

History B

Advanced Subsidiary GCE

Unit **F983**: Using Historical Evidence – British History

Mark Scheme for June 2012

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Subject-specific Marking Instructions**Generic Mark Scheme for Unit 3 Question 1(a), 2(a), 3(a), 4(a)**

Maximum mark: 35

Allocation of marks within the Unit: AO1: 15; AO2: 20 (AO2a: 10; AO2b: 10).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	13-15	9-10	9-10
Level 2	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 4	4-6	3-4	3-4
Level 5	1-3	1-2	1-2
Level 6	0	0	0

	AO1: Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13-15	Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion. 9-10	Shows a sound understanding that interpretations are dependant on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of sources and knowledge, an amended or alternative interpretation. 9-10
Level 2	Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10-12	Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion. 7-8	Shows an understanding that interpretations are dependant on the evidence that is inferred from sources. Uses interpretations of the sources to support and challenge the interpretation and reaches an overall conclusion. 7-8
Level 3	Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7-9	Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context. 5-6	Shows some understanding that interpretations are dependant on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it. 5-6
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show how the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

Generic Mark Scheme for Unit 3, Question 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

Allocation of marks within the Unit: AO1: 5; AO2: 10 (AO2a: 10; AO2b: 0).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	5	9-10	0
Level 2	4	7-8	0
Level 3	3	5-6	0
Level 4	2	3-4	0
Level 5	1	1-2	0
Level 6	0	0	0

	AO1: Knowledge and understanding	AO2a: Analysis of sources
Level 1	Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources. 5	Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period. 9-10
Level 2	Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources. 4	Explains, with examples from some of the sources that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period. 7-8
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

