

History B

Advanced GCE A2 H508

Advanced Subsidiary GCE AS H108

Mark Schemes for the Units

January 2010

HX08/MS/R/10J

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F981 Historical Explanation - British History

Generic Mark Scheme for Unit F981

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	AO1 Knowledge and Understanding
Level 1	41-50 marks
Level 2	31-40 marks
Level 3	21-30 marks
Level 4	11-20 marks
Level 5	1-10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

	Marks	AO1 Knowledge and Understanding
Level 1	21-25	Complex judgements supported by: <ul style="list-style-type: none"> • Excellent understanding of key concepts such as causation, consequence and significance • Explicit and effective use of two or more modes of explanation • Developed analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events • A wide range of relevant and accurate knowledge • Accurate and confident use of appropriate historical terminology • Accurate and effective communication. Effective and coherent structure
Level 2	16-20	Sound judgements supported by: <ul style="list-style-type: none"> • Good understanding of key concepts such as causation, consequence and significance • Some explicit use of at least one mode of explanation • Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature • A range of mostly relevant and accurate knowledge • Mostly accurate use of appropriate historical terminology • Mostly accurate and clear communication. Generally coherent structure
Level 3	11-15	Partly sound judgements supported by: <ul style="list-style-type: none"> • Satisfactory understanding of key concepts such as causation, consequence and significance • Some reasonable explanation of at least one key feature and characteristic such as ideas, beliefs, actions and events but also some assertion, description or narrative

		<ul style="list-style-type: none"> • Mostly relevant knowledge, some accurate knowledge • A limited range of historical terminology • Mostly satisfactory communication. Some coherent structure
Level 4	6-10	<p>Weak judgements supported by:</p> <ul style="list-style-type: none"> • Some general, but mostly weak, understanding of key concepts such as causation, consequence and significance • Some limited explanation of at least one key feature and characteristic; mostly assertion, description or narrative • Limited relevant knowledge, some inaccurate and irrelevant knowledge • Little use of historical terminology • Some satisfactory communication, some weak communication. Limited and unclear structure
Level 5	1-5	<p>Irrelevant or no judgements supported by:</p> <ul style="list-style-type: none"> • Weak understanding of key concepts such as causation, consequence, and significance • Assertion, description or narrative of at least one key feature and characteristic • Mostly inaccurate and irrelevant knowledge • No, or inaccurate, use of historical terminology • Poor communication, poor or non-existent structure
Level 6	0	<p>No judgements supported by:</p> <ul style="list-style-type: none"> • No understanding of key concepts such as causation, consequence, and significance • Inaccurate or assertion, description or narrative • Inaccurate and irrelevant knowledge • No use of historical terminology • Very poor communication/ Incoherent structure.

Question Number	Answer	Max Mark
<p>1</p> <p>(a)</p>	<p style="text-align: center;">LANCASTRIANS AND YORKISTS, 1437-85</p> <p style="text-align: center;">Preparation for Civil War, 1450-55</p> <p>How would you best explain Richard of York's political ambitions?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The short answer to this question is that York was ambitious to claim the throne because he could. The battle of Northampton had seen the decisive defeat of the Lancastrians, and Henry VI was now under Yorkist control. Longer-term preconditions underlying York's ambitions and actions are not difficult to find, however. Most important among them was a dynastic claim which stretched back to the reign of Henry V. As Henry VI's greatest subject and heir presumptive, at least until 1453, York saw himself as integral to the future shaping of the monarchy and best fitted, by birth and experience, to rule in the king's place.</p> <p>L3 The reason why York was so ambitious is because Henry lost the crown. Despite the best efforts of Margaret of Anjou, Henry found himself opposed by three of the richest and most powerful magnates: York, Salisbury and the earl of Warwick. Even when the king's forces were in control of the country, these magnates could flee to France and Ireland and return whenever they wanted to attack, as they did successfully in 1459.</p> <p>L5 Richard was an ambitious man. He felt he deserved to be king and would be a better king than Henry VI, who was mentally ill.</p>	<p>[25]</p>
<p>(b)</p>	<p>Why was Queen Margaret of Anjou influential in the period 1450-55?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 From the time of her marriage to the English King in 1455, Margaret's policy had of course been to support her husband through the traumas of the loss of English possessions in France and military defeat. This support became even more essential from 1453 when Henry suffered what seems to have been his first breakdown. This was the trigger for factional fighting at court which destabilised the country. Margaret's role now had changed. Her husband faced threats to his crown, and her job was to defend him and, from 1453 the succession of their son, Edward, as effective leader of the court faction.</p> <p>L3 Margaret was in charge during this period because her husband could not be. He seems to have gone mad in 1453, and Margaret enlisted the help of Somerset to help rule. Eventually Richard of York was made Henry's protector but Margaret resisted York's dynastic claims on more than one occasion.</p> <p>L5 Margaret was a tough woman. She had to be because she was married to Henry, who was a weak king. She wanted to keep being Queen and not to let anyone else have the job.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
<p>3</p> <p>(a)</p>	<p style="text-align: center;">TUDOR FINALE: THE REIGN OF ELIZABETH 1, 1558-1603</p> <p style="text-align: center;">The problem caused by Mary Queen of Scots</p> <p>Why did Mary Queen of Scots give up the Scottish throne in 1567?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Having offended the Scottish lords by her suspected involvement in the murder of Darnley in February 1567, Mary compounded the scandal by agreeing to marry the unstable Bothwell only months later. By June she had been captured by Protestant lords and imprisoned at Loch Leven castle where she miscarried the twins fathered by Bothwell. Having suffered political and military defeat, having scandalized Protestant Scotland, and with no other surviving children, Mary was forced to abdicate in favour of her son, James.</p> <p>L3 Mary found herself in a hopeless situation. She had gambled and lost on Bothwell. Her only option was to abdicate and seek the protection of her cousin, Elizabeth.</p> <p>L5 When she arrived in Scotland, Mary assured the Scottish lords that she would not interfere with their religion. But she did.</p>	<p style="text-align: center;">[25]</p>
<p>(b)</p>	<p>Why was Mary Queen of Scots executed in 1587?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 It was the discovery of the Babington Plot that set in train the sequence of events that led to Mary's trial and eventual execution. However, I have tried to demonstrate that this was only the trigger causing this dramatic event. There were preconditions which I have outlined, which include most notably the pressure within Elizabeth's privy Council and successive parliaments to be rid of this aggravating problem. However, the most important cause of her downfall was that she refused to renounce her claim to the English throne; this alienated Cecil and the Council.</p> <p>L3 The Babington Plot caused Mary's downfall. Cecil and the Council had suspected her all along of betraying her Queen, and here was the proof they had been waiting for.</p> <p>L5 Mary's Catholic beliefs meant that she had to be executed.</p>	<p style="text-align: center;">[25]</p>

Question Number	Answer	Max Mark
4 (a)	<p style="text-align: center;">The Governance of Elizabethan England</p> <p>How would you best explain the relationship between Elizabeth and her parliaments?</p> <p>This is what the key part of each answer might look like: L1 Key events and actions may give a sense that the relationship between Elizabeth and her parliaments was one of conflict and fundamental disagreement. But whether the issue at hand was one of royal marriage, or pressure, for example for the executions of Norfolk or Mary, Queen of Scots, the basic attitude on both sides was one of consensus and consent, explained by a fundamental need to avoid ultimate provocation and, disastrously, internal rebellion. L3 Elizabeth was so tough that the Lords and Commons usually gave way to her in the end. Arguments were largely kept to the Council and didn't spill over to the parliament chamber. L5 Elizabeth didn't have many parliaments compared to today and when she did she told them what to do.</p>	[25]
(b)	<p>Why were court factions important in Elizabethan politics?</p> <p>This what the key part of each answer might look like: L1 Court factions were a necessary evil. Backbiting was universally complained of yet universally practised, as Simon Adams notes. Yet for much of her reign appearances of dispute and dissent were deceptive. Only in the 1590s did faction threaten to cause instability. In earlier decades factions allowed leading noblemen and their supporters and protectors to 'let off steam' without resorting to arms. L3 Peter Wentworth and others used their friends and supporters to speak for them and promote them. But Elizabeth was jealous of her power and never let factions take control. L5 Wentworth was imprisoned more than once because he offended the Queen, who would not stand for such behaviour.</p>	[25]

Question Number	Answer	Max Mark
6 (a)	<p style="text-align: center;">War, Disunity and Collapse: 1914-22</p> <p>Why was Asquith replaced as Prime Minister in 1916?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 A complex interplay of factors was at work here. Ill luck contributed, for example over military losses and the Irish Rebellion of 1916. But his own inadequacy as a wartime leader contributed greatly; to this one can add the political trickery of the ambitious Lloyd George and the desire of Bonar Law to advance his own party within a coalition government.</p> <p>L3 'Squiffy' had lost people's confidence. He was in poor health and had lost his son in WW1. He was a liability as Prime Minister and even within his own party there was a sense that he would have to resign in the wider interest.</p> <p>L5 David Lloyd George wanted to be Prime Minister instead, and he got rid of Asquith.</p>	[25]
(b)	<p>How would you best explain the poor record of the Coalition Government between 1918 and 1922?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Economics lies at the heart of the government's misfortunes. Post-war boom rapidly turned to inflation and, in 1921, a slump. A coal strike threatened to become a general strike, and Lloyd George infuriated miners by refusing to contemplate nationalisation of the pits. In Ireland, the Prime Minister partitioned the country as a short-term measure but, as with the miners, he lost many supporters in doing so and made important political enemies.</p> <p>L3 The Conservatives never really supported Lloyd George after WW1 and were looking to escape from the coalition. They worried that he would split their own party.</p> <p>L5 This government failed because the finances were so bad after the war that nobody really knew what to do.</p>	[25]

