

**History B**

Advanced Subsidiary GCE **F983**

Using Historical Evidence – British History

**Mark Scheme for June 2010**

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**Generic Mark Scheme for F983 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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Interpretation of sources</b>	<b>AO2b: Historical interpretations</b>
Level 1	<p>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.</p> <p style="text-align: center;"><b>13-15</b></p>	<p>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.</p> <p style="text-align: center;"><b>9-10</b></p>	<p>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.</p> <p style="text-align: center;"><b>9-10</b></p>
Level 2	<p>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.</p> <p style="text-align: center;"><b>10-12</b></p>	<p>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.</p> <p style="text-align: center;"><b>7-8</b></p>	<p>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.</p> <p style="text-align: center;"><b>7-8</b></p>
Level 3	<p>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.</p> <p style="text-align: center;"><b>7-9</b></p>	<p>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.</p> <p style="text-align: center;"><b>5-6</b></p>	<p>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.</p> <p style="text-align: center;"><b>5-6</b></p>

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. <b>4-6</b>	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. <b>3-4</b>	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. <b>3-4</b>
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. <b>1-3</b>	Uses sources in isolation. Extracts relevant information from sources at face value. <b>1-2</b>	Matches information in the sources to show how the interpretation is right and/or wrong. <b>1-2</b>
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. <b>0</b>	No use is made of the sources. Misunderstands sources. <b>0</b>	No successful matching of information or evidence to the interpretation. <b>0</b>

**Generic Mark Scheme for F983, 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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Analysis of sources</b>
Level 1	<p>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.</p> <p style="text-align: center;"><b>5</b></p>	<p>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.</p> <p style="text-align: center;"><b>9-10</b></p>
Level 2	<p>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.</p> <p style="text-align: center;"><b>4</b></p>	<p>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.</p> <p style="text-align: center;"><b>7-8</b></p>

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.  <b>3</b>	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.  <b>5-6</b>
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources.  <b>2</b>	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.  <b>3-4</b>
Level 5	Some knowledge of the period but not used to support the analysis of the sources.  <b>1</b>	Fails to use the sources but explains some valid issues associated with historical sources generally.  <b>1-2</b>
Level 6	Little knowledge of the period – not used to support the analysis of the sources  <b>0</b>	Fails to use the sources but identifies some valid issues associated with historical sources generally  <b>0</b>

**Question 1****The Impact and Consequences of the Black Death in England up to the 1450s****The impact of the Black Death on the Church**

*Interpretation: The Black Death seriously damaged the authority of the Church in England.*

- 1 (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the Sources to support the changes you make. [35]

Examples of arguments, evidence and source evaluations that may be included in responses:

**Knowledge and understanding:**

The Black Death certainly had an impact on the English Church but the interpretation fits into the classic debate over whether, on the one hand, the Black Death was the primary catalyst for the change or, on the other, it accelerated existing factors. The interpretation prompts two lines of investigation of the term 'authority': power and prestige. This needs to be examined on several levels, for example a collapse in personal belief and a general diminution in the authority of the Church in the eyes of the laity. There is a general argument that the laity were disillusioned by being blamed for the catastrophe by an institution that should have been able to head off the plague with a more proactive stance prior to the first outbreaks of the disease. Here some empathetic understanding will be required. On a large scale, the plague has been blamed – within the analytic context mentioned above – for the rise of very serious heresy in England in the later medieval and, even, the early modern period.

**Evidence from the sources that can support the interpretation:**

Source 2: The death rate at Malling debilitates the institution.

Source 3: The death rate forces the abandonment of parishes.

Source 4: parish priests are left in a serious financial predicament, so that they wish to abandon their parishes and become chantry priests.

Source 5: The impact of the plague is twofold: firstly, the death rate amongst the order; secondly, lack of care in selecting properly qualified replacements.

Source 6: contains a direct reference to Wycliffe and Lollardy. This fits very well into the general debate above.

Source 7: This source places the interpretation in a broad context.

**Evidence from the sources that can challenge the interpretation:**

Source 1: note the origin of the source: very much a classic church response to the issue.

Source 2: note there is no reference to the long-term impact, thus bringing into question the seriousness of the impact.

Source 3: shows that, in the short term, the Church acts with speed and flexibility.

Source 5: gives some indication that had the post-plague period been better managed by the leaders of the order then some of the problems created might have been avoided.

Source 6: note that the source shows the Church responding by burning Wycliffe's bones; the heresy was crushed.

