

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for January 2013**

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Question	Answer	Marks	Guidance
1	<p data-bbox="224 215 280 247">(a)</p> <p data-bbox="358 215 795 247"><b>Knowledge and Understanding</b></p> <p data-bbox="358 247 1288 758">Knowledge of contemporary documents such as manorial accounts, court records, chronicles and government documents could be used to evaluate the evidence. Knowledge of population distribution between urban areas and rural and between different towns could be used to evaluate sources for typicality. Knowledge of historians' ideas about overpopulation and settlement of marginal lands could be used in assessing the extent of the impact of the Black Death on the rural population as represented in the sources. Candidates should use their understanding of how sources were compiled to judge the extent to which the evidence presented can be accepted as factually accurate. Candidates should use their knowledge and understanding of land-holding practices to interpret sources about rents and difficulties in finding tenants. Candidates may use their knowledge of social classes to differentiate between the impact on these groups within the rural or urban environment.</p> <p data-bbox="358 790 1232 821"><b>Evidence from the Sources that can support the interpretation</b></p> <p data-bbox="358 821 1288 997">Source 2 suggests problems for lords in finding tenants – a serious issue in for a rural landowner. Besides this there is the suggestion that the tenants were not co-operative. However, the fear of dying is expressed in the phrase 'unless they should be still alive after the pestilence'.</p> <p data-bbox="358 997 1153 1029">Source 3 shows a marked drop in income for rural landlords.</p> <p data-bbox="358 1029 1209 1093">Source 4 notes not only rural depopulation, but also problems for livestock.</p> <p data-bbox="358 1093 1198 1125">Source 5 implies depopulation of a hamlet as a result of plague.</p> <p data-bbox="358 1125 1019 1157">Source 6 says northern villages were abandoned.</p> <p data-bbox="358 1157 1265 1189">Source 7 implies that London was unusual in recovering from plague.</p> <p data-bbox="358 1189 1265 1268">This can imply that rural areas were affected worse. The reference to runaway serfs suggests problems for landlords in rural areas.</p>	35	<p data-bbox="1444 215 2072 311">Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p data-bbox="1444 311 2072 414">Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p data-bbox="1444 414 2072 518">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><b>Evidence from the Sources that can challenge the interpretation</b>            Source 1 suggests that so many died in Newark ( a town) that there was insufficient space for burials in the graveyard.            Sources 2 and 3 suggest that the bargaining-power of peasants was stronger, so individuals who survived in rural areas may not have suffered.            Source 4 notes that there were numerous deaths in towns.            In source 5 the landlord is using depopulation to his advantage.            Source 6 says that towns were emptied of their inhabitants in the north.            Source 7 implies that London was exceptional amongst urban areas in recovering so quickly from plague – there is no distinction between rural and urban areas in general.</p> <p><b>Evaluation of Sources</b>            Candidates may cross reference 1 and 7 to show that the initial problems in towns were soon overcome after the plague ended, ie the impact changed over time. Equally they may use the evidence from Sources 2, 3, 4, 5 and 6 to establish a theory about depopulation over time. They may question the typicality of London (Source 7) since this was the seat of government. They may draw conclusions from Sources 2 and 3 together, as they show problems for the lords. However, they may be interpreted to benefit those peasants who survived the plague. Candidates may question the impression given in Sources 4 and 6 that rural depopulation was rife by citing the number of known deserted villages or use knowledge of historians' ideas about the causes of this depopulation to challenge the version of 14<sup>th</sup> century writers.</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><b>Judgement</b></p> <p>There is evidence to support the interpretation and evidence that challenges it in different ways. What is important is that candidates establish a definition of 'rural' and where and who counts as rural. Candidates may use the evidence from the sources to compare the effect of the plague on rural and urban areas or to construct a more sophisticated interpretation that differentiates between groups of people in rural areas. New interpretations that add factors (eg refer to towns in addition to the countryside) are likely to be rewarded at Level 2 in AO2b, while those that establish a comparative relationship between towns and rural areas, or which compare the effects on different social classes, or establish a pattern of change over time are more likely to be rewarded at level 1.</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>