Question		Answer	Marks	Guidance
1	(a)	<p>Knowledge and Understanding</p> <p>Candidates may use their wider knowledge to discuss the sources with other evidence, especially archaeology and art evidence. Given the enormity of the impact of the Black Death and the limited structure and resources of late medieval government most responses will probably agree with the interpretation. There is, however, an argument that the government was as effective as it could be given the circumstances, thus a modified form of the interpretation might be expected. Candidate might also discuss the interpretation at different points along the timeline of the specification, for example they might agree with the interpretation in the period immediately after 1348 and challenge it later.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1 supports the interpretation at face value as the whole population is regarded as being uncontrollable.</p> <p>Source 2 states that many people from all classes were not obeying the law.</p> <p>Source 3 partially supports the interpretation; it suggests the crown is concerned about possible repercussions of the plague which have not yet been realised.</p> <p>Source 4 supports the interpretation, note that multiple crises are recorded here; a recurrence of plague and flood which caused inflated grain prices. This source is useful to illustrate the powerlessness of the 14th century state when faced with crises of such magnitude.</p> <p>Source 5 implies that existing laws are not being enforced.</p> <p>Source 6 supports the interpretation; it is a reference to the Peasants' Revolt.</p> <p>Source 7 implies that the enforcement of law and order was an ongoing problem.</p>	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Evidence from the Sources that challenge the interpretation</p> <p>The tone of Sources 1 and 3 (see below) may suggest that the behaviour was not as atypical or as bad as it appears at face value.</p> <p>Source 2 challenges the interpretation; Knighton records a very effective royal government in action.</p> <p>Candidates may suggest that the problems described in Source 4 were not the result of ineffective government, but of multiple calamities.</p> <p>Source 5 challenges the interpretation. Note the references to earlier statutes and the date of the source.</p> <p>The Peasants' Revolt described in Source 6 may be ascribed to problems that were not the result of the plague, such as high taxation to finance the Hundred Years' War.</p> <p>The problems in Source 7 are also seen as long-term and not necessarily a result of problems caused by the plague.</p> <p>Evaluation of Sources</p> <p>Source 1 is both of ecclesiastical origin and is very close to the first plague. The source is couched in very religious terms and it might be argued that it records a situation that was temporary and one which was exaggerated by clergy here representing the authorities. Source 3 can be cross referenced with 1, once again the religious tone to the source is obvious. The 'proximity argument' also applies to Source 2.</p> <p>Sources 2 and 3 can be linked because they present a similar argument of self-serving behaviour. So too Sources 2 and 5. Source 5 was specifically designed to control wages and hence protect the land owning class. It might also be argued that it was an attempt to control the inflation described in source 4.</p>		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>Sources 5 and 6 can be linked because it could be inferred that despite the turmoil of 1381 the crown restored order. Source 7 can be used to develop all of the sources, but is of especial use when linked to Sources 2, 5 and 6.</p> <p>Judgement</p> <p>The judgement will probably rest on an understanding of the functioning of government in this period and its ability to control larger events and react to crises. The sources are balanced in their application to the question. As indicated in the introduction, candidates may conclude that initially the government lost control but that it later regained the initiative.</p>		<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question		Answer	Marks	Guidance
1	(b)	<p>Candidates may discuss the sources as a set. All of the medieval sources, ie 1 to 6 are the product of the elite, either lay or ecclesiastical, and this is of consequence in their interpretations by modern historians. Source 7 can be used in such an analysis as it has used such sources to produce its historical analysis. The medieval sources are either attempts to combat social and economic change caused by the Black Death or are observations of such change, for example source 1. In both cases they represent the perspective of particular groups within English medieval society.</p> <p>Candidates should address the purpose, typicality and reliability of the sources. All of the medieval sources, with the exception of 4, view the developments caused by the Black Death as a threat to the social order. Candidates might note that there is little balance to this perspective in the set. With regard source 4 this is a simple statement of fact and might be weighed against the potential subjectivity of the other medieval sources.</p> <p>The sources may be interpreted as views of the medieval elite – obviously 7 is an exception to this. As a result they depict many of the problems as deriving from the lower classes, Sources 1 and 2 are obvious examples. Both also point to sin and moral decline as part of the problem. All of the sources can be discussed in the light of the problem any 14th century monarchy had when dealing with events of the magnitude of the Black Death. Candidates may also point out that the ‘proximity’ of the sources in time to the initial impact of the plague is of importance.</p> <p>Candidates should also identify how these sources could be used by historians to support lines of enquiry predicated on specific concepts such as change or cause.</p>	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Knowledge and Understanding</p> <p>Candidates may use their knowledge and understanding of the protests and rebellions to which sources 1, 2, 4 and 5 refer to interpret the evidence in the sources. They may use their knowledge and understanding of Tudor government and the way in which it functioned to interpret the evidence in any of sources. This may relate to the ways in which laws were passed or the ways in which they were enforced. They may use their understanding of similarities and differences, change and continuity across the period in relation to the rebellions and government methods to establish patterns between sources.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1: At face value the source provides evidence of public execution punishing the rebels, thus halting the rebellion. It may be inferred that this was designed to act as a deterrent. The scattering of the body parts across the kingdom may be used to make this inference.</p> <p>Source 2: The initial reaction of the authorities is to use an armed force against the rebels.</p> <p>Source 4: The role of the JP is described as repression of all crimes – including plots and riots. It can be inferred that there are laws against such behaviour although the harshness of the laws is not specified.</p> <p>Source 5: Treason law prevents the earl from using a lawyer to aid his defence. Harshness might therefore be inferred as in other cases a lawyer would be permitted.</p> <p>Source 6: The treatment of prisoners is harsh, with the use of the rack specified as a means of obtaining confessions (in this case after the Oxfordshire uprising of 1596).</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as it supports interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1: It could be inferred that fear is used here to deal with future rebellions.</p> <p>Source 2: The authorities made promises to the rebels when a battle was impossible.</p> <p>Source 3: The Church and its teachings are used as a means of showing that rebellion is unacceptable, not only to the king but to God, and thus discouraging rebellion.</p> <p>Source 4: The role of the JP is one of prevention as much as punishment. The numbers of those appointed has clearly increased since the post was introduced, suggesting that this was a preferred method of dealing with troublemakers before unrest became serious.</p> <p>Source 5: This law might be considered unfair more than harsh.</p> <p>Source 6: The source describes how confessions were obtained rather than specifying harsh laws. Candidates could extrapolate the punishments likely to be meted out after confession.</p> <p>Source 7: This law addresses an issue frequently cited by rebels: enclosure. It is clear that maintaining arable farming is seen as an important method keeping the people in work and hence not sufficiently discontented to rebel.</p> <p>Evaluation of Sources</p> <p>There are references to several laws and their consequences among the sources (1, 5, 6 and 7). Candidates could consider the problem of establishing their purpose. They could refer to parliamentary records that would give an indication of intentions in the debate.</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question		Answer	Marks	Guidance
		<p>Candidates should use their knowledge and understanding of the role of the Church to establish the purpose of Source 3. However, they may acknowledge that rebels could justify their activities despite hearing this homily.</p> <p>Source 7 is an example from a series of laws concerning enclosure (source 7 refers to earlier acts). Typicality could, therefore, be considered. Candidates could also consider the typicality of the punishment described in source 1.</p> <p>Judgement</p> <p>There is evidence to support and to challenge the given interpretation. Candidates who add other methods than harsh laws to the interpretation should be rewarded at Level 2, as should those who simply see the methods used as alternatives. Candidates should be rewarded at Level 1 if they recognise that different circumstances (eg types of rebellion or who the rebels were) might lead to different responses, or that the different methods operated in conjunction with one another.</p>	AO2b 7-10	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
2	(b)	<p>Candidates may consider the sources as a set, noting the 'top down' portrayal of the role of authority. This is an issue in that it provides evidence of what the authorities intended, but not of the implementation of the laws. In order to gauge this, local records, such as those of individual Justices of the Peace, or the Quarter Session Records might be employed.</p> <p>Candidates should consider the purpose, typicality and reliability of the sources. There is plenty of evidence that the authorities were keen to prevent unrest and disorder – laws, bonds and the appointment of increasing numbers of JPs could all be cited.</p>	AO1 0-5 AO2a 0-10	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a</p>