#### **Evaluation of sources:**

Source 5 may be affected by events between those to which it refers and the time of writing, i.e. the collapse of Catholic religious dominance across Europe. Source 2 may be cross-referenced with Source 5, the one showing the short-term impact and the other the long-term impact on religious orders. Source 7 is from a modern book and has synthesised a range of medieval sources. Weaker candidates may take this source at face value. However it is a useful source for interpreting many of the others and as a result there are plenty of opportunities for cross-referencing, for example with Source 1. Source 3 may be cross-referenced with many of the others as it is a rational and speedy reaction to the practical religious problems posed by the plague. Source 4 may be cross-referenced with Sources 2 and 5, for example to compare and contrast the impact on secular and regular clergy.

#### **Judgement:**

The evidence is mixed and a balanced response is needed. Candidates will need to evaluate the sources as evidence of the immediate effects of the plague on the Church. Clearly, as with all parts of English society, the Black Death dealt the Church a serious blow simply because it decimated the ranks of the clergy and prevented the institution from functioning properly. Candidates may discuss whether or not the Church recovered as, arguably, other sections of English society did. The interpretation may be visited on the level of personal religious belief, and here some empathetic understanding will be needed. Candidates may discuss the rise of heresy: this could form the basis of a wide-ranging discussion.

**(b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]**

Source 1 is of ecclesiastical origin and puts the outbreak of the Black Death down to divine intervention; its remedy is prayer. In many ways a typical ecclesiastical source which presents a conventional Church view of the impact of natural events. It reflects the world view of the time.

Source 2 is another ecclesiastical source, but this time an administrative document. Candidates might argue that it presents facts and is simply a record of those who are ill. It does not, however, record the ultimate fate of the sick and is difficult to place in a long-term perspective; it is a snapshot of Malling in 1349.

Similarly Source 3 is an administrative document of Church origin. This one is, however, a directive to deal with the problem of confessing sins of parishioners created by a shortage of clergy. It once again shows the world view of the Church of this period. It is difficult to know if this order was carried out or, if it was, how effective it was.

The key issue with Source 4 is its nature as a poem. This source is of use for historians provided that it is understood that Langland will have had a literary agenda.

Source 5 was written by a member of the organisation under examination and thus his somewhat mono-causal explanation for the decline of his order is suspect. On the other hand candidates might argue that the source is useful because it provides an insider's view.

Source 6 dates from well after the Black Death and the time of Wycliffe and was created during a time of considerable religious upheaval in England. The imagery of the picture is stark and greatly reinforces the view that the Church was triumphant over the heretic. All of this is suspect as the image clearly communicates a propaganda message in a form easily understood by all at the time.

Source 7 is a modern academic interpretation, based on original sources – we presume – but still an interpretation.

## Question 2

**Protest and Rebellion in Tudor England****How protests and rebellions were justified at the time**

*Interpretation: Tudor rebels did not wish to undermine royal authority*

- 2 (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the Sources to support the changes you make. [35]

Examples of arguments, evidence and source evaluations that may be included in responses:

**Knowledge and understanding:**

Candidates may use their wider knowledge of the grievances of rebels and the ways in which these translated into their written demands including the ways in which they were expressed. They may refer to knowledge about who (which rebels) worded the demands in instances where different classes of rebels had different reasons for rebelling, and to their knowledge of wider reasons for rebellions that can be deduced from socio-economic circumstances.

**Evidence from the sources that can support the interpretation:**

Source 1: the rebels attack those who gave bad advice to the government rather than the king. This implies they wanted to make sure the king had better advisors rather than challenge the king himself.

Source 2: Wolsey's Amicable Grant is seen as wrongful because of the way in which it was demanded by the Cardinal. This is regarded as unlawful, so the rebels are trying to maintain rightful authority.

Source 3: The badge of the Five Wounds of Christ is in reference to the break with Rome. This was seen as wrongful by the Pilgrims of Grace, suggesting they were trying to restore the rightful order of things.

Source 4: The rebels refer to changes introduced by the new Prayer Book under Somerset/Edward VI. These are seen as offensive and the rebels demand that these changes be reversed. The reference to the inability to understand English is genuine as the rebels were Cornish-speaking.

Source 5: The rebels suggest that in marrying a foreigner the queen will be following poor advice, implying that the advisors are harming good Englishmen, a wrong which the rebels wish to right to maintain good governance.

Source 6: The implication is that government policy is harming the northern lords – their places in government are being usurped and the council is replacing them with 'foreigners' i.e. people from outside the northern area. The earls are also complaining about the imposition of the Elizabethan church settlement. The emphasis is on restoring what was rightful.

Source 7: the earl of Essex is rebelling as a result of being displaced in the queen's favour – this is the work of government ministers who are thereby deemed to have treated him wrongfully.