Question Number	Answer	Max Mark
7 (a)	<p style="text-align: center;">THE END OF CONSENSUS: BRITAIN 1945-1990</p> <p style="text-align: center;">The Post-War Labour Government 1945-51: the beginning of consensus</p> <p>Why by 1945 did most people agree that the Labour Party was right to want social and economic change?</p> <p>This is what the key part of each answer might look like: L1 There had been a sea-change in popular attitudes to social reform even while desperate fighting had been going on during the war itself. The idea had taken root that the Blitz of British cities offered an opportunity rather than a threat. Into this atmosphere the publication of the Beveridge Report in 1942 was greeted with widespread acclaim and support. L3 Labour looked like a party people could vote for in 1945. Attlee had done well in Churchill's government and trusted this quiet man to carry out reforms which would work. L5 Labour usually wants big changes to look after workers and this time was no different.</p>	[25]
(b)	<p>Why did the Labour government agree to the independence of India?</p> <p>This what the key part of each answer might look like: L1 Would any government have granted independence to India in 1947? Yes, because not to have done so might have provoked widespread conflict and ethnic violence there. Attempts to find a compromise between Nehru and Gandhi on the one hand and Jinnah on the other, failed. A quick solution was needed, which Mountbatten provided, although opinions are very much divided about his role, as I have outlined. L3 The campaign by Indian nationalists had been so strong that it could not be ignored. India was very difficult to govern at the best of times and Labour could not resist calls for it to go its own way. L5 India wanted to be independent, and Labour could not stop it.</p>	[25]

F982 Historical Explanation - Non British History

Generic Mark Scheme for Unit F982

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

	AO1 Knowledge and Understanding
Level 1	41-50 marks
Level 2	31-40 marks
Level 3	21-30 marks
Level 4	11-20 marks
Level 5	1-10 marks
Level 6	0 marks

The same generic mark scheme is used for both questions:

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Level 2	16-20	Sound judgements supported by: <ul style="list-style-type: none"> • Good understanding of key concepts such as causation, consequence and significance • Some explicit use of at least one mode of explanation • Some analysis of interactions between, or prioritisation of, key features and characteristics such as ideas, beliefs, actions and events; or sound explanation of more than one key feature • A range of mostly relevant and accurate knowledge • Mostly accurate use of appropriate historical terminology • Mostly accurate and clear communication. Generally coherent structure

	Marks	AO1 Knowledge and Understanding
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Level 5	1-5	<p>Irrelevant or no judgements supported by:</p> <ul style="list-style-type: none"> • Weak understanding of key concepts such as causation, consequence, and significance • Assertion, description or narrative of at least one key feature and characteristic • Mostly inaccurate and irrelevant knowledge • No, or inaccurate, use of historical terminology • Poor communication, poor or non-existent structure
Level 6	0	<p>No judgements supported by:</p> <ul style="list-style-type: none"> • No understanding of key concepts such as causation, consequence, and significance • Inaccurate or assertion, description or narrative • Inaccurate and irrelevant knowledge • No use of historical terminology • Very poor communication/ Incoherent structure.

Question Number	Answer	Max Mark
<p>1</p> <p>(a)</p>	<p style="text-align: center;">CHARLEMAGNE</p> <p style="text-align: center;">Wars and Warfare</p> <p>Why was Charlemagne so frequently at war?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 In almost every one of the forty-two years of his reign, Charlemagne fought beyond the borders of Francia. In part this was because the Carolingians saw themselves as Christian kings with a duty to protect their subjects, as successive Popes had taught them. Fighting to maintain and extend the Frankish lands was therefore an obligation carried out in order to be worthy of the inheritance of Rome. Moreover, Charlemagne had the means to fight by dint of the general summons of the host, which enabled well-equipped, mounted vassals to fight for their Emperor wherever they were needed.</p> <p>L3 Every medieval leader sought lands and spoils for himself, and Charlemagne was no exception. He attacked Spain and Lombardy, the Byzantine provinces of Italy and the Moslems, all to acquire people, lands and riches to pay for his great palace at Aachen and his expensive court life.</p> <p>L5 Charlemagne went to war a lot. He often won, but lost in Spain when the Basques destroyed his rearguard.</p>	<p>[25]</p>
<p>(b)</p>	<p>Why was Charlemagne successful as a military commander?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Charlemagne realised early on in his campaigns against the Saxons that piecemeal victories would never eliminate a danger to his borders. He therefore embarked on campaigns of subjugation which struck at the heart of their pagan beliefs, destroying shrines and occupying 'fortress Weser'. Elsewhere, Charlemagne deliberately adopted different strategies: he could be patient, digging in for a winter siege against the Lombards; he could be flexible, allowing the Lombards a measure of self-rule; he could be utterly ruthless, for example against the Avars. Much depended on the needs of the campaign and, not least, its religious context. The resources of the Frankish kingdoms were extensive and they, too, contributed in no small way to the success of so many Carolingian campaigns.</p>	

Question Number	Answer	Max Mark
	<p>L3 Charlemagne was motivated by his religion, and this is what drove him to take on and overcome his enemies. The Slavs and the Avars were pagans, and the Franks could not abide having them threaten their civilisation. So Charlemagne repeatedly went on campaign against them and won some brilliant victories on behalf of his faith, with the support of the pope.</p> <p>L5 Charlemagne was great at winning battles against everyone. Nobody could beat him and he died happily in his bed.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
<p>2</p> <p>(a)</p>	<p style="text-align: center;">Frankish Church and Culture</p> <p>How would you best explain Charlemagne's relationship with the papacy?</p> <p>This is what the key part of each answer might look like:</p> <p>L1</p> <p>A single famous event tells us that the relationship between the Franks and the popes was special. On Christmas Day 800 Charlemagne was crowned Emperor. Einhard reported that Charlemagne claimed often that he would never have allowed Leo to do this had he suspected the pope's intentions, but this is unlikely. Both men realised that they had much to gain in practical terms from the closest possible ties, not to mention the sheer prestige of having the spiritual and temporal arms of the church in such close union once again. Both men knew their History.</p> <p>L3</p> <p>Charlemagne wanted glory, and only the pope could give him this. However much land and territory the Franks acquired, it was no substitute for the papal blessing and the approval of the Christian Church. The pope knew this too, and did not give Charlemagne what he wanted without promises to protect papal lands.</p> <p>L5</p> <p>Charlemagne wanted power and glory, and so did the pope. They were both very famous at the time and people remember them still.</p>	<p style="text-align: center;">[25]</p>
<p>(b)</p>	<p>Why was the royal court important as a centre of learning and culture?</p> <p>This is what the key part of each answer might look like:</p> <p>L1</p> <p>Aachen was well-placed geographically to be at the heart of Christendom, and was deliberately chosen as the location for Charlemagne's palace and palace school. There is no doubt that there was a clear intention to promote learning within bishoprics and monasteries across the Frankish kingdoms, but the impetus came from the royal court. Books were copied, especially the Bible, in large number; reading was promoted, with Charlemagne himself learning; scholars were attracted from across Europe so that good rule could be exercised along Christian lines.</p> <p>L3</p> <p>The court was where the intellectuals of the day gathered to write books and discuss ideas. They came from Italy, France and even England. Without it many books would have been lost or copies would be rare. This was known as the Carolingian Renaissance and became very famous then and since.</p> <p>L5</p> <p>The royal court was important because it was like a school or university. It was like a kind of university in its time. You had to be very clever to go there.</p>	<p style="text-align: center;">[25]</p>

Question Number	Answer	Max Mark
<p>3</p> <p>(a)</p>	<p style="text-align: center;">LUTHER AND THE GERMAN REFORMATION 1517-47</p> <p style="text-align: center;">The Beginnings of the German Reformation</p> <p>How would you best explain the differences between the ideas of Luther and Erasmus?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Both Erasmus and Luther were well aware that there were long-standing criticisms of the Catholic Church, and in particular of its more obvious concerns with money and property, which were still manifest in Germany in the 1510s. Where they differed was chiefly over doctrine. Erasmus stood by the sacraments and took a far more conservative stance on theology. The central division between the two great men over was over free will, as I have discussed, and while the differences between them were indeed academic they can also be explained by an unwillingness on the part of each to give up their position as independent scholars, leaders not followers of their respective movements.</p> <p>L3 The disagreement was largely caused by pride and a clash of personalities, therefore. They started by offering each other mutual respect but Luther's growing influence soured relations between them.</p> <p>L5 These two great men just couldn't get on with each other and wrote each other rude letters and Luther called Erasmus some horrible things.</p>	<p style="text-align: right;">[25]</p>
<p>(b)</p>	<p>Why did Luther issue his Ninety-Five Theses in 1517?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Luther's intention in 1517 was to lead or contribute to an academic debate about faith and salvation. Nothing could be more important, if as Luther did you believed that the Pope and its agents were endangering man's salvation. Publishing academic theses, in Latin, in such a public fashion, was not unusual. What was unusual, however was the timing. Luther's document appeared a few hours before the one day in the year when the Elector of Saxony sold indulgences to people who visited his relics. Luther's action was surely no coincidence, therefore.</p> <p>L3 It took Luther a long time to work out his views, and he published them in 1517 because he had been studying the Bible for a long time before then. He believed in salvation by faith alone, which he had read in the Bible, and he wanted other people to believe this, too.</p> <p>L5 Luther nailed his theses to the church door. Now everyone could read them and hear what he had to say. Many people didn't like it one bit.</p>	<p style="text-align: right;">[25]</p>