Question	Answer	Marks	Guidance
	<p>Source 7 refers to earlier laws and candidates may be aware that although these were not fully effective, their discontinuation led to increased problems in times of poor harvest in the late 1590s.</p> <p>The reliability of source 6 is open to question, since the official wants to give the impression of working hard and also describes those being interrogated in strong terms 'a very dangerous fellow'. This also raises the issue of the source's purpose.</p> <p>The reliability of several of the sources may be brought into question. Source 4 describes the role of the JP, but in reality many JPs did not put in as much effort as this required: effort was uneven although in times of potential unrest because of social and economic problems more would be expected of them. Candidates may refer to the reports sent by JPs to the Privy Council, and may use Source 6 as an example of local authorities corresponding with central government.</p> <p>The purpose of the historian should be considered. Source 7 gives a good indication of what the law was, but not of the extent to which it was enforced. It does suggest that previous laws on the issue had lapsed.</p> <p>Similarly, sources 4 and 6 give an indication of the role of local officials in maintenance of law and order, but source 6 refers only to a period of known unrest.</p> <p>The historian might use these sources to study the methods used by the authorities to control unrest, or to compare the message of the Church with records of ordinary people's statements of belief, perhaps in Visitation Records or Church Court records, to gauge the effectiveness of the Church's teaching.</p>		<p>(5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
3	(a)	<p>Knowledge and Understanding</p> <p>Candidates should use their knowledge of the protests to which these sources relate to help them identify the causes of protest shown in the sources. This will include issues concerning the extension of the franchise and bills introduced to that effect; the introduction of machinery in farming and industry; measures introduced to deal with the poor, and the role of trades unions. They should also use their understanding of the different factors to decide what constituted a political cause; was it a constitutional issue (franchise etc), a factor caused by new laws (the Poor Law, for example), or did any action challenging the ruling elite necessarily denote it having a political cause?</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1: the overhaul of the franchise was clearly linked to political causes. Source 2: the informant claims that the Luddites want to take over the government. Source 3: Many of the slogans suggest political motivation. Source 4: One of the characters refers to parliamentary reform. Source 5: The workhouse being attacked is the result of the new Poor Law of 1834, suggesting an attack on government policy. Source 6: The analogy of an infectious disease suggests a wider cause than simply economic. Source 7: Union activity could be interpreted as political in that the workers aim to challenge the status quo in employer/employee relations.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 2: the source is about Luddites, whose main grievance was economic.</p> <p>Source 3: The banners suggest some economic problems, such as tax and conditions of employment (slavery).</p> <p>Source 4: The cause of unrest is new machinery.</p> <p>Source 5: The attack is on the workhouse, not the government. The leaders are giving out bread, suggesting the problem is poverty.</p> <p>Source 6: the strikes probably have economic causes, given that poverty is mentioned as a problem.</p> <p>Source 7: references to bread and butter suggest that economic causes drove the agricultural labourers to join the union.</p> <p>Evaluation of Sources</p> <p>Candidates may evaluate by cross-referencing, by using their contextual knowledge and by considering the provenance of the sources. For example, candidates may compare the evidence in sources 2 and 6 about widespread disaffection in northern industrial centres. They may contrast the opposition to agricultural modernisation in source 3 with the more political desire to form a union expressed in Source 7. Contextual knowledge may be used to suggest the widespread extent of resentment to workhouses, which may be seen as economic or political, of which source 5 is just one example. Knowledge of laws passed may be used to judge whether protests can be regarded as caused mainly by economic or mainly by political grievances.</p>		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>The provenance of source 2 suggests that a historian would need to beware of the evidence presented by the weaver. It is likely to be based on rumour rather than fact.</p> <p>Judgement</p> <p>Evidence in the sources can be used both to support and to challenge the interpretation. Candidates are likely to focus on socio-economic and political causes. Those who simply add socio-economic (or other) factors as causes driving protest should be rewarded at Level 2. Where more complex interpretations are generated, noting, for example patterns such as a correlation between contextual factors and different causes of protest, or noting change over time in the extent to which protest was driven by particular factors, they should be rewarded at Level 1.</p>	<p>AO2b 7-10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question	Answer	Marks	Guidance
3 (b)	<p>Candidates may consider the sources as a set. They illustrate a range of types of protests – violent attacks, strikes and petitioning. They offer the views of both the protesters and commentators. However, there are no sources from the government in Westminster or London-based commentators (other than the LCS), suggesting that there may be a lack of overview for the country as a whole. They need to explain the significance of such omissions.</p> <p>Contextual knowledge should be used to support both analysis and evaluation of the sources and to show an understanding of the limitations of sources from the period. They may suggest other sources that would cross-reference with those provided, for example other accounts from people at Peterloo, that could confirm or challenge ‘The Courier’'s account, or letters from the LCS suggesting that the LCS was more geographically widespread in its activities than source 1 suggests.</p> <p>Candidates should consider the purpose, typicality and reliability of the sources. For example, does the song [source 7] reflect the existing views of agricultural workers, or the views that those organising the meetings wanted them to have? What is the purpose of the engraving of the attack on the workhouse? Is it to record an event, or to make the reader of the ILN afraid of the people perpetrating the attack? Candidates should consider the likely audience of the ILN. The typicality of the events illustrated in sources 4 and 5 could be considered. The reliability of source 2 could be considered in relation to the methods used to obtain the evidence as well as the likelihood that the weaver would have recourse to reliable information about the extent of unrest – the reference to sympathisers in London is particularly open to question.</p>	<p>AO1 0-5 AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
		Candidates could suggest historians' enquiries for which the sources might provide useful evidence. For example, historians might use sources 4 and 7 to investigate the development of rural protest, as both sources concern rural issues and violence contrasts with attempts to form unions. A similar pattern in relation to industrial protest might be deduced from sources 2 and 6, making these four sources useful in an investigation comparing rural and urban protest.		
4	(a)	<p>Knowledge and Understanding</p> <p>The specification refers to 'the impact on social cohesion' and asks candidates to be aware of relations between classes, social mobility and relations between different ethnic groups. All of these issues are picked up as themes in these sources.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>S1 appears to support the interpretation in a number of ways – the content of the source refers to the pride of those serving in the Boer War from all social classes and makes a direct patriotic appeal for help. This is reinforced by the provenance which shows that the sentiments of the poem provoked a strong public reaction.</p> <p>S2, albeit grudgingly, admits that barriers between social classes have broken down and attributes this directly to wartime experiences – the economy and rationing as well as war work.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>S3 can be used to discuss the effects on different racial groups. The role of black entertainers in bolstering morale and the service of black soldiers, airmen and sailors as well as women in the armed forces is remarked on in the first paragraph.</p> <p>S4 reveals a narrowing of differences through the welcome black servicemen received and the general lack of problems when serving alongside white soldiers.</p> <p>S5 can be used to infer different social classes coming together in wartime as members of the royal family visit bomb sites to show their solidarity with those affected by the blitz.</p> <p>S6 can be used to suggest that wars can raise patriotism and create a spirit of national pride which brings people together to celebrate achievement.</p> <p>Evidence from the Sources that can challenge the interpretation</p> <p>Evidence that can be used to challenge the interpretation. S1 isn't actually evidence that differences have narrowed – it is calling for financial help for all soldiers but does not talk about any long term changes or aspirations.</p> <p>S2 accepts that change has happened but the tone of the source clearly bemoans the fact as the passing of a better world where people knew their place.</p> <p>S3 points out some of the enduring racial problems that war did not erase – in the second paragraph there is reference to the colour bar and general stereotyping of 'others'.</p>		