**Evidence from the sources that can challenge the interpretation:**

Source 1: an attack on tax collectors and refusal to pay seriously undermines the government and in this case its ability to defend the country from the Scots.

Source 2: an attack on such a key government minister could be seen as challenging the monarch's prerogative to choose his own ministers.

Source 3: A challenge to the king's right to govern the Church as he wishes so early in the existence of the Church of England, when there had been treason charges against some key individuals, could be seen as a serious challenge to the monarch and his new powers.

Source 4: As with source 3, in challenging the monarch's right to impose the Church of his choice, the rebels are hitting at a controversial and key new power.

Source 5: These rebels also challenge a prerogative right of the monarch – to choose her spouse.

Source 6: the Northern Earls are rebelling because they have lost what they regard as their right to be involved in government, and are in danger of losing their control over the north of England. They also feel excluded because the religious changes have isolated them. They are making a direct challenge to the monarch's authority to rule in the northern counties as well as to decide the country's religion.

Source 7: the main problem is the thwarted ambition of the Earl of Essex rather than policy as such. The Earl is reacting on the basis that he has personally been wronged and hence this is a direct challenge to the monarch's authority.

**Evaluation of sources:**

All the sources giving statements by rebels must be regarded as voicing the views of higher social groups involved in the rebellions. Thus their claims may be regarded as typical or atypical of the grievances of the rebels. Certainly in some cases there were wider grievances to which candidates may refer.

The chronicles (sources 1 and 2) may be regarded as the views of those in power about what the rebels' grievances were. Source 2 may also be regarded as hostile to Wolsey as many of the traditional ruling elite resented his methods and influence over government/the king.

Source 3 is symbolic of the rebels' grievances, so should be evaluated in this context. It represents the religious, but not the socio-economic, grievances of the rebels. While the religious grievances were a response to government policy, the socio-economic ones had more local causes. Candidates may also be aware of the circumstances in which these badges were used – they may simply have been used because they were available rather than being deliberately chosen.

Sources 4, 5 and 6 are direct statements of the rebels' grievances, but while 4 is addressed to the authorities, 5 and 6 are calls to arms and so each should be evaluated as such in terms of what they tell historians about the grievances.

**Judgement:**

The inferences that can be made directly from the Sources suggest that the rebels were complaining about government policies which they wanted to rectify as examples of poor governance, rather than wishing to challenge royal authority directly. However, given that in several cases prerogative powers or newly discovered religious power and authority was challenged, candidates may decide

that a face value reading or simple inference is not enough to deduce the true motives of the rebels.

**(b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]**

The sources could be used to provide evidence for a range of enquiries: The causes of rebellions could be deduced. The level of acceptance of religious change is apparent in 3, 4 and 6. There is evidence of xenophobia in Source 5. Negative reactions to tax demands are shown in Sources 1 and 2. In general the Sources indicate some of the limitations of central government authority in the geographical extremities such as Cornwall and the North.

Issues that could be raised include:

The problem of not hearing the grievances from the point of view of 'those who were ruled', for example the reaction of ordinary people to the proposed marriage between Mary and Philip; how widespread the tax burden was in terms of how many paid, for example the 1497 tax and the Amicable Grant. The level of disquiet among ordinary people at religious changes: which aspects of the break with Rome and the dissolution of the monasteries led them to use the badge of the Five Wounds?

The need to understand relationships within the ruling elite – for example what made nobles rebel, and why people followed them into rebellion. Unstated reasons for rebellion: the problems faced by nobles in a changing socio-political environment; personal relationships at court.

Problems with understanding the stance of chroniclers – how reliable and knowledgeable they are and were.

How genuine were rebels in expressing their loyalty to the crown, focusing their criticisms on royal servants (Wolsey, Cecil etc.)

The extent to which rebels were aware they were challenging prerogative rights or legalised powers of the monarch.

**Question 3****Radicalism, Popular Politics and Control 1780-1880s****The reaction of the authorities towards radicalism**

*Interpretation:* **The authorities dealt with radicalism by the use of violence and harsh legislation.**

- 3 (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the Sources to support the changes you make. [35]**

Examples of arguments, evidence and source evaluations that may be included in responses:

**Knowledge and understanding:**

Candidates may use their knowledge to develop/explain the evidence in the sources that supports the interpretation. For example, candidates may explain the context of Source 1: fears of revolution because of France and of radical activity in Britain. They could mention the writings of, for example Thomas Paine. For Source 2 candidates could explain the context of the post-war years: hardship, the fears of the authorities. They could use knowledge of the concept of the freeborn Englishman and what this represented. For Source 3 candidates could use knowledge of the Combination Laws and their purpose. For Source 4 the impact of the repealing of the Combination Laws and of the new legislation introduced to restrict union activity at this time. They could use knowledge of Tolpuddle and increased union activity and fears of the unions. For Source 6, knowledge of Chartists and of 'physical force'. For Source 7 knowledge of tension in the Liberal Party at this time between radicals and Whigs.