Question Number	Answer	Max Mark
4 (a)	<p style="text-align: center;">Radical Social and Religious Movements</p> <p>Why was Luther's teaching considered by some to be revolutionary?</p> <p>This is what the key part of each answer might look like: L1 It may be that Luther never intended to challenge secular authority, merely the religious authority of the pope and German Catholic leaders. Regardless of Luther's own intentions, his actions in themselves can be seen as radical and provocative at the least. A flood of critical writings in 1520; his burning of the papal bull which excommunicated him; his appearance and defiance at the Diet of Worms – all transformed him from university academic to revolutionary catalyst whether he like it or not. He may have been socially conservative in many ways, as can be seen in his reaction to the outbreak of the Peasants' War, but some contemporaries at the time judged him to be a revolutionary by dint of his public actions. L3 The Holy Roman Empire was falling apart, and Luther was challenging Charles V full-on. Luther could not criticise the pope so strongly and not challenge the Emperor. Luther must have wanted to turn the world in Germany upside down and remove corrupt people from running their lives, or at least that's what some people thought. He was a troublemaker who would not be satisfied until Germany was broken up again into small units. L5 Luther never wanted revolution, he just wanted change. He didn't like the Catholic church and wanted it to end as soon as possible.</p>	[25]
(b)	<p>Why did the Anabaptists emerge in Germany in the 1520s?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There was nothing new in the millenarianism of the Anabaptists; this had been a strand of late-medieval spirituality across Europe. Luther had reminded everyone that the Church needed to cater for beliefs as well as actions, and some Anabaptists took this further to argue that behaviour did not matter, so they could do as they wished. Most Anabaptists refused to recognise any authority save that of God, and rejected the claims of the civil authorities whom Luther was prepared to work alongside. Again one can see the seeds which Luther had sowed. Nevertheless we cannot explain all Anabaptist actions by reference to Luther alone. Thomas Muntzer developed his own vision of destroying the wicked, by which he mostly meant the rich, quite independently.</p>	

Question Number	Answer	Max Mark
	<p>L3 The Anabaptists were able to spread their ideas because the Empire was weak. They flourished in more remote areas such as Saxony and Bohemia and the Netherlands where it was difficult to stop them. Had Charles V been able to control his lands properly, and if the pope had possessed full control of his church, the Anabaptists would have been wiped out quickly and efficiently, just as most medieval heretics had been.</p> <p>L5 It is difficult to say why the Anabaptists emerged in the 1520s. They were very hard to work out at the time.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
<p>5</p> <p>a)</p>	<p style="text-align: center;">ROBESPIERRE AND THE FRENCH REVOLUTION 1774-95</p> <p style="text-align: center;">The Revolution of 1789</p> <p>How would you best explain the social and economic crisis in France in the period up to 1789?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The preconditions for strife, if not full-scale revolution, were evident from the start of Louis XVI's reign. A hierarchical and rigid social structure, inequalities of taxation and representation, a long-term financial malaise, all were evident to contemporary thinkers and critics of the Ancien Regime. The trigger was the financial reforms demanded by Brienne and resisted by the Paris Parlement. It was this action which was decisive because it set the dominoes falling which would eventually result in the summoning of the Estates-General to stave off the threat of bankruptcy. In the end it all came down to money and the need to keep the Royal Treasury solvent.</p> <p>L3 The king must take much of the blame. He was no Louis XIV. He lived in splendour at Versailles with his court and his unpopular Queen, and he ignored the crisis in the royal finances which was going on around him. The French monarchy was indecisive and behind the times. The crisis in the economy and society was its fault.</p> <p>L5 France was broke and the king couldn't fix it. Without a strong king the country was ruined and so it had a revolution.</p>	<p style="text-align: right;">[25]</p>
<p>(b)</p>	<p>Why was the fall of the Bastille in 1789 important?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 This was like the ripples on a pond. The prison had symbolic importance as a bastion of tyranny and repression. Its storming removed a hated symbol of the Ancien Regime. It also showed Louis XVI that he had lost control of the army and could not enforce his will against Paris and her people. The Bastille's fall also sent shock waves around the world in that it told people in Britain and America that revolution was happening, then and there, just as some writers and thinkers had predicted it would.</p> <p>L3 Now the King had to admit that his rule was at end, effectively. He could no longer ignore the will of the people, who were demanding bread and freedom. He had been an absolute monarch but now no one would listen to him and he had to recognise what ordinary people called sans-culottes actually wanted. Even if he did so there was no guarantee that he and his family would be saved, as events later proved.</p> <p>L5 It was important that the Bastille prison was knocked down. Now all the prisoners could escape and join the rebels in Paris.</p>	<p style="text-align: right;">[25]</p>

Question Number	Answer	Max Mark
<p>6</p> <p>(a)</p>	<p style="text-align: center;">Revolutionary Government, 1792-95</p> <p>Why was there a 'Reign of Terror' in France?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 It is impossible to divorce the events of the Terror from the immediate political crisis which saw France on the verge of invasion and military defeat. In the name of acting against counter-revolutionaries in 1793, anything was possible. Against this background the actions of the Committee for Public Safety should be judged. After all, the rising in the Vendee started as a protest against conscription. Without the war there would have been no Terror, certainly outside Paris. Within the capital there were other triggers and immediate causes, none more important than the bloody struggle between the Girondins and the Jacobins, which at one level reflected different ideologies but at a basic level was all about power.</p> <p>L3 The Terror happened because the French Revolution span out of control. No one individual was in charge and the Convention was divided between Girondins and Jacobins. When Robespierre and the Jacobins won this power struggle the Terror just grew and grew. The war against Austria was just an excuse</p> <p>L5 The king was dead and now no-one was in charge, so that's why there was a Terror. Lots of aristocrats were executed.</p>	[25]
<p>(b)</p>	<p>How would you best explain Robespierre's fall from power?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The trigger to Robespierre's execution came from the man himself. He may almost have had a death wish. The speech he made in July 1794 alleging plots and conspiracies against liberty was a huge mistake because it allowed many of his opponents and rivals to believe that he was targeting them. So, ironically, Robespierre was overthrown by a vote, in this case of the Convention. There was no popular rising to save him once the news broke, because Robespierre had already alienated the sans-culottes by his economic failures and by attempting to impose a Cult of the Supreme Being, a new kind of religion.</p> <p>L3 Robespierre was still advocating more arrests and executions and terror even when the need for them had gone, as many people thought. The Austrians had been defeated in June 1794 and it is no surprise that Robespierre was overthrown a month later.</p> <p>L5 The Revolution was out of control and Robespierre had to die, just like so many others.</p>	[25]

Question Number	Answer	Max Mark
7 (a)	<p style="text-align: center;">RUSSIA IN TURMOIL 1900-921</p> <p style="text-align: center;">Russia 1905-14: An Enlightened Despotism?</p> <p>Why did Russia still have a Tsarist government in 1914?</p> <p>This is what the key part of each answer might look like: L1 In conclusion, Russia remained a monarchy in 1914 for various reasons, as I have explained. The opposition groups were disorganised and not united in aim or actions and revolutionary leaders were in exile. Above all the army remained loyal to Nicholas. Indeed one can link the continuing loyalty of the troops to the failure of opposition groups L3 The reforms introduced back in 1905 had the effect of prolonging Tsarist rule. Some Russians at least were prepared to go along with the slow introduction of the Dumas, for example, and had supported Stolypin's reforms. L5 Nicholas was a stubborn man who was proud of his history and his family. He would not give up power without a fight.</p>	[25]
(b)	<p>How would you best explain why Russia became involved in the First World War?</p> <p>This is what the key part of each answer might look like: L1 There was pressure on Nicholas II from several directions at once. Rightist anti-Semitic groups helped stir up popular nationalist sentiment. Militarists warned that military non-participation or failure might bring about social revolution. Serbia could not be deserted; doing nothing was not an option. Going to war was the least undesirable option, it seemed. L3 Stolypin's assassination triggered industrial unrest. Nicholas needed to distract the masses from industrial and political turmoil, and war was the ideal opportunity, and was indeed hugely popular at the outset. L5 Russia had to fight because of the alliances she was in. Every country was dragged into a war, and Russia was no exception.</p>	[25]

Question Number	Answer	Max Mark
<p>8</p> <p>(a)</p>	<p>1917: The Provisional Government and the October Revolution</p> <p>Why did Bolshevik ideas have appeal to some groups in Russia?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Having stressed that only relatively small number of activists ardently followed Bolshevik ideas, it is important to consider the interaction between the theory and practice here. Lenin and Trotsky were dynamic and compelling figures, not least because they offered a sense of change and opportunity: they were masters of a destiny that they were quite literally writing, day-by-day, in an outpouring of articles and literature which convinced sceptics, if not to support them, at least not to stand in their way.</p> <p>L3 People were fed up with the Tsar, fed up with the Provisional Government and fed up with the state of the economy and the war. Lenin and the Bolsheviks appealed because they were untried, not associated with disaster, in spite of the July Days, and they were able to express ideas in ways workers in the Soviets could understand.</p> <p>L5 'Peace Bread and Land' was a great slogan which everyone could understand.</p>	<p>[25]</p>
<p>(b)</p>	<p>How would you best explain why the Kornilov Revolt damaged Kerensky's government?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Complex forces were at work here. Kornilov's ideas and beliefs were unacceptable. He favoured a form of military dictatorship, with the death penalty restored and soldiers in factories if necessary. To this one can add his actions, of course. Sending in troops to Petrograd put Kerensky himself in danger, and in turn necessitated defensive military action by the Provisional Government, bringing about a cycle of violence and counterviolence which destabilised the government and put the political process itself in a bad light.</p> <p>L3 The Bolsheviks made it clear that they were acting more to oppose Kornilov than to protect Kerensky. The revolt was fatal, opening up the Provisional Government to charges of weakness and favouritism.</p> <p>L5 Kerensky was unpopular and refused to withdraw from the war. He wanted the government to resign and for him to be in charge.</p>	<p>[25]</p>

F983 Using Historical Evidence - British History

Generic Mark Scheme for Unit 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

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
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;">13-15</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;">9-10</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;">9-10</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;">10-12</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;">7-8</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;">7-8</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;">7-9</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;">5-6</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;">5-6</p>

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims of bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from the sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show how the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

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

Maximum mark: 15

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

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

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 1	<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;">5</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;">9-10</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;">4</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;">7-8</p>

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

Question 1**THE IMPACT AND CONSEQUENCES OF THE BLACK DEATH IN ENGLAND UP TO THE 1450S****The social impact of the Black Death**

Interpretation: The Black Death improved the position of women 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:

Candidates may use their knowledge to develop or explain the evidence in the sources. The interpretation concerns an aspect of the socio-economic impact of the Black Death in general. The Black Death can be interpreted as a genuine catalyst for social change or as a factor that accelerated existing historical trends. Candidates may use their knowledge of attitudes towards women as the cause of Adam's sin etc. when considering the views expressed in Sources 1 and 2. They could use their knowledge of the economic position of women before the Black Death in relation to that described in Sources 4, 5, 6 and 7. Better candidates may be aware that an evaluation of changes in gender roles in the period needs to take into account the differing positions – social and economic – of individuals within the period.

