These women sacrificed so much: they were imprisoned, went on hunger strikes, were force-fed, faced great police brutality, and they turned to civil disobedience after 40 years of peaceful protests achieved nothing.

We wanted to put you in the shoes of the women living then and allow you to see the world through their eyes. These women were about 'deeds not words', so we wanted to have a lot of action in the film.

Interpretation C – An extract from a book by historian Martin Pugh, *The March of the Women: A Revisionist Analysis of the Campaign for Women's Suffrage, 1866–1914*, published in 2002.

The militant Women's Social and Political Union [Suffragettes] had decisively failed and entered a decline by 1914. Meanwhile, the non-militant Suffragist campaign had expanded into a mass movement. They made an extremely important alliance with the Labour Party and from 1912 to 1914 made massive strides in recruiting thousands of women (and many men) from the better off classes and the working classes. It is with this work, rather than the better known suffragette campaigns, that the central explanation for the eventual success of the women's suffrage movement can be found.

Answer **either** question 8 **or** question 9.

- 8*** In his 2015 textbook, *The Experience of Warfare in Britain: Crimea, Boer and the First World War 1854–1929*, historian Alan Farmer argued that during the First World War ‘most British people were solidly patriotic and committed to victory’. How far do you agree with this view? **[20]**
- 9*** In his 1949 memoir, *The House is Gone: A Personal Retrospect*, journalist and poet Dudley Carew argued that the Edwardian era was a ‘golden era of prosperity’. How far do you agree with this view of Britain between 1900 and 1914? **[20]**

END OF QUESTION PAPER

BLANK PAGE

BLANK PAGE

**Copyright Information**

OCR is committed to seeking permission to reproduce all third-party content that it uses in its assessment materials. OCR has attempted to identify and contact all copyright holders whose work is used in this paper. To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced in the OCR Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download from our public website (www.ocr.org.uk) after the live examination series.

If OCR has unwittingly failed to correctly acknowledge or clear any third-party content in this assessment material, OCR will be happy to correct its mistake at the earliest possible opportunity.

For queries or further information please contact the Copyright Team, First Floor, 9 Hills Road, Cambridge CB2 1GE.

OCR is part of the Cambridge Assessment Group; Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.