Question	Answer	Marks	Guidance
	<p>S4 refers to the difficulties encountered by black servicemen, especially in their promotion prospects.</p> <p>S5 can be criticised as a snap-shot of a royal visit rather than evidence of a real 'coming together'. Comparing the clothing and faces of people in the picture would help interpret the evidence in this source.</p> <p>S7 is evidence that not everyone has seen war as a unifying experience – the Greenham Common peace camp in the picture is being broken up by police.</p> <p>Evaluation of Sources</p> <p>The content of sources 3 and 4 can be compared (just recognising them as about the same group would only count as a group) – there are similarities between the sources, but the criticisms in source 4 are less emphasised, perhaps because it is personal reminiscences rather than a pressure group making a point. Whether source 4 represents more than one person's anecdote can also be raised to question the weight of this evidence and bring in contextual knowledge. Source 2 could also be cross-referenced to source 1 to confirm that social change was taking place (change over time) or the events at Greenham Common with the tone of source 6 to question the typicality of either source.</p> <p>Judgement</p> <p>Candidates can use the sources and their contextual knowledge to produce different analyses of this source set. On the one hand, they could show that wars have affected social attitudes and 'brought people together'. On the other, they could separate the sources into different</p>	<p>AO2b 0-6</p> <p>AO2b 7-10</p>	<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p>