Evidence from Sources that can support the interpretation:

Source 1: Candidates may judge the behaviour described as more liberated and therefore, perhaps an improvement.

Source 2: The women apparently have more opportunities for different (indeed shocking) behaviour. This could be seen as representing an improvement in their position.

Source 3: Contains a detailed account of the strong economic position of socially elite females.

Source 4: It may be inferred that the ordinance was needed to counter improvements in pay and conditions demanded by workers.

Source 5: Despite her apparent poverty, the status of the widow may be compared favourably with the situation before the Black Death.

Source 7: In context, this source may be considered to show an improvement in women's position.

Evidence from Sources that can be used to challenge the interpretation:

Sources 1 and 2: the extent of disapproval shown of women's behaviour might be used to counter the interpretation.

Source 4: The power of the law is used to depress the position of labourers including women.

Source 5: the widow's position could be considered to result from the Black Death – in which case the Black Death may have worsened her position.

Source 6: it is clear that the writer is shocked by the hard physical labour undertaken by women as a result of the Black Death. Their infertility and death in childbed could be judged a failure in the context of the period.

Source 7: candidates will need to decide if the role of the woman as a doctor was possible before the Black Death.

Evaluation of Sources:

Sources 1 and 2 provide the opportunity to cross-reference as they contain content in common regarding the morality of women. Source 2 is simply more sophisticated in its observations. Both sources are written by clerics which may be used to explain the emphasis on the immorality of women and to question their reliability. These Sources may be cross-referenced with Source 6, which gives a very different picture regarding births. Source 3 is from a modern origin and has synthesised a range of medieval sources; expect weaker candidates to take this source at face value as a result. A key issue is the typicality of the women used as evidence for source 3's interpretation. The comments about the difficulty in obtaining labourers (servants) at the end of Source 6 may be cross-referenced with the terms of the Ordinance of Labourers (Source 4). The nature and purpose of Source 5 may be used to evaluate it, while its content may be cross-referenced with that of other sources. Candidates will need to consider the typicality of Source 7.

Judgement:

The evidence is mixed and a balanced response is needed. The case for improvement in women's position can be made, and equally there are challenges to this interpretation. Candidates will need to consider and decide what constitutes improvement; whether the relative freedom afforded (according to Sources 1 and 2) was worth the disapproval. Many of the sources depict and judge women to have been in a worse position after the plague, but this may be because of cultural bias. Candidates may consider the interpretation in relation to whose judgement is used to construct it or in relation to different social classes.

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

Source 1 is an ecclesiastical chronicle which may reflect anti-female views common in all medieval literature, but especially in sources that originate from the church. Compare source 1 with 6, in the former women 'shamelessly give birth to bastards', in the latter women are barren or die in child birth. There is some credibility to the source as widows caused by the Black Death did have considerable freedom which might be argued to be a positive development if depicted in a negative light by Source 1.

Source 2 may be discussed with the same anti-feminine perspective as 1. This source, however, probably refers to members of the elite. Note the challenge to traditional gender stereotypes, 'dressed in a variety of extraordinary male clothing'. God punishes these wrongdoers for their sinfulness. Again, however, the source may reflect cultural developments – if in a negative light – pageantry and 'play acting' was a common feature of elite society in the period.

Source 3 needs to be used alongside 1 & 2. It is a modern academic analysis of the development of the position of widows who gained control of their deceased husbands' estates. This source is clearly based on a range of sources but is a foil for 1 & 2.

Source 4 is a government measure to compensate for the loss of manpower in the economy. It gives a very different picture from 1, 2 & 3.

Source 5 is a poem and has a literary agenda that must be decoded by the historian. The veracity of the source is an issue given its nature and some cross reference with other types of source might be needed to allow a sound interpretation of its contents.

Source 6 is another ecclesiastical source, but very different from 1 & 2. Candidates might question the picture painted by the source as the writer may have a motive to present an apocalyptic image.

Source 7 would need to be analysed from the perspective of the book it originated from, a technical manual, and cross referenced with other sources which record the medical role of women in the period.

Question 2

PROTEST AND REBELLION IN TUDOR ENGLAND 1489-1601

Why protests were feared

Interpretation: **The authorities most feared rebellion when it was led by discontented nobles.**

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 rebellions referred to in the Sources, i.e. the pretender Perkin Warbeck, the Pilgrimage of Grace, Kett's rebellion, the rebellion of the Northern Earls and Essex's rebellion. They may also use their knowledge of contemporary ideas about the structure of society, obligations within the structure and ideas about order to contextualise Sources which refer specifically to this or to comment on the dangers posed by rebellions led by nobles in contrast to those led by men of more humble social origins. Knowledge of the demands and methods of rebels such as Kett and the Northern Earls may be useful in gauging the authorities' reaction to the rebellions, as demonstrated in the Sources.

Evidence from Sources that can support the interpretation:

Source 1: evidence will need to be inferred from this source, as it sets the scene by stating the basis of the relationship between those in authority and those over whom they ruled. In describing it as 'the natural order of things' it can be inferred that anything other than the respect expected would be seen as a serious challenge to authority, including rebellion led by nobles.

Source 2: It might be inferred that Henry VII because a former ally had turned against him. Candidates may also pick up the reference to a pretender to the throne – 'the false Richard, duke of York' and recognise that this made the rebellion threatening. From Henry's reaction it is clear that he is at least angry and the punishment devised suggests he felt threatened, but whether because of noble leadership or the pretender must be decided.

Source 3: Candidates will need to infer the nature of the threat in the context of the dissolution of the monasteries. At face value it is clear that monks, rather than nobles, are inciting people to defy the authorities by restoring the monasteries. However, candidates may use their knowledge of noble leaders to interpret the source in context. Candidates will need to decide how dangerous this appeared in comparison to other rebellions.

Source 6: The rebellion of the northern earls can be seen as primarily threatening because of the noble leadership.

Source 7: The letter indicates the basis on which the earl of Essex has posed a threat to Elizabeth I. This is the challenge he posed to her authority as one 'not to be ruled'. Francis Bacon states that this is a very dangerous image to create.

Evidence from Sources that can challenge the interpretation:

Source 1: This Source is a theoretical statement, so at face value it does not suggest how rebellions might be viewed, but the natural order would have nobles close to the king and hence it may be inferred that noble-led rebellion can be viewed as particularly serious.

Source 2: Although the king contemplates a 'sharp punishment' and gives out 'punishments' in relation to the rebellion in favour of the pretender (false Richard, duke of York), this is not the severest possible punishment despite the challenge to the legitimacy of Henry VII's claim to the throne.

Source 3: The Source refers to the influence of the clergy, rather than the nobility.

Source 4: The rebellion was a serious one and was taken as such because of the nature of the challenge despite being a rebellion of the lower orders.

Source 5: The dire predictions about the results of rebellion suggest that the rebellion was taken seriously. In this case the size of the rebellion may have been more important than the threat to the natural order or leadership, since the rebels asked the government to change its policies rather than challenging its right to rule.

Source 6: This Source might suggest that the authorities were interested in the reasons for a rebellion and that it was taken seriously because of the challenge to the natural order (i.e. the succession).

Source 7: In this instance the earl's position as a royal favourite may have made his defiance and later rebellion more serious than just his title.

Evaluation of Sources:

There are opportunities to groups the Sources: 2, 6 and 7 concern rebellious behaviour by members of the nobility. In 2 and 6 nobles have been directly involved, while 7 is a letter to a disobedient noble who rebelled five years later. Candidates might compare the attitudes shown by the writers towards the nobles as a means of assessing the degree of threat posed by rebellious nobles.

Sources 4 and 7 are addressed to rebels/disobedient subjects. Sources 1 and 5 give statements about what was regarded as the right order of things. In each case candidates might suggest conclusions/general points that can be drawn from the pair of Sources beyond the evidence provided individually.

Candidates might use their contextual knowledge of the fate suffered by various rebels to evaluate Sources in which rebels are addressed or questioned.

Judgement:

Candidates may well be in broad agreement with the interpretation. There are, however, refinements that might be suggested and candidates may offer these as alternative interpretations.

The challenge to the natural order presented in all the rebellions might be considered a factor in determining the extent to which the authorities feared rebellion. Three of the Sources refer directly to noble rebels and this may lead candidates to a conclusion about this. Equally, candidates may group Sources referring to challenges to religious changes, reaching a conclusion about the extent to which these were feared despite the successful legalising of these changes in parliament.

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

Uses are many and varied. There is substantial evidence of reactions to the crown's religious policies; there is evidence about Tudor ideas about the social hierarchy and social relationships – how those higher in the hierarchy should be addressed, for example. The means used by monarchs to ensure the loyalty of nobles is also in evidence.

