

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2016

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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1. These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Inaccurate reading or use of source; inaccurate knowledge; meaning is unclear
	Supports interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Challenges interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Amended interpretation (stated)
	Uses knowledge to provide context to interpret source. Use this symbol in conjunction with 'eval' if the knowledge is used to evaluate the source
	Cross reference - only use this if sources are used to interpret or evaluate each other
	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
	Inference from source(s)
	Knowledge is added
	Uses provenance to evaluate source
	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
	Identifies missing sources and explains the significance of their omission in relation to an enquiry

2. Here are the subject specific instructions for this question paper

Here is the mark scheme for this question paper.

Question		Answer/Indicative content	Mark	Guidance
1	a	<p><u>Knowledge and Understanding</u> Knowledge and understanding of the social hierarchy and of methods used to maintain it by the ruling elite: laws, conditions of serfdom. Indicators of wealth and status, including manuscripts and donations to the Church. Ideas about status and authority, including those based on religious ideas. Knowledge and understanding of the types of sources in the set and of the context of the sources. The purpose of the sources and how they may be interpreted; the role of clergy in central government and as land holders; chronicles and poems and how they may be interpreted.</p> <p><u>Examples of evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: serfs are challenging their lords but with only temporary success. • Source 2: shows the extent of the king's power over the Church (giving orders). Also shows some short-term impact of the plague - possibly the Archbishop died of plague. • Source 3: suggests fast reaction from the rulers to keep labourers' wages under control, and hence maintain wealth differentials. • Source 4: the court case is 40 years or so after the initial outbreak of plague, yet the serfs still confess to their servile status. • Source 5: if evaluated in context could be used to suggest the tight rein of the rulers against which the Peasants revolted - poll tax, feudal status etc. • Source 6: the rulers seem to be fully in control, if resented. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they make minor alterations to the interpretation, for example to suggest that it took several years for the upper classes to regain their control, or there were a few exceptions to the upper class being in control. They should be rewarded at Level 1 if they suggest a more complex temporal pattern, or distinguish between practical control and continuing challenges beyond what existed prior to the Black Death, provided that there is support derived from the sources for the new interpretation.</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Source 7: the chapel implies the enormous wealth and influence of the Beauchamp family. <p><u>Examples of evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • In Source 1 the power of the abbots of St Albans fluctuates. • Source 2: The clergy have to be bribed to say masses and organise processions, suggesting that the higher clergy have not full control over parish priests: the source implies declining power of the higher clergy. • Source 3: the people have not obeyed the earlier ordinance concerning wage rates; this is presented as a change. • Source 4: There is some dispute with the land holder, suggesting that serfs wanted to establish their rights - decreasing the power of those in authority. • Source 5: the tone of the source suggests that the rulers lost total control in 1381 (over 40 years after the initial outbreak of plague). • Source 6: a link is made between the faults the poet finds with the rulers and the plague which has caused these faults. In the late 14thC the rulers are not respected. • If anything Source 7 suggests the position of the lords was more secure by the end of the period - so it had changed to make them more powerful. <p><u>Evaluation of sources</u> Candidates will need to cross-reference sources to test the interpretation effectively, as it refers to continuity over time, while the sources generally refer to single incidents or short periods.</p>		

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	<ul style="list-style-type: none"> • Sources 1 and 4 suggest a rebellious peasantry, but both suggest that loss of control is short-term. • Sources 4 and 5 could be cross-referenced to show that, despite reinforcement of the Ordinance of Labourers in the 1351 Statute, labourers were still inclined to challenge the authority of the landholder and attempt to increase their rights. • Source 2 shows clergymen reluctant to follow the orders of the king and Source 6 shows a poor opinion of the clergy some 30-40 years later: there are similarities in the issues raised in these two sources. • Froissart (source 5) is clearly pro-rulers, and candidates may use knowledge of his chronicle or its tone to identify this and give weight to his evidence accordingly. <p>Candidates are likely to challenge the typicality of individual incidents, but should use their knowledge to judge this in order to be rewarded at levels 1 or 2.</p> <p><u>Judgement</u></p> <ul style="list-style-type: none"> • The evidence is mixed and candidates will need to weigh up the extent to which there was a material impact and impact on attitudes towards the rulers as well as assessing how long-lasting was the impact. • To be rewarded at Level 1 judgements should compare the situation for rulers across the time period represented by the sources. 		