(b)	<p>The typicality of the problems with rents and finding tenants to take over land shown in Sources 2 and 3 may be questioned. These sources refer to lands held by the Bishop of Durham and the king, both major landowners, but knowledge of the commutation of labour services to cash rent over the years following the plague may suggest that they are typical.</p> <p>Any contemporary sources referring to numbers dying and the proportion of houses unoccupied must be treated carefully. No records of deaths were kept and if the writer was from a different area of the country from the one described (eg Source 6) there are issues of reliability of what was probably hearsay evidence. However, knowledge of the relatively poor soil and climate of the north might suggest that the writer is correct in describing the plague having a serious effect on the north.</p> <p>Sources such as 2 and 3 were produced to record court cases (Source 2) and the income of the estate (source 3). Both come from the point of view of the landowner, so the impression of rural problems may not reflect the view of the tenants who were in a position to negotiate landholding (source 2) and who would not have suffered from the lack of expected income (Source 3). It is difficult for the historian to make use of sources such as 3, unless they form part of a complete set of accounts, allowing for comparisons to be made through time.</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
	<p>The sources could be used by historians to address a number of different questions about the impact of the Black Death on the economy and society. Historians investigating long-term trends and the extent to which they were brought about by the plague could use the sources as a set to trace the impact of successive outbreaks as sources 1–4 concern the first outbreak, source 5 records changes nearly a decade later and source 6 is about the impact of the fourth epidemic.</p> <p>The set of sources contains no evidence from archaeologists to corroborate the claims made by some contemporary writers about rural and urban depopulation. This would be useful in establishing the extent to which such claims could be verified. Sources written from the perspective of the poor, such as Langland’s Piers Ploughman could give a rare insight into the view of the poor about the nature of society and of their lives after the plague.</p>		

Question	Answer	Marks	Guidance
2 (a)	<p><b>Knowledge and Understanding</b> Candidates will need to know and understand the different levels of Tudor society and the concerns that drove them to rebel. While the elite were likely to rebel when provoked by issues concerning their power, those lower in the social hierarchy were more concerned with economic issues, such as levels of taxation, rent, employment and food supplies. Religious issues were more likely to cross social class divides. Regionalism could be apparent in the ways that grievances were expressed. This was more likely to derive from the lower orders. Candidates will need to refer to the rebellions mentioned in the sources, that is, the Yorkshire tax rebellion, the Pilgrimage of Grace, the Western Rebellion and Kett's rebellion, and the Rebellion of the Northern Earls. They need to know and understand who was involved in the rebellions and the range of demands, in order to use the sources effectively.</p> <p><b>Evidence from the Sources that can support the interpretation</b> Source 1: the main concern seems to be with the poverty of the king's subjects – this was likely to be a concern of the common people. Source 2: demand 13 is most likely to be a concern of the common people. Some of the others are arguable since 2 and 3 could concern anyone. Anti-Scottish feeling and a desire for the old religion to be restored present common ground between social groups. Source 3: refers directly to the wealth of the king's poor subjects as an issue. Source 4: the tone of the source suggests the writer is unimpressed with the rebels –perhaps they are of a low class. Source 5: the rebels are more concerned with local economic issues, sometimes attacking the actions of the landlords – these are the demands of the common people. The demand for teaching is more likely to be a concern of the commoner people. Source 6: the inclusion of religious issues could be construed as appealing to ordinary people. This is reinforced by the appeal to 'you good people'.</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. 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><b>Evidence from the Sources that can challenge the interpretation</b></p> <p>Source 1: elements of the source suggest that poverty was a main concern, but the way in which the cause is taken up by the elite and the reference to trying to cause trouble for the new king suggests that the northern elite are using the situation for their own ends.</p> <p>Source 2: the source begins with religious demands and public matters. Demands 3 and 8 and possibly 2 are concerned with central government issues and hence likely to derive from the elite.</p> <p>Source 3 refers to the deception of ‘the simple and ignorant people’ implying that in reality the demands are those of the elite.</p> <p>Source 4: the religious demands of the rebels could be from the elite.</p> <p>Source 5: the religious demands are unlikely to be those of the very lowest, since they suggest a desire for education of both adults and children.