Issues that could be raised include:

Problems in establishing the extent of the authorities' fear.

The indirect approach of the writers of Sources 4 and 5, in not addressing directly the rebels' demands.

The theoretical justification of the social hierarchy in Sources 1 and 5 which may not reflect the actual reaction to rebellion.

The Sources reflect the tendency of the authorities to quell rebellion by appealing to the rebels' better nature and sense of loyalty to the crown which may belie the authorities' fear of rebellion.

Omissions: the Sources do not give an indication of the size or proximity to the centre of government of the rebellions was also an important factor in determining their seriousness and hence the authorities' fear. Equally there is no indication of the military preparedness or of the strength of government at particular times (problems such as factional division may be raised).

Question 3**RADICALISM, POPULAR POLITICS AND CONTROL 1780-1880s****The causes of radicalism**

Interpretation: Economic grievances were the driving force of radicalism.

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 support the interpretation e.g. Source 1 - the context of the 1790s, repression by government, the campaigns of Thomas Paine, radical groups influenced by French Revolution, the source is about political issues; Source 2 - knowledge of the context of the post-war period - hardship and repression, the source is about economic issues but raises the danger of political issues being involved; Source 3 - context of 1832 Reform Act, explains some of the grievances listed, political demands to solve social and economic issues; Source 4 - context of beginnings of Chartism, disappointment with 1832, explains the LWMA; Source 5 - explains causes and aims of Chartism, explains the debate in the source about economic/political causes (the knife and fork question); Source 6- knowledge of causes and events of Swing Riots, interprets cartoon in context; Source 7 - knowledge of Joseph Chamberlain and his place in Liberal Party, explains Unauthorised Programme.

Knowledge can also be used to evaluate the sources - see section on evaluation.

Evidence from Sources that can support the interpretation:

Source 1 - these fears about political motives might be imagined by the government. They may be just part of Pitt's terror.

Source 2 - shows economic concerns in relation to pay disputes with employers.

Source 3 - mention of enclosures, tithes, workhouses, taxes are all economic issues.

Source 5 – presents the argument that economic issues were behind the demand for the vote.

Source 6 - economic grievances such as unemployment, threshing machines, high prices, tithes are all represented either directly or by implication by the starving family

Source 7 – Chamberlain considers the economic plight of agricultural labourers in particular and the poor in general.

Evidence from Sources that can be used to challenge the interpretation:

Source 1 - the concerns of the government are about the political threat from the radicals.

Source 2 – provides evidence suggesting there was a danger of political demands

Source 3 – states political grievances, including attacks on privilege and the hereditary principal

Source 4 – is an attack on the unrepresentative nature of Parliament

Source 5 - demands for vote for every man

Evaluation of sources:

Candidates may use their knowledge of radicalism across the period to compare their knowledge of patterns of causes/concerns of radicalism over time with that suggested by the

sources e.g. the sources suggest a shift from political to economic and social issues - possible amendment to the interpretation.

Source 1 can be questioned in terms of how far government fears were reasonable - especially in context of fears from France and Pitt's terror. However there were radicals with political concerns - Thomas Paine, Wilkes and others. Does not represent the economic grievances e.g. the number of food riots and concerns about hoarding. Source 2 can be questioned in terms of the claims being made by the magistrate about political dangers and how real these were especially in the context of the fears of the authorities/ruling classes (as represented by this magistrate) at this time - repressive legislation/demonstrations/riots. Source 3 can be discussed in terms of the disappointment of the radicals with the 1832 Reform Act. Source 4 can be discussed in terms of how far it represents the aims of the Chartists. Source 5 can be discussed in terms of the debate of the causes/concerns of the Chartists - economic or political? Source 6 can be evaluated in terms of the purpose of the cartoon, and by using knowledge of the causes of Swing and its geographical limitations. Source 7 can be evaluated in terms of how representative and popular Chamberlain and his ideas were; what his role in the Liberal Party was.

Candidates may question the typicality of the sources as a set e.g. nothing between 1840s and 1880s, the lack of evidence about food riots in the war years, nothing about protests about the Poor Law in 1830s, nothing about activities of unions later in the period.

Judgement:

There is evidence for supporting the interpretation to some degree, but there is strong evidence for amending it - this could be to include political concerns or to reflect the move over time from political concerns to economic.

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

Individual sources can be evaluated in terms of provenance/purpose/contextual knowledge. For example, Source 1 could reflect the fears of the government rather than the reality, or might be used by the government to justify repressive measures. Similar points could be made about Source 2. The purpose of Source 6 could be discussed - what is it evidence of? The purpose of Chamberlain's Radical Programme could also be discussed - and the extent of his success with it. Candidates might investigate the issue - what can these sources be used as evidence of?

Sources can be used together, for example in pairs to cross-reference for disagreements or conformation: Sources 6 and 7 both suggest economic motives.

The sources could be used as a set - how representative are they? Are there important issues/events/developments/organisations/periods that are not covered, for example unions? The gap between 1844 and 1885 and what happened then could be commented on. Is this the death of radicalism in the mid-Victorian period? Are there types of sources important to this period that are not represented here? How representative are these sources of the radicals, for example the increase in union activity is ignored, especially in the 1830s.

Question 4**THE IMPACT OF WAR ON BRITISH SOCIETY AND POLITICS SINCE 1900****The impact on social cohesion**

Interpretation: The effect of war has been to unify the nation.

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:

Candidates could show knowledge of on-going racial tensions, including those referenced in Sources 1, 3 and 7. In Sources 3 and 4 the focus is on evacuation and the ordeal of the Blitz during the Second World War, offering candidates an opportunity, particularly in the latter case, to show their knowledge of this. Knowledge of social tensions in the period will be useful in interpreting not only class conflicts evident in Source 2 and Source 5, but also the anti-Semitism shown in Source 3 and xenophobia in Source 1 and Source 3. The impact of the Falklands War on the popularity of Prime Minister Thatcher could be used in conjunction with Source 6. Knowledge of the impact of the 'war on terror' could inform the reading of Source 7.

Evidence from Sources that can be used to support interpretation:

Source 1: The motive of the DWR&GWU was clearly to save the bread supply in the East End. Whether it was also to strike a blow against anti-German prejudice is more difficult to establish – given news of German 'atrocities' in Belgium which were then coming to light.

Source 2: Offers some support for the interpretation - albeit unconvincing. There is an attempt to show how middle-class housewives are also 'doing their bit' and a suggestion that working class women should join in the war effort rather than envying and criticizing those more fortunate than themselves.

Source 3: On the surface, this is a hostile source but the candidate may argue that this was an isolated case – that the evacuation operation, given the logistics, was a considerable success; that difficulties were bound to arise when showing one half of the population to the other.

Source 4: On the face of it, this photograph seems to offer unambiguous support for the interpretation. Not only did the royal family stay in London under the threat of invasion, they also 'did their bit' in the dark days of 1940.

Source 5: It may be valid to suggest that the value of this source is undermined by its obvious bias – otherwise it offers strong evidence to challenge the interpretation.

Source 6: As with Source 4, this source appears to offer clear support for the interpretation – Union Jacks waving as the troops come home.

Source 7: This source can both support and challenge the interpretation. In support, it shows evidence of loyal Muslims making a stand against Fundamentalist violence in the name of national unity.

Evidence that can be used to challenge interpretation:

Source 1: Anti-German riots suggest that national unity was illusory – at best fragile - on the outbreak of war in 1914. It offers echoes of Fascist attacks on Jews and other alien groups in the East End in the thirties

Source 2: Clear evidence of class envy in 1917 – or is the ILN simply trying to make a point of its own? Candidates may support or challenge using contextual knowledge of the respective contributions of working class and middle class women to the war effort.

Source 3: The vehemence of the anti-Semitism is the interesting thing about this source. Does it lead us to the disquieting conclusion that hostility to Jews was as rife in parts of England as it was in parts of Germany?

Source 4: Despite what is shown in the photograph, there is some disagreement about the amount of time the royals spent in the East End, so there is always a suspicion of a public relations gesture – particularly when cross-referenced to S5.

Source 5: Suggests that class conflict in 1940 was every bit as divisive as it had been in 1917 (S2) or in 2000 (S7).

Source 7: Seems to confirm the view developed elsewhere that 'national unity' is a fragile commodity and vulnerable under the pressure of war (in this case, war on terror).

Evaluation of Sources:

Candidates may question evidence from sources offering individual testimony or those restricted to London and the Home Counties – on grounds of typicality. They may also question the reliability of e.g. S4, S5 and S7. The limitations of the source collection are obvious and these can be exploited by candidates – e.g. by claiming that the sources provide no picture of the experience of war in the provinces. This may lead to contextual knowledge being introduced to either support or disconfirm the interpretation (e.g. evidence of the Blitz in Coventry, Plymouth or Swansea, or of the relatively humane treatment of German internees during both wars, or of selfish and criminal activities of 'victims' of the Blitz). There are, besides, clear opportunities for cross-reference, which suggest common patterns of activity/behaviour in war over time – e.g. in class, racial or gender stereotyping under the pressure and tension of war. Alternatively, candidates may comment on the over-reliance on newspaper articles and the reliability of these as sources of evidence.

Judgement:

The evidence could support two competing positions. The first, in support of the interpretation, is that the impact of war during the 20th century was to unify the nation; the second is that, whereas projection of an image of unity served an obvious purpose, it concealed social or class divisions of longer standing. Evidence from sources 1-7 can be used to both support and challenge the given interpretation but candidates need to reach a balanced judgement. The nature and weight of the evidence could, for example, be used to support a judgement that, whereas the need to wage war has tended to induce a sense of national unity and collective sacrifice, there has been no shortage of examples of less honourable behaviour, reflecting the fear and tension of a society at war.