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1	b	<ul style="list-style-type: none"> • Example of use/problem related to purpose: Source 1 is to record the deeds of the Abbots, so will emphasise the extent to which they maintained their authority; Source 5 was written for a later king, so its assessment of the rebels and the danger they posed is extreme - however, since the rebels did enter London and kill leading ministers, the danger was real. • Example of use/problem related to typicality: the court case in Source 4 would need to be cross-referenced with other court records - many of these are not extant, so typicality is difficult to judge. • Example of use/problem related to reliability: Source 3 tells us what the law stated, but both the text and the large number of violations of the law recorded in court records indicated that this source does not present a reliable picture of wage rates and their enforcement. • Methodology: as suggested above, an accumulation of examples from court records would be needed to establish typicality of actions and circumstances. • Historians' questions: examples include - causes of unrest, change and continuity in peasant obligations, results of changes in the law. 	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>Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources provided.</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> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.</p> <p>Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer/Indicative content	Mark	Guidance
2 a	<p><u>Knowledge and Understanding</u></p> <p>Knowledge and understanding of the dangers posed to the authorities by rebellion and of the resources they had for dealing with rebellions - the law, including harsh punishments for treason; nobles in the localities; the militia.</p> <p>Knowledge and understanding of the types of sources in the question, their strengths and issues and problems. Contextual knowledge of the rebellions and situations referred to in the sources - the Cornish rebellion, the Pilgrimage of Grace, the Prayer Book rebellion, opposition to Mary's religious policy, the Northern Rebellion and unrest in the 1590s.</p> <p><u>Examples of evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 - the rebels were easily defeated by an army led by nobles - the natural allies of the crown. • Source 2 - the full force of the law is brought to bear against rebels. • Source 3 - the commanders manage to pacify the rebels without bloodshed, suggesting the rebels are not likely to be successful. • Source 4 - the authorities employ mercenaries (Germans and Italians) and bribery to keep loyal citizens on the king's side, suggesting that the authorities had ample resources and recourse to a range of methods. • Source 5 - the advice suggests that the rebels will not be successful if dealt with sensibly. • Source 6 - the firm stance of the government suggests the rebels will not be successful. The authorities are in control of the situation and rebellion is confined to the north, well away from the seat of government. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation, for example by adding reasons for the authorities fearing rebellion. They should be rewarded at Level 1 if they develop a more sophisticated interpretation, taking into account the lack of a reliable army but relating this to (rather than simply adding) other factors such as noble loyalty and religion, provided that there is support derived from the sources for the new interpretation.</p>

Question	Answer/Indicative content	Mark	Guidance
	<ul style="list-style-type: none"> • Source 7 - the authorities are aware of potential weaknesses and are acting to address them. <p><u>Examples of evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 - the rebels had reached London from the south-west, suggesting some success in approaching the seat of government. • Source 2 - there had been some success in raising a rebellion and gaining the support of the king of France. • Source 3 - the rebel numbers were so great that the authorities had to alter their plan to engage them in battle, instead negotiating. • Source 4 - there is a substantial army, including foreign mercenaries. The authorities also used a proclamation to encourage loyal support. All this suggests that rebels were viewed as a threat. • Source 5 - there is a clear sense of the threat of rebellion - the authorities have to consider their response carefully and change tack in order to avoid rebellion. • Source 6 - a rebellion led by nobles is serious and the nobles involved have openly shown themselves to be in revolt. • Source 7 - the problem here is the raising of money to pay for an army. If the authorities could not do this then rebels would have more chance of success. <p><u>Evaluation of sources</u> The Merton chronicle is pro-government, stressing the lack of noble involvement in the rebellion, so would need corroboration regarding the ease with which the rebels were defeated - especially given that they had nearly</p>		

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	<p>reached London.</p> <p>Source 5, a letter from a foreign ambassador, may not have a sound grasp of the situation. However, the Marian policy on burning was toned down, suggesting that his assessment is accurate.</p> <p>Source 2 is typical of the methods used by Henry VII to control nobles. When cross-referenced with other sources it can be read as reflecting the fear of noble rebellion which can be inferred from sources 1 and 6.</p> <p><u>Judgement</u></p> <p>There is evidence supporting and challenging the interpretation. Candidates should, therefore, look for a new interpretation that better reflects this evidence.</p> <p>Judgements need to address the extent to which the rebels might succeed rather than relying on contextual knowledge indicating that the only real success occurred in relation to the Amicable Grant. Judgements might consider success in terms of beating the monarch's army, approaching the seat of government or causing the government to change its approach to the rebels.</p>		