**Evidence from the sources that can support the interpretation:**

Source 1: the example of harsh measures.

Source 2: shows harsh measures: the Englishman is bound and gagged, the Bill of Rights is in tatters, or violence is being used at a peaceful demonstration.

Source 3: the existence of the Combination Laws.

Source 4: the use of transportation – harsh punishment for dealing with union membership.

Source 6: clear threat to use force.

**Evidence from the sources that can challenge the interpretation:**

Source 1: this source is merely a claim by radicals.

Source 2: this source is propaganda.

Source 3: the repeal of the Combination Laws making trade unions legal.

Source 5: shows other measures being used – education.

Source 6: shows some understanding and sympathy towards Chartism.

Source 7: Whigs using different tactics to minimise reform.

### Evaluation of sources

Candidates may use their knowledge of radicalism across the period to compare their knowledge of patterns of reaction, such as periods of repression compared with other periods when there was some reform or when other tactics were used.

Knowledge of the context can be used to judge how typical Source 1 was of government reaction, for example knowledge of Pitt's terror. The source can be evaluated in terms of the fact that it is evidence of the claims made by the radicals. Source 2 is clearly a radical cartoon criticising government actions so not necessarily reliable but has to be judged against contextual knowledge of the period such as the Six Acts. This drawing has a clear purpose as propaganda, but knowledge of the events at Peterloo can be used as well. Source 3 may be evaluated against knowledge of combinations and government action against trade unions that quickly followed the repeal of the Combination Laws. This could be used, for example, to question how much was really being reformed. Source 4 may be evaluated against knowledge of government reaction to the upsurge in trade union activity and of the severity of transportation. The claims in Source 6 may be evaluated against knowledge of Chartism and reactions to it. To evaluate Source 7, candidates might use knowledge of the place of the Whigs in the Liberal Party and the conflict with the radicals in the party such as Chamberlain. Candidates might compare this with the Whigs in 1832 agreeing to reform.

### Judgement

There is evidence to support the interpretation to some degree but there is strong evidence for amending it. This could be done by showing how the authorities used a range of different methods – peaceful, accommodating, violent and repressive. However, there is also the possibility of suggesting a pattern – that reactions became less repressive and violent over time, but perhaps more subtle and clever.

- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]**

Individual sources may be evaluated in terms of provenance, purpose and contextual knowledge. For example, candidates might consider the purpose of Source 2 and the attitudes behind Source 3. Candidates might investigate the issue of what these sources can be used as evidence of.

Some sources cannot be accepted at face value, for example the claims being made in Sources 1 and 2. Candidates may question how far Source 3 shows a change in attitudes. They may raise the problem of how far the claims in Source 6 can be accepted.

Sources can be used in pairs or groups to cross-reference for disagreement or confirmation. For example, Sources 1 and 4 confirm harsh action.

The sources could be considered as a set. Candidates might consider how representative they are, and whether there are important issues, events, developments, organisation and periods that are not covered. They might identify types of source that are important to this period that are not represented here. They might consider whether these sources cover all important kinds of government reaction.

**Question 4****The Impact of War on British Society and Politics since 1900****The impact of war on the changing role of women**

*Interpretation:* The role and status of women in British society have been little affected by war.

- 4 (a) Explain how far Sources 1-7 support this interpretation. You may, if you wish, amend the interpretation or suggest a different interpretation. If you do this you must use the Sources to support the changes you make. [35]

Examples of arguments, evidence and source evaluations that may be included in responses:

**Knowledge and understanding:**

The evidence points to competing interpretations of the impact of war on the role and status of women over a period of about 80 years. One interpretation is that, through war work and other contributions, women earned the thanks of a grateful nation and this resulted over time in significant social and political concessions being granted. The other is that, despite such concessions, perceptions of the status of women – held by both men and, indeed, by women themselves – did not substantially change until towards the end of the period studied – through a process of politicisation reflected in Greenham Common and the Miners' Strike of 1984.

Candidates are expected to adduce contextual knowledge where appropriate, such as in evaluating the views expressed, for example in Source 3; to provide local examples that support or challenge evidence in the sources; or generally to make links and connections that will demonstrate the change or continuity over time.