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

As a set the sources relate directly to periods in which war or terrorist activity was occurring. Candidates may note that they are useful for an enquiry about the immediate impact of war, but not regarding the longer-term impact.

The photographs have both been selected for publication and as such represent the message that the publisher and perhaps the photographer wanted to give. Candidates may question, and use their knowledge to judge, the typicality of the scenes they show. In the case of the visit of the king and queen to the east end of London, propaganda concerning the morale of the public was uppermost, while candidates may be aware of the wave of popularity of the Falklands conflict in relation to the Conservatives' electoral fortunes.

The motives of the writer of Source 1 may be questioned. He criticises the actions of the 'hooligan element', but is this out of sympathy for those attacked, or because there were already problems with food supplies, as there was significant hoarding of food from the outset of war. Gender issues pervade Source 2, and candidates may question the extent to which the war impacted on traditional views, in the light of Mrs Pankhurst's call to members of the WSPU to

support the war effort, agreements with the TUC about pay and roles at work, the decision to grant women over 30 the vote.

Source 3 raises the issue of oral history and of memory distortion over time, but an event such as this would have made a significant impression on the Jewish child and may therefore be remembered vividly and accurately.

The motives of the writer of Source 5 may be considered. There is reference to rationing, and candidates may be aware that in general the nation was better fed and suffered less illness during wartime rationing. The audience, what would shock the readers, and why, should all be considered.

Source 7 raises the issue of the 'knee-jerk' response to terrorist activity. The style of reporting and the selection of quotations are designed to produce an effect and candidates will need to consider the purpose of the report.

F984 Using Historical Evidence - Non British History

Generic Mark Scheme for F984 Question 1(a), 2(a), 3(a), 4(a)

Maximum mark: 35

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

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

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	<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;">13-15</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;">9-10</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;">9-10</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;">10-12</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;">7-8</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;">7-8</p>

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

Generic Mark Scheme for F984, Question 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

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

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

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 1	<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;">5</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;">9-10</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;">4</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;">7-8</p>

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period – not used to support the analysis of the sources 0	Fails to use the sources but identifies some valid issues associated with historical sources generally 0

Question 1**THE VIKINGS IN EUROPE 790s-1066****The impact of the Vikings on other cultures.**

Interpretation: The Vikings imposed their own culture on the territories they settled.

1 (a) Explain how far sources 1-6 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 to discuss the sources with other evidence, especially archaeology and art evidence. The nature of the written evidence might be discussed in general terms, for example the sagas themselves are examples of Viking culture. Settlement patterns and evidence for the extent of Viking trade are obvious areas for discussion. Some discussion of what is meant by culture is needed for better responses.

Evidence from Sources that can support interpretation:

Source 1: Balanced account, the Vikings obviously treat king Charles with a marked lack of respect, on the other hand the links forged between the Vikings and the Carolingian nobles and ecclesiastics is traditionally Frankish and Christian.

Source 3: Balanced account, the Vikings bring trade to Ireland and connect Ireland to the Scandinavian world in general by their command of the sea.

Source 5: Limited balance, a clear reference to political domination of Russia by Vikings, but see below.

Source 6: within the area to the east of the Danelaw there is considerable evidence for Viking influence on local linguistic pattern.

Evidence that can be used to challenge interpretation:

Source 1: The references to homage are distinctly un-Viking, see above.

Source 2: This source records Vikings accepting the Christian faith and related culture en masse.

Source 3: The Norse settlements are, to an extent, integrated with the existing Irish political and economic structures.

Source 4: This Viking king is fully Christianised.

Source 5: These Vikings do impose their rule on the local inhabitants, but to their benefit, the 'imposed culture' is reference to systems of government rather than wider cultural dominance.

Evaluation of Sources:

Considerable cross referencing can be made, see notes above. The candidates must evaluate cultural imposition in the light of the nature of the sources. It is clear that sources that come from

a Scandinavian origin have a tendency to record cultural dominance in all its forms. Other sources have to be used in a more subtle manner. Sources 1 and 2 are both written much later and come from Norman writers; their sub-text is legitimacy of the Norman dukes in a much later period. Candidates could, however, discuss the potential origins of the primary material that made its way into these later sources. At first sight Source 5 is written by locals; in reality it is a court document from a Scandinavian dominated elite. Source 3 is from a modern origin and has synthesised a range of medieval sources, we might expect weaker candidates to take this source at face value as a result. The archaeological evidence at Source 6 has, arguably, more 'scientific' value and well-informed candidates will be able to fit this into wider archaeological surveys.

Judgement:

The evidence is mixed, and candidates need to weigh it up. The ability of the Vikings to impose their culture on local peoples is a complicated concept. Culture can come in many forms, material culture, language etc. Candidates will need to control these concepts in light of the Sources and their own knowledge. The Vikings did have an impact on the material culture of the areas that came under their domination but this also occurred outside the purely Viking world. The cultural impact of the Vikings was as much to do with trade as it was conquest. Government structures and social organisation were obviously influenced by Scandinavian models; again however, how much this was due to physical conquest is open to debate. It is possible to argue that the impact of the Vikings was limited by the small numbers of permanent settlers.

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

The problem with sources 1 and 2 is that they are ecclesiastical in origin and always depict Vikings in a very stereotypical manner. Further, they are both written some time after the events and have been copied at least once, i.e. from the original Norman accounts to the Chronicle of St. Denis. There are also problems of provenance with the sources. The original Norman sources had reason to paint a picture which reinforced Norman claims to independence from the French crown. However, the Abbey of St. Denis which has used these Norman originals as a source for its account was very supportive of the French royal house which was its patron. Thus, considerable changes may have taken place in the process of transmitting the account from one source to the other.

Source 3 is a modern academic interpretation based on – we presume – a range of sources. It is, however, still an interpretation.

Source 4 is very late and well into the Viking Christian period. It is also a saga and, thus, of a specific literary genre. Iceland was a centre of such writings and a common literary form is evident in literature from this place and time.

Source 5 is Russian in origin and written by a people who came under the political control of the Vikings. It was also written after the Kievan Rus state, which it records, had fallen and the region was under pressure from non-Christian central Asian peoples. It may, thus, paint a very positive picture of the Viking take over of Russia.

Source 6 is an archaeological source and is, as stated above, perhaps more scientific than the other sources. The impact of the Vikings on place names is evident, as is the obvious geographic grouping of Viking and hybrid place names. But what of other archaeological evidence? One might question the limited impact of the Vikings on material culture, genetic evidence, language, etc.

Question 2**THE ITALIAN RENAISSANCE c1420-c1550****The main developments in science and medicine**

Interpretation: Renaissance scientists, inventors and engineers made little practical progress.

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 will be expected to adduce contextual knowledge of both scientific and artistic activity during the Renaissance. For example, knowledge of the limitations of engineering methods will enable them to appreciate problems associated with covering Santa Maria del Fiore and of Brunelleschi's achievement in solving them (S1). Knowledge of the various facets of humanism will enable candidates to assess the achievements of Vesalius (S5) and the secondary evaluation offered (S6). They can also use knowledge of Leonardo's many talents to appreciate his contribution to engineering and warfare, as well as to the 'science' of painting. Candidates who know this much will also know, of course, that drawings of the flying machines (S2) made no further progress than the limits of Leonardo's imagination – but consideration of longer-term consequences might lead to a different assessment. Candidates will also need to know something about the nature and origins of opposition to new ideas that slowed down development. For example, they might use S4 to explain the opposition of the Catholic Church to new ideas that threatened its authority, and S3 to highlight opposition within what might be called the professional establishment – particularly in medicine, where the ideas of Galen went largely unchallenged. Candidates will need to know that advances in printing were centred on Venice, largely because of the stable political climate and the ease of obtaining licences. Between 1495 and 1497, out of 1821 titles printed in Europe, 447 came from Venice.

Evidence that can be used to support the interpretation:

Source 1: Clearly, Brunelleschi's achievement brought practical benefits to the people of Florence – there are even examples of the vaulting method he used in smaller churches in Florence – but his solution does not seem to have set a pattern beyond Florence.

Source 2: As with much that passes for science in the Renaissance, Leonardo's sketches show evidence of a new way of looking at practical problems but no attempt to explain or solve them by means of what we would call 'scientific method'.

Sources 3 and 4: An important reason for lack of practical progress was the strength of opposition to be found amongst the academic or professional establishment, particularly in the areas of medicine and astronomy. This is indicated by Paracelsus's rant against the medical establishment (S3) and by Copernicus feeling the need to pre-empt the storm of opposition from the Church to his theory about the movement of planets around the sun, by persuading the Pope that he was right (S4).

Source 5: It would be difficult to doubt the impact of Vesalius's publication on colleagues shocked by its audacity, but Galen remained the authoritative anatomical source for another 200 years.

Source 6: The limits of Vesalius's achievement are defined.

Source 7: At first glance, the importance of printing in disseminating and making accessible Renaissance achievements would seem to be undeniable, but the market in books had to be there first, and this was established in Italy well before printing presses were generally available towards the end of the 15th Century. So the benefits were already there – simply limited to a restricted number of scholars and bibliophiles.

Evidence that can be used to challenge the interpretation:

Source 1: Architecture was one of the undoubted achievements of the Renaissance. Architects drew inspiration, not only from the buildings of the ancient world (in this case the Pantheon in Rome) but also from advances in mathematics and geometry that made them possible. Practical progress can be seen in the many examples of civic pride in the writings of the time – and in the later widespread imitation of Italian architecture around Europe.

Source 2: Inspired by Humanism, Leonardo's drawings show an audacious imagination. The revolution had to start somewhere and, until the invention of printing, the means of dissemination were strictly limited.