Question		Answer/Indicative content	Mark	Guidance
2	b	<ul style="list-style-type: none"> • Example of use/problem related to purpose: in Source 5 the ambassador's aim is to inform Philip, but also to warn him of dangers - he focuses on the danger posed to the king and queen rather than on the likelihood of an uprising. • Example of use/problem related to typicality: the letter (source 7) refers to 'these and other similar occasions' - so London's failure to obey orders about levies and charges on this occasion is typical. The typicality of using an Act of Attainder (Source 2) could be assessed by investigating the number of such Acts passed under Henry VII. • Example of use/problem related to reliability: Hooker (Source 4) was an eyewitness to events and the description is corroborated by other sources - he writes about the government's aim of instilling fear into the rebels in the same way as the refusal to grant pardon to noble rebels in source 6 shows the desire to subdue rebels through fear of the consequences. • Methodology: sources can be cross-referenced or corroborated as indicated above. • Historians' questions: the difference in response to noble rebels and those of the lower orders could be investigated, as could change/continuity in the methods used by government to subdue rebels. 	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>Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources provided.</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> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.</p> <p>Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer/Indicative content	Mark	Guidance
3 a	<p><u>Knowledge and Understanding</u></p> <p>Knowledge and understanding of the incidents referred to and their context: 1790s food riots, Luddites, loom-breaking, Chartism, Trades Unions in the 1860s and 1870s.</p> <p>Knowledge and understanding of the types of sources in the set including: speeches, satirical cartoons, newspapers and popular songs.</p> <p>A working definition of 'revolutionary' is needed to construct a coherent argument.</p> <p><u>Examples of evidence from the sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: the aim - lower food prices - is not revolutionary. • Source 2: Luddites could be regarded as backward-looking rather than revolutionary as they were threatening to destroy modern machinery. • Source 3: the aim is to obtain food - 'we're starving' • Source 4: the tone of the response to the Act is peeved rather than revolutionary. • Source 5: the reference to popular violence does not imply revolution. Chartism was 'popular', but here some Chartists are distancing themselves from direct action/violence. • Source 6: the tone of the source is not designed to incite violence and implies a peaceful (non-revolutionary?) approach. • Source 7: the aims are confined to conditions of employment, and the speaker recognises that the limited aims and the methods used have led to success. 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation, for example making a basic temporal split between different periods.</p> <p>They should be rewarded at Level 1 if they are differentiate between different groups or suggest a more complex temporal pattern, provided that there is support derived from the sources for the new interpretation.</p>

Question	Answer/Indicative content	Mark	Guidance
	<p><u>Examples of evidence from the sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: the method may be considered revolutionary as may the publication of a song to celebrate the actions taken. The action is based on the notion of a fair society which could be viewed as a revolution. • Source 2: the intention to replace the 'tyrannical' government with a republic is revolutionary. • Source 3: there is a determination to smash the machinery - and this violent challenge to those in authority could be considered revolutionary. • Source 4: the response to the Act seems to mark a middle-class/working-class split that could imply that some are revolutionary. • Source 5: the class-struggle terminology suggests a revolutionary interpretation of the event. The demands of the Chartists could be seen as revolutionary as could the direct action of some Chartists. • Source 6: there is a revolutionary message here: the aims are revolutionary and couched in class-struggle terms. • Source 7: the miners have had to clash persistently with the mine owners - that they have organised themselves to do so with success implies a self-conscious grasp of aims and methods that could be regarded as revolutionary. <p><u>Evaluation of sources</u> Cross-referencing between the sources concerned with the destruction of the objects of hatred (sources 1, 2 and 3) could be used to establish a pattern among earlier popular protests. Distinguish between answers containing generalisations about this (L3) and those who develop an</p>		

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	<p>argument that goes beyond simple generalisation. Candidates may comment on the authorship of source 5: Engels is developing theories about social class and class-conflict that would be later appear in the Communist Manifesto - does this drive his interpretation of events? Sources 1-3 are all typical reactions to hardship and industrial developments. Reward more highly responses which recognise the complexity of sources such as Source 2 which can be interpreted as revolutionary because of the level of organisation and the political awareness as well as the aims regarding a republic, but in the context of reactionary industrial action.</p> <p><u>Judgement</u> There is more evidence of revolutionary action than of revolutionary aims (depending on definitions). There is also evidence of change over time. Candidates who draw general conclusions may be rewarded at Level 2, while those who engage with the issues of what constitutes revolution and of changes and continuities over time may be rewarded at Level 1.</p>		

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3	b	<ul style="list-style-type: none"> • Example of use/problem related to purpose: Source 2 is designed to engender fear in the Huddersfield Master: contextual knowledge is needed to assess the reliability of the claims made and whether the threatened actions were carried out. Sources 6 and 7 aim to provide a respectable image of working-class activity and could be assessed in the context of other union activity in this period - dockers' and match girls' strikes for example. • Example of use/problem related to typicality: knowledge of Luddites, power-loom breaking and food riots would help candidates to assess the typicality of the events in sources 1- and 3. • Example of use/problem related to reliability: Source 5 gives an interpretation of events by a German industrialist who spent some time in England, but who was in the process of developing an interpretation of what was going on that may have influenced his comments on the split between moral and violent Chartists. • Methodology: candidates may suggest other sources that could be used to evaluate the sources provided. To be rewarded these should be specific and there should be developed argument. • Historians' questions: these could concern change and continuity in the aims, methods and concerns of popular politics. They could concern developments in the extent of and commitment to organised opposition to government and/or employers over time. 	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>Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources provided.</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> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.</p> <p>Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).</p>