**Evidence from the sources that can support the interpretation:**

Source 1: There is a hint at outrage at the sight of women working outdoors in 'trouser overalls' and the ironic reference to returning 'tommies' reinforces the sense of disapproval.

Source 2: There is a strong sense of condescension in references to machines being set up by 'skilled men' or to monotonous, repetitive work being more suited to women than to men. As with other evidence, it seems clear that whilst the nature of women's work may have changed, men's attitude to women did not.

Source 3: This suggests that the 1918 Act held back rather than advance female emancipation – reflecting again continuity in male attitudes about the fitness of younger and working class women (i.e. those who had done the bulk of the war work) to use the vote. It also stresses parliament's interest in franchise reform in respect of men returning from the war. By implication, this dismisses the pre-war suffrage campaigns.

Source 4: the figures can be used to support the interpretation. It is clear that World War I was no turning point in the overall pattern of female employment: women gave up their jobs after the war (for reasons evident in other sources) and were slow to reclaim them. This also suggests that they did not use the vote to promote wider employment opportunities.

Source 5: There is a suggestion that women are not suited to unskilled work in the countryside.

Source 6: The key to this is the woman's resolve not to take any job from a man – hence continuity in the majority of women's attitudes about their own role and status.

Source 7: provides evidence that, despite a century of apparent advances, attitudes to women protesters have changed little since the days of suffragette agitation.

**Evidence from the sources that can challenge the interpretation:**

Source 1: strongly suggests widening of women's role through the demands and opportunity of war.

Source 2: clearly suggests that women performed a vital – if constrained – role in wartime.

Source 3: Whatever the government's motive, the addition of seven million women to the electorate cannot be ignored – and this resulted, in part at least, from a sense of gratitude for women's contribution to the war effort.

Source 4: Despite the return to pre-war levels in most areas by 1921, there is clear growth in the employment of women in low level clerical and administrative work. This may reflect increased social confidence and economic independence resulting from war work (though it may equally be due to economic expansion and developments in office technology).

Source 5: The process of recruitment and numbers involved (80 000 by 1942) reflects the importance attached by the government at the time to the contribution women could make to the war effort.

Source 6: provides a clear sense of liberation from the drudgery of the housewife's role but clearly falls short of any fundamental change in self-perception.

Source 7: provides evidence that women for the first time had become 'politicised' – i.e. they were taking direct and responsible political action, as opposed to fulfilling a purely domestic role or merely receiving the right to vote – which did not in itself lead to women entering parliament etc.

**Evaluation of sources:**

For example, all the sources containing individual testimony (Sources 1, 2 and 6) are vulnerable to charges of lack of scope or typicality. Meanwhile, Sources 2, 5 and 7 are vulnerable to charges of bias – though they can still be useful – either in revealing male prejudice or methods of wartime propaganda. The table in Source 5 has the limitations of statistics – that they can reveal but not explain, and are insensitive to motives, attitudes etc. There are, besides, various opportunities to cross-reference (for example Sources 2 and 7, 3 and 4) to show similarities and continuities, and differences and changes in women's role, the status accorded to women by men and women's self-perception over the period covered by the evidence.

**Judgement:**

The interpretation can be both supported and challenged by assessing advances and setbacks on the role and status of women over the 95 years covered by the

sources. Candidates may argue, for example, that despite rapid advances in the role and status of women in wartime, real change in attitudes has generally taken longer to achieve, or that there were different rates of advance depending on class, location, type of work etc., or that war work never represented more than a false dawn in the developing role and status of women, i.e. this was less important than other factors, such as the Women's Liberation Movement, women's politicisation (Miners' Strike, Greenham Common), or the contraceptive pill.

- (b) Explain how these sources are both useful and raise problems and issues for a historian using them. [15]**

Candidates may question the typicality of the material presented in the sources, including the omission of examples of women's activity during either world war, or failure of the evidence fully to account for variations in social class or geographical location, or other engines of change such as education.

Candidates may consider that there are important omissions in terms of the kinds of sources presented. For example advertisements for domestic appliances or fertility figures might give a clearer indication of other factors affecting women's changing role and status.

The sources might be considered useful for answering a range of historians' questions and enquiries, for example about the attitude of men towards women, and the extent to which Britain was reliant on women workers during wartime.

Candidates may consider, for example, that the statistics provided in Source 5 are too generalised, or do not indicate clearly the changing size of the workforce or changing patterns of work available. They do not cover the entire period of the sources as a whole and so cannot show the full pattern of change and development.

Candidates may question the typicality of the actions of the Greenham Common protesters and of the locals whose views are quoted. The typicality of any of the sources reporting the views of individuals may be seen as an issue.

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