Sources 3 & 4: It is clear that both Paracelsus and Copernicus based their claims on direct observation and that they were both able and willing to *prove* their theories about the movement of planets and the effectiveness of chemical drugs in curing disease, suggesting that their theories were based on more than idle conjecture.

Source 5: Important as Vesalius's discoveries were, even more important was his way of working. Vesalius (like Copernicus and Paracelsus) insisted on proceeding by means of direct observation and recording – the use of what we might call 'scientific method' – so ensuring that eventually his work would cause practical progress to be made.

Source 6: Whereas the author denies the immediate practical benefits of Vesalius's work, he does not criticize the work itself, attributing the failure to the opposition of the medical establishment and their unwillingness to abandon Galen.

Source 7: The invention and availability of printing was the turning point in making the 'new learning' and the achievements of the Renaissance accessible to a mass audience.

Evaluation of sources:

Source 1: The reliability of S1 may be questioned, given the title of Vasari's book.

Source 2: Difficult to deny in its own right, but when cross-referenced to e.g. S6 can reinforce the argument about limited practical impact.

Sources 3 and 4: Similarly, S3 & S4: are clearly 'positioned' and open to charges of bias. They are vehement in tone and lacking any sense of balance. Of the two, Copernicus is slightly less biased, more measured, demonstrating a certain shrewdness in writing to the Pope, whom he knew to be an admirer, and in the use of phrases such as "debated with myself for a long time" – indicating a reluctance to offend. All of this notwithstanding, the disdain with which Copernicus treats his opponents is also clear.

Sources 3 and 4 can also be cross-referenced to strengthen an argument about the destructive/obstructive influence of vested interests and entrenched establishments.

Sources 1, 5 and 7 can be cross-referenced to demonstrate direct practical benefits and the beginnings of mathematical and scientific method.

Sources 2, 3, 4 and 6 can be cross-referenced to identify and explain the limits of immediate practical impact.

Source 7: Candidates may use their contextual knowledge to question whether evidence taken from a source dealing with specific developments in Venice can be applied on a wider scale.

Judgement:

Evidence from the sources can be used to support two competing lines of argument. The argument in support of the interpretation is that in effect there was little resembling modern scientific activity during the Renaissance. Humanism created a curiosity about man and the natural world ('natural philosophy') but provided no real basis of scientific method that could provide proof that the ancients were wrong and so initiate practical progress on a broad front. Moreover, where empiricists such as Vesalius or Copernicus tried to achieve this, they were powerfully opposed by the Church or the academic establishment. The competing argument is that there *was* scientific progress – e.g. in the revival of learning, in architectural engineering, medicine and astronomy – but in ways that we might not define as 'scientific' today. Despite considerable and powerful opposition, renaissance Humanists made important observational discoveries that would, with the help of printing, spread their benefits throughout Europe and provide the basis for later developments in empirical and experimental science. The judgement will be based on the strength of each case and the relative value of supporting evidence

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

As a set the sources cover some of the main developments in medicine and engineering. They also cover the main method of spreading ideas (printing, Source 7) and obstacles to their dissemination, such as traditional views (Source 6) and the fear of being heretical (Sources 3 and 4). Candidates may, for example, illustrate this last point by pointing out that many of Leonardo da Vinci's notebooks (Source 2) were unpublished and written in code.

They are useful for answering a range of questions historians might ask. They help historians understand the fears of scientists in relation to disapproval of the Church, both directly (Sources 3 and 4) and by implication (Source 1 – the ancients did not expose themselves to so great a risk as to challenge the heavens).

The sources are useful for an enquiry about the forefront of scientific knowledge and engineering ideas, but not for a more general enquiry about how doctors treated their patients or how the vast majority of buildings were constructed.

In relation to individual sources, candidates may evaluate Vasari (Source 1) as being overly pro-Florentine in his praise of Brunelleschi's 'dome'.

Source 2 represents Leonardo's work, but ignores the many practical applications of other of his inventions such as defences for cities: the fact that he was employed to draw up such fortifications suggests he was also a practical designer. The status of his sketches may be difficult to gauge. Were they imaginative invention or indicative of moves towards practical solutions to challenges such as how men might fly.

Copernicus and Paracelsus are speaking for themselves in Sources 3 and 4. They are inevitably defensive in the context of the period and seem to suggest that they are working in isolation, yet both fall into traditions in which certain universities fostered forward-thinking work. The purpose of their writing leads them to justify themselves, always a problematic stance in terms of evaluation of a source.

Source 5 is useful in its implication that Vesalius did his own dissections, but would be more useful if compared with earlier drawings in books available to medical students of the period, such as those of Galen.

Source 6 is useful in providing an overview of opinions about Vesalius's influence, but the reasons for his failure to have significant influence have to be inferred.

Source 7 is an artist's impression, perhaps useful in suggesting that customers of the Aldine press were rich young men, and for showing the style of fashion and interior design in Venetian buildings in the late quattrocento. It also provides a clear drawing of the press, showing its workings, although not how the type was set, how texts were selected and that the press was pioneering in publishing Greek texts. Thus much of the significance of the Aldine press is lost without contextual knowledge.

Question 3**EUROPEAN NATIONALISM 1815-1914: GERMANY AND ITALY**

The role of popular movements in developments in Germany and Italy.

Interpretation: Popular movements drove developments in Germany and Italy.

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 e.g. Source 1 - how popular/effective was Young Italy, its role in events. Source 2 - knowledge of events in 1848 to explain what is happening here, how popular was the uprising? Source 3 - knowledge of the situation in 1848, knowledge of Leopold's dilemma, and of what happened. Source 4 - knowledge of the Frankfurt Parliament, how representative was it, did it just represent intellectuals? Knowledge of the failure of the revolution. Source 5 - knowledge of the events at Palermo and of Garibaldi, and the importance of these events - what do they lead to? Source 6 - knowledge of Italy after unification used to check the claims being used by Mazzini. Source 7 - knowledge of events in Germany 1870s -1907 as regards socialism to be able to explain the message of this cartoon and to be able to evaluate it.

Knowledge can also be used to evaluate the sources - see section on evaluation.

Evidence from sources that can support the interpretation:

Source 1 - Young Italy was intended to represent the aspirations of ordinary Italian people - here they demand unification.

Source 2 - seems to show the people driving the Austrians out.

Source 3 - shows Leopold being driven by the actions of the Italian people.

Source 4 – The Frankfurt Parliament has got as far as offering the crown for a united Germany, so the German people are driving events.

Source 5 - Garibaldi's Thousand as representatives of the ordinary people are driving events.

Source 6 - claims that unification was won by the people.

Source 7 - shows socialism (a movement of the people) as an important factor.

Evidence from sources that can be used to challenge the interpretation:

Source 1 - lack of support for, lack of effectiveness of Mazzini and Young Italy.

Source 2 – need help of Charles Albert, the eventual defeat of the risings against Austria.

Source 3 - events become too radical for Leopold who flees, then restored by Austrians.

Source 4 - clear rejection of any popular movement, or any hint of popular element to the offering of the crown. Upholds the power of the princes.

Source 5 - mentions no local popular support.

Source 6 - criticises the nature of the Italy that has emerged as undemocratic. Says unification was achieved by foreign powers.

Source 7 - shows that popular movements like socialism were being suppressed.

Evaluation of sources:

Candidates may use their knowledge of Germany and Italy across the period to compare their knowledge of patterns of developments and the role of the people with those suggested by the sources.

Source 1 can be questioned in terms of how important/influential Young Italy actually was. How powerful was the movement for unification in Italy in the 1830s? This source acts as propaganda for the movement, Source 2 only gives us the view of the provisional government and does not tell us how events unfold. Source 3 really reveals no sympathy at all for the popular movements - and later events show this. He is also trying to protect his reputation and justify his actions in his memoirs. Source 5 has been written by one of The Thousand and so glorifies their role in the events. Source 6 represents what Mazzini feels especially after not being allowed to take his seat because he was a republican. Source 7 shows a British view of developments in Germany. This must be viewed in the light of Anglo-German rivalry in 1907.

Judgement:

There is evidence here for supporting the interpretation to some degree, but there is strong evidence for amending it - this could include other factors as well. There is also scope for differentiating between German and Italy and for looking for patterns over time.

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

Individual sources can be evaluated in terms of provenance/purpose/contextual knowledge e.g. Source 2 only provides us with the view of the provisional government, Source 5 has been written to glorify events. Some sources cannot be accepted at face value e.g. Sources 3, 6 and 7 - they tell us more about the intentions of the authors.

Candidates might investigate the issue - what can these sources be used as evidence of?

Sources can be used together e.g. in pairs to cross-reference for disagreements or conformation e.g. Sources 2 and 6.

The sources could be used as a set - how representative are they, are there important issues/events/developments/organisations/periods that are not covered. The fact that there are only two German sources could be commented on - what happened in Germany for the rest of the period? There is little about Bismarck. Is there too much emphasis here on 1848 and on figures like Garibaldi and Mazzini instead of e.g. Cavour? Are there types of sources important to this period that are not represented here?

Question 4**RACE AND AMERICAN SOCIETY 1865-1970S****Changing attitudes to racial minorities**

Interpretation: **Attitudes towards Native and African Americans became more positive from 1865 to the 1970s.**

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

Candidates may use their wider knowledge of attitudes and actions towards Native and African Americans during the period, particularly to judge the typicality and reliability of the statements in the Sources. For example the differences between north and south regarding attitudes to African Americans, the need for the Civil Rights Acts of the 1970s and differences in treatment of and attitudes towards different Native American tribes.

Evidence from Sources that can support the interpretation:

Source 1: The writer seems to imply that the KKK is no more than a figment of the imagination of African Americans.