</p> <p>Source 6: the appeal concerns central government issues, likely to be the concern of the elite.</p> <p>Source 7: the focus is entirely on the concerns of the northern nobility.</p> <p><b>Evaluation of Sources</b></p> <p>Candidates may evaluate by cross-referencing, by using their contextual knowledge and by considering the provenance of the sources. There is scope for grouping and cross-referencing of sources as well as using provenance and contextual knowledge to evaluate the sources. 6 and 7 are two different versions of the aims of the northern earls which could be compared as a call to arms and an explanation to the government after the failure of the rebellion. The use of religion as a pretext for rebellion can be seen in sources 2–7, providing scope for generalisations and comparison. Polydore Vergil was writing for the king and so gives a highly critical account of the rebellion, suggesting the rebels were motivated by poverty, yet the actions of Sir John Egerton suggest that there was more to the rebellion. The purpose of source 7 should be considered, in comparison with that of source 6, when inferring the earls’ aims. Sources 3 and 5 provide a selection of the rebels’ aims and candidates may use their knowledge to suggest that these selections distort the rebels’ aims.</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><b>Judgement</b> While there is evidence in many of the sources to support the interpretation there are clearly other aims present. Candidates may add to the interpretation, for example suggesting that in many rebellions there were a mixture of aims, some being those of the elite and others those of the common people. It is possible to draw more sophisticated conclusions, suggesting how and why the range of aims was chosen by the rebels and their leaders.</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). 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) To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
(b)	<p>Reliability: candidates could question the reliability of Vergil's description based on the fact that he was paid by the king to write his history, yet the description does fit what is known about the rebellion – that the Earl of Northumberland was killed by the rebels at Topcliffe Purpose: the purposes of sources 6 and 7 could be considered, comparing the call to arms in 6, encouraging support with what the Earl of Northumberland told the authorities after his arrest. Typicality: candidates may question the typicality of the response to the rebels in source 4 on the grounds that Protestantism was not particularly prevalent by 1549. They may question the typicality of the demands in source 5 on the grounds that few rebellions were so predominantly and explicitly driven by economic issues. Historian's enquiry: the sources could be used by a historian tracing the development of religious affiliation in England in the 16thC – there is evidence of strong Protestant and Catholic ideas, with early Protestantism and Catholic ideas retained. Historians could also use the sources to track the spread of Protestantism/Catholic survivalism in different parts of the country.</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
3 (a)	<p><b>Knowledge and Understanding</b> Candidates will need to know about the political parties of the period, such as Tories, Whigs, Liberals and Conservatives along with their main principles and policies. They will also need to know about how these differed from radical ideas in order to gauge the effect of the radicals on the politics. Candidates could use their knowledge and understanding of the press to interpret Sources 2, 3, 4 and 6; they will need to understand the different status of the extracts used in the sources in order to make a sophisticated judgement about them. They could also use their knowledge of what radicals demanded, and how the electoral system changed, to interpret the sources in context.</p> <p><b>Evidence from the Sources that can support the interpretation</b> Source 1: The Act has been passed to suppress radicals, suggesting they were effective only in as much as they were noticed, but were seen as a threat. Source 2 indicates that radicals sought election, so must have been effective in organising a candidate and campaign. Source 3 may be read at a number of levels: the Whig press has to reassure the electors that radicals will not have too much influence in a reformed House of Commons, suggesting some influence on voters, and hence effectiveness. The fact that an article (source 4) has been published in the press implies that the Chartists are influential and candidates may use their knowledge to confirm the extent of that influence and decide whether this constitutes effectiveness. In source 5 the demand for female suffrage of any kind may be seen as radical in the 1860s, given that many men still did not have the vote. Source 6 shows that the Liberals have responded to demands to end corruption in elections – the radicals could be seen as influential in achieving this and hence effective in achieving their end. Source 7 shows that there is a popular vote, reflecting the expanded electorate; although the message of the song is hardly radical, the radicals have been effective in achieving an extension of the franchise.</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. 