Question	Answer	Marks	Guidance
	<p>strands and remark on the largely unchanging attitude to different racial groups. The sources do not suggest 'other factors' which have affected cohesion – these would not be required in any evaluation, but better candidates may criticise the sources, either here or in answer (b), and suggest what else might be at play (eg better education opportunities). Even here, they could consider how far these developments were in themselves a product of war. Candidates might also question how far the patriotism and unity shown particularly in sources 1, 5 and 6 has been 'manufactured'.</p>		<p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>

Question		Answer	Marks	Guidance
4	(b)	<p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed.</p> <p>Typicality – how far do any of sources 2, 6 or source 7 represent wider public attitudes? Wider knowledge is needed to evaluate what the sources are claiming.</p> <p>Reliability – this can follow on directly from evaluations of typicality. For example, source 6 comes from a political leader shortly after the conclusion of a war and before a General Election. It may not be an inaccurate factual description, but candidates can comment on the tone of the source and the likely exaggeration of public sentiment.</p> <p>Purpose – candidates could question why a number of these sources were produced. Source 5 for example, is clearly for publicity/propaganda purposes, while source 1 might not have originally been intended to raise money, but has a tone pitched at raising patriotism and evoking sympathy for the plight of families. These purposes should be borne in mind when judging if a source is useful.</p> <p>Questions that the sources could help a historian to answer – this is more than summarising source content.</p>	<p>AO1 0-5</p> <p>AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question	Answer	Marks	Guidance
	<p>Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed – for example, how patriotism was evoked, the role of women in wartime.</p> <p>Different ways of evaluating sources – source 5 may be used to show different social classes coming together in the face of adversity, but a closer look at the source – clothing, facial expressions, body language – also reveal the distance between these groups of people.</p> <p>Missing source types/content and why this might be an issue – candidates might note the lack of evidence of resistance to war (for example, marches against the Iraq war, Aldermaston, conscientious objection etc) and use this to point out that the source set only really touches on this in source 7 and so raise the point about the typicality of the experiences referred to in the given collection. They could also touch on the ‘myth of the blitz’ to correct the impression given in source 5 that we were ‘all in this together’.</p>		

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