Question	Answer	Marks	Guidance
4 (a)	<p><u>Knowledge and Understanding</u></p> <ul style="list-style-type: none"> • K&U of opposition to the war including pacifism, conscientious objectors, pressure group activity, protests and demonstrations • K&U of the size, scope and effect of opposition and its link to government policies and the conduct of war • K&U of the types of sources in the set, such as memoirs, statements and newspaper reports, and how they are interpreted and evaluated by historians. <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • S1 – refers to the hostility of soldiers to the efforts of the demonstrators • S2 – admits the overwhelming support for the war among newspapers, parties and public opinion • S3 – despite the danger posed by the pacifist movement, the author does not believe they are having much impact, questioning the effectiveness of their opposition • S4 – argues a contrast between protests over the Vietnam and Iraq Wars, suggesting that the impact of protest has lessened in the Iraq War as governments ‘refuse to listen’ • S6 – admits the limited effect of campaigns • S7 – admits that anti-war demonstrations did not have the effect of ending the war <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • S1 – suggests a large crowd in London had come to hear anti-war sentiments • S2 – refers the opposition within the governing party and the ILP. Candidates might also suggest the opposition of 	35	<p>Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation.</p> <p>Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.</p> <p>It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b.</p> <p>Judgements should only be credited where:</p> <ul style="list-style-type: none"> • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the source rather than simply accepted at face value both for and against. <p>Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest that the gap has not narrowed.</p> <p>New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.</p>

Question	Answer	Marks	Guidance
	<p>important figures based on Morrison.</p> <ul style="list-style-type: none"> • S3: accuses the pacifist movement of trying to stop the war and hand victory to Germany, threatening Allied war aims. It also suggests an informal coalition is building - groups 'working to the same ultimate end' • S4: points out that protest against the Vietnam War did have an impact in persuading Wilson not to send troops • S5: although a war protest, the aims of the Greenham women appear to be more broadly anti-government • S6: suggests that CND has had a significant effect on government policy by creating 'an environment in which the use of nuclear weapons cannot be considered'. • S7: suggests that the anti-war demonstrations 'very nearly toppled Tony Blair'. <p><u>Interpretation of Sources</u></p> <ul style="list-style-type: none"> • Example of simple inferences: S2 supports the interpretation because it shows that both the Liberal and Conservative Parties were in favour of the war and these held power at this time. • Example of generalisations: statements by pressure groups in sources 6 and 7 admit their limited impact. • Examples of cross-referencing: S2 and 3 both refer to widespread public support for war drowning out opposition. S4's view that the government has stopped listening to protest is in direct contrast to the argument in source 7. • Evaluation using knowledge: S7 is a view of protests in 2003, sometimes called the 'Million March'. Candidates could show additional knowledge of the scale and composition of this protest and use this to reinforce the view that it was a serious threat to Blair's authority. • Evaluations using provenance and context: S6 and S7 need to be examined carefully – does it matter that both are produced by their supporters? Candidates may 		

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	<p>suggest a bias in the sources. Context knowledge could consider how accurate these accounts are likely to be.</p> <p><u>Judgement</u> There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes.</p> <ul style="list-style-type: none"> • the interpretation makes no attempt to clarify what is meant by 'little effect'. This makes generalisation difficult and candidates might attempt to clarify a definition in the interpretation. Candidates could take an 'absolutist' approach by arguing that opposition never led to a withdrawal from war, but it would be better if they saw that opposition, especially in the later sources, has at least caused those in power to reconsider. • Some sources can be grouped around different types of protest – ideological, personal objection, pressure group, marches and demonstrations. These themes could lead to level 1 re-interpretations as they would develop the idea of what counts as effective 		

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4 (b)	<ul style="list-style-type: none"> • Example of use/problem related to typicality: S1 is Sylvia Pankhurst's account of a demonstration. Her view about the support she received might not be typical of other protests as she was a famous figure. • Example of use/problem related to reliability: S2 may be regarded as a reliable account because although Morrison says he was personally opposed to the war he nonetheless accepts that was considerable and significant support for it. • Example of use/problem related to purpose: S6 is a self-evaluation of the history of CND. Evidence from the source will identify the key achievements and candidates can go on from this to judge whether the purpose makes the source more or less reliable. • Methodology: there is no reference to the treatment of opposition (e.g. what happened to conscientious objectors). Looking at this dimension might shed light on the seriousness with which the authorities treated opposition • Historians' questions: historians would be interested in reading between the lines of source 3 and considering why the 'immense majority' of people have rejected pacifist arguments. 	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> <p>Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4).</p> <p>To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).</p>

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