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><b>Evidence from the Sources that can challenge the interpretation</b>            If the Act quoted in Source 1 was applied strictly, then radicals could not be effective in politics.            Source 2: suggests the radicals had no influence in the 1807 election because the press influenced people against them, hence they could not be effective.            Source 3 reassures electors that those with radical reforming ideas will not dominate a reformed House of Commons – at face value the radicals cannot be effective in these circumstances.            Source 4 suggests that the radicals (Chartists in this case) should not be allowed to influence reform and so cannot be effective.            Source 5 can be used to challenge the interpretation on the grounds that Helen Taylor’s demands are not very radical, that this is only a suggestion in a personal letter, and also on the grounds that women were not given the vote in the period under consideration.            Source 6 shows the political parties beginning to organise at local level so that interest groups – including radicals – could not hijack elections.            Source 7 has a simplistic message based around political figures rather than their policies. It implies that personalities rather than radical politics are the concern of those newly enfranchised.</p> <p><b>Evaluation of Sources</b>            Candidates may set sources on the issue of electoral reform in the context of electoral rules at the time of each relevant source. Thus what is considered radical may change, while references to radical ideas may also change. The Act in source 1 aims to silence radicalism while the methods used in Birmingham aimed to direct and control.            Candidates may question the typicality of source 5 as a private letter on a topic that was not widely espoused at the time. Alternatively they may claim that the issue of female suffrage was becoming more prominent, having been taken up by some MPs.            The purpose of several of the sources could be used to draw inferences and evaluate. Sources 3 and 4 aim to influence the readers – in the former to accept Whig plans for reform of the House of Commons and in the latter to persuade the reader that Chartism is unnecessary.</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>Source 7 aims to engender patriotism in the electorate and possibly to divert voters from thinking about policy.</p> <p>Candidates may question the reliability of Francis Place's account of the 1807 election, given his lack of success, but in context it appears more probable. The press would be controlled by those in power and was unlikely to support radical ideas, given the situation in Europe.</p> <p>Candidates may cross-reference sources to show change or continuity across time. The repression of Source 1 could be contrasted with the attempts in Sources 6 and 7 to control opinion and activities. The role of the press is mentioned in source 2 and demonstrated in the extracts from newspapers. Hence Sources 3, 4 and 6 could be used to evaluate the claims in source 2.</p> <p><b>Judgement</b></p> <p>There is evidence to support and to challenge the interpretation. The interpretation fails to take into account changing circumstances in terms of the electoral system, what was regarded as radical and the development of political parties as the electorate expanded. Hence a new interpretation might address any of these issues. Those suggesting that the effectiveness of radicals was different at different times will probably be rewarded at Level 2, while those identifying a more complex pattern of change/development/continuity are likely to be rewarded at Level 1.</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
(b)	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. The reliability of source 2 may be questioned on the grounds that Francis Place was too personally involved and disappointed by the results of the election to have an objective view of the role of the press. Candidates may question the typicality of the views in Source 5, using their knowledge of the appeal of ideas about female suffrage. They may consider the purpose of Source 1 in the context of radicalism in 1795 and of fears regarding events in France. The purpose and reliability of Source 4 may be questioned. It is clearly anti-Chartist, and candidates may use their knowledge of Chartism and of the long gap between the First and Second Reform Acts to question the writer's interpretations. They may also question the extent to which the First Reform Act changed the electoral system, compared with the claims made by the writer.</p> <p>Historians could use the sources for a number of different enquiries: they might trace changes in the way political parties operated, the relationship between electoral reform and the way politicians operated. To be rewarded at levels 1 and 2 candidates will need to recognise that historians go beyond gathering information to organise and interpret their material.</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
4 (a)	<p><b>Knowledge and Understanding</b>            In order to interpret the sources, candidates will need to know something about the ways in which wars have affected British society, particularly the debate about their impact on people's lives. On the one hand, wars have raised issues about public health and the need to improve the living conditions of the working class who tended to provide the bulk of soldiers. On the other hand, politicians have promised much but post-war realities have often diluted much of this enthusiasm. Knowledge of plans for social improvement after World Wars 1 and 2 will be useful to interpret the sources and add missing elements, such as the development of the NHS post-1945</p> <p><b>Evidence from the Sources that can support the interpretation</b>            S1 suggests that the health of soldiers in the Boer War created a need to 'improve the physical condition of the people'. A range of solutions is offered in the source which, if taken at face value, can support the view that war produced a change.            S2 again presents proposals which suggest at face value that the war was contributing to a change in attitudes if not to actual policies.            S3 despite the generally pessimistic tone of this source, some improvements, however limited, are noted, such as some house-building taking place            S4 might be interpreted as supporting the interpretation because after both wars there are sharp increases in the number of new houses            S5 refers to the intention to establish the NHS, although there is no direct link between this decision and the impact of war mentioned in the source            S6 suggests that major changes have happened when comparing the early 1950s to the 1930s. At face value, this might lead to the assumption that World War 2 had some effect.</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.            Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p> <p>Reward grouping of sources at Level 4. For example 'Sources 1,2 and 5 all support the interpretation' or 'Sources 2 and 3 are about World War 1'            Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p><b>Evidence from the Sources that can challenge the interpretation</b></p> <p>S1 – the problem with this source is that it contains recommendations rather than actual changes. Some cross-referencing with later sources is needed to establish how much actually happened, or candidates need to use their own knowledge eg of the Liberal reforms in the early 20<sup>th</sup> C to evaluate this source</p> <p>S3 seems to challenge the interpretation by pointing out the very limited changes that took place after 1918</p> <p>S4 is problematic – it is not clear that the new housing was necessarily a response to war as increases can be seen at other times. The evidence can also be challenged in terms of what is meant by new dwellings – what type, for whom etc.</p> <p>S6 shows that the plans for the NHS grew out of longer term concerns about the provision of health care</p> <p>S7 makes no direct reference to war but offers alternative explanations for social improvements including population growth and longevity, prosperity and immigration.</p> <p><b>Evaluation of Sources</b></p> <p>Some clear cross-references are possible in this set of sources. S3 offers a corrective view to S1+2, while the theme of housing can be traced in S1 briefly, S2 and S4. S6 can also be examined alongside the earlier sources to confirm or challenge the view that change was occurring pre-WW2.</p> <p><b>Judgement</b></p> <p>Looking at the sources as a set, they suggest that the real social improvements have happened since 1945 and that the impact of war before then is questionable. However, S6+7 introduce the idea that there might be other factors that have led to improvements (Level 2). A lot depends on how far candidates judge S6+7 to provide accurate views. Themes in the sources such as housing and health can also be used to trace how far developments have taken place because of wars (change and development at Level 1). The link between war and housing is not strong in these sources except as an aspiration, but the health link is made more strongly.</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
(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 – S3 is one economist’s view of the effect of war. Candidates would need to use wider knowledge to decide if the opinion here is likely to be representative.</p> <p>Reliability – S6 contrasts the 1930s with the period in which Labour was in power after 1945. Candidates might question how far the language and examples chosen in this source exaggerate the differences – ‘nightmare’ etc.</p> <p>Purpose – S2 is taken from a party manifesto with the express aim of winning voters over. This purpose might affect the tone and selection of evidence used.</p> <p>Historians’ questions – this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. Candidates might detect different ideological views of society in S2 and S6 and perhaps also S7,</p> <p>Missing source types/content and why this might be an issue – inevitably, just 7 sources present a limited picture. Not all themes of social improvement are covered and sources could have been included on wages and living standards in general, education or leisure. Candidates need to consider what these types of sources would add to our understanding of the impact of war.</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>

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