Source 2: The writer has a sympathetic view of Native Americans and the way they should be treated compared with the past. However, it is clear that the treatment on reservations is very poor. This could be taken as a starting point from which attitudes might improve.

Source 3: The President advocates self-help, suggesting that the authorities regarded African Americans as probably capable of self-improvement.

Source 4: The army report suggests that not only were African Americans welcomed by officers in the army, they are treated well by the GIs as well.

Source 5: The plan to consult with Native American leaders before initiating plans suggests that Native Americans are thought to be capable of decision making and involvement in planning for their future.

Source 6: There is clear reference to Jim Crow laws as unacceptable and to a wider issue for which all Americans are responsible.

Evidence from Sources that can challenge the interpretation:

Source 1: At face value the Source seems to suggest a benevolent attitude, with the writer reassuring the African Americans that no such ghosts etc. exist.

Source 2: The writer describes poor treatment of Native Americans despite apparent improvements granted by the Allotment Act.

Source 3: The president shows no sign of wanting to provide federal government help to improve the lot of the African American. This should be interpreted in the context of Jim Crow etc.

Source 4: Although at face value this source suggests improved attitudes, in the light of contextual evaluation candidates may recognise that this is an official description and does not necessarily reflect the reality of the African American experience in the army, nor does it reflect attitudes in the South post-war.

Source 5: At face value there is greater recognition of the need to involve Native Americans in planning, but the date of the source, towards the end of the period, suggests slow progress and hence might lead candidates to question the 'gradual improvement' in the interpretation.

Source 6: The source reflects the president's views, but candidates may question the typicality of this view and hence the validity of basing a generalised statement on Johnson's speech.

Source 7: The situation described suggests that despite changes in the law, Native Americans are still regarded and treated as second class citizens.

Evaluation of Sources:

Candidates may group and cross-reference the sources according to whether they concern African or Native Americans.

The tone of Source 1 suggests a condescending attitude towards African Americans, and also suggests that the Source cannot be taken at face value. Wider knowledge of the activities of the KKK would suggest that the 'ghosts' etc. were not a figment of the imagination.

Source 2 concerns Plains tribes and so the typicality of the treatment described may be questioned. The context of the white take-over of the west/plains may also be used to evaluate the source in terms of the Native Americans and the whites' previous actions.

Source 3 should be evaluated in the context of the occasion on which the speech was made, suggesting that this is the most positive statement likely to emerge from the federal government at this date.

Given what source 4 is and the attempts made by the federal government to grant greater equality at this time, it is likely to paint a very positive picture of the achievement of African Americans in the armed forces.

Source 5 may be interpreted in a variety of ways, but contextual evaluation would help to confirm the extent to which the authorities were genuine in their desire to support the Cheyenne for their own sakes.

The context of Source 6 should be used in evaluating it: JFK's Civil Rights Bill, his assassination, Johnson's commitment to CR.

Source 7 will need to be evaluated in context and the tone of the Source recognised and taken into account.

Judgement:

While it is possible to accept the interpretation in broad terms, candidates should seek to refine it, perhaps by making a distinction between attitudes towards Native and African Americans and

may decide to reject it. The rate of change may also be assessed, since there is no suggestion of when, within the period, the major changes occurred.

4 (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 across a range of enquiries. The reporting of race issues by white writers in Sources 1 and 2; the views of Presidents in Sources 3 and 6; official reporting in Sources 4 and 5.

Issues that could be raised include:

- The problem of typicality of the views expressed.
- The official statement set in the context of knowledge of what was going on, e.g. Source 4.
- The lack of evidence about attitudes to native groups other than the Plains tribes.
- Reliability of Southern newspapers such as Source 1: control of the press, style of reporting.
- Status of views that re commentaries from interested parties.
- Problem of tracing change –its extent and speed.

F985 Historical Controversies

Maximum mark: 60

Mark allocation within Unit: AO1: 30; AO2b: 30.

Generic Mark scheme for part (a) questions:

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	<p>Relevant and accurate knowledge demonstrated and consistently used as part of a thorough analysis of the interpretation. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p>13-15</p>	<p>Demonstrates a sound understanding of the interpretation by explaining how the approach/method of the historian has led to this interpretation being written. This must be supported by detailed reference to the extract. At the top of the level answers will refer to alternative approaches/methods. Thereby demonstrates a clear synoptic understanding of how historians engage with evidence to produce interpretations of the past.</p> <p>13-15</p>
Level 4	<p>Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p>10-12</p>	<p>Demonstrates some understanding of the main characteristics of the interpretation by explaining at least one approach or method used by the historian. Some understanding of the approach/method must be demonstrated and the explanation must be supported by reference to the extract. At the top of the level answers will demonstrate a wider understanding of the approach/method. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past.</p> <p>10-12</p>
Level 3	<p>Relevant and largely accurate knowledge demonstrated and used to explain the interpretation. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p>7-9</p>	<p>Demonstrates a sound understanding of the interpretation as a whole by explaining it as an interpretation. Approaches or methods may be identified but they will not be explained through reference to the extract. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past.</p> <p>7-9</p>

Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the interpretation. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian. 4-6
Level 1	Some knowledge demonstrated but largely irrelevant to the interpretation. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Shows understanding that the extract is an interpretation and describes/summarises its main points. Thereby demonstrates a limited synoptic understanding of the methods of the historian. 1-3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Shows no understanding of the interpretation in the extract. A characteristic of these answers may be that they consist of little more than paraphrasing of the extract. Thereby demonstrates no synoptic understanding of the methods of the historian. 0

Generic mark scheme for part (b) questions

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	<p>Relevant and accurate knowledge demonstrated and consistently used to assess both the advantages and disadvantages of the approach/method. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p>13-15</p>	<p>Demonstrates reasonable understanding both of how the approach/method has contributed to our understanding and of the disadvantages/shortcoming of the approach/method. Answers at this level will involve some assessment of the approach/method. Answers at the top of the level will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how historians engage with evidence to produce an interpretation of the past.</p> <p>13-15</p>
Level 4	<p>Relevant and accurate knowledge demonstrated and used to assess either the advantages or the disadvantages of the approach/method. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p>10-12</p>	<p>Demonstrates reasonable understanding either of how the approach/method has contributed to our understanding or of the disadvantages/shortcomings of the approach/method. Answers at this level will involve some assessment. Better answers will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past.</p> <p>10-12</p>
Level 3	<p>Relevant and largely accurate knowledge demonstrated and used to explain the method/approach. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p>7-9</p>	<p>Demonstrates good understanding of an historical approach/method. There will be some attempt to explain its advantages and/or disadvantages. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past.</p> <p>7-9</p>

Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the method/approach. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Demonstrates a reasonable understanding of some of the main features of an historical approach/method. Advantages or disadvantages of the approach/method may be asserted but will not be explained. Thereby demonstrates some synoptic understanding of the approach/methods of the historian. 4-6
Level 1	Some knowledge demonstrated but largely irrelevant to the approach/method. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Describes some features of an historical approach/method. Some knowledge of the approach/method demonstrated but little understanding. Thereby demonstrates a limited synoptic understanding of the approach/methods of the historian 1-3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Demonstrates no understanding of the approach/method. Shows no synoptic understanding of how historians use evidence. 0

Please note that the following mark scheme and the associated question paper have not been used as part of live assessment and are provided as additional specimen assessment material only. The mark scheme has not been subject to refinement and finalisation by examiners at a standardisation meeting

Question 1

The debate over the Norman Conquest 1066-1216

- (a) **What can you learn from this extract about the interpretations, approaches and methods of the historian? Refer to the extract and your own knowledge to support your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main developments of the Norman Conquest from the mid eleventh to the early thirteenth centuries should be demonstrated. This knowledge should inform the interpretation offered and enable candidates to comment on it intelligently. For example, knowledge and understanding of the close ties between England and France during this period might be used; likewise knowledge of the redistribution of lands after 1066 within England might be used, together with the major social, political and especially cultural changes with which the Conquest is associated.

Understanding of interpretations

The extract focuses on the key debate about continuity and change as the essential characteristic of the Norman Conquest. The author argues for a reconsideration of the commonly-cited evidence for change. Perhaps this was not after all a period of national catastrophe, a decisive turning point. Interpretations which have followed this line have overlooked evidence elsewhere which points to major change across Europe. There is plenty of detailed factual evidence in the first half of the extract which points to the nature and scale of the changes which Norman England underwent, and these might well be drawn upon by candidates, but the inference which should be drawn from the extract as a whole is that some, at least, of these changes might well have occurred without '1066 and All That'.

Understanding of approaches/methods

The method used here is to start with a strong body of detailed evidence in support of a 'traditional' case for change and a decisive break with the past as characteristic of the Norman Conquest. This edifice is then knocked over as the author introduces the counterargument for continuity. The examples used are predominantly although not exclusively drawn from social and cultural points of reference: the establishment of a predominantly French court; the analysis of Christian name evidence; a focus on language, literature and architecture. Candidates may consider the value and limitations of such evidence as opposed to the more commonly used political and ecclesiastical links of personnel and institutions between England and France.

- (b) When studying the Norman Conquest, some historians have focussed on the impact of the conquest from below. Explain how this has contributed to our understanding of the impact of the Norman Conquest. What are the shortcomings and disadvantages of such an approach?

[30]

Knowledge and understanding

Knowledge and understanding of the impact of the Norman Conquest with particular reference to the lives of ordinary people. Knowledge and understanding of examples of change and continuity should be demonstrated as well as examples of varying rates of impact. These should be related to areas such as: the role of women, trade and manufacturing, the experiences of ordinary people.

Understanding of methods/approaches

Understanding should be shown of what is meant by 'history from below' and some knowledge and understanding should be demonstrated of examples of historians using this approach. Examples of 'history from below' as related to the impact of the Norman Conquest should be explained.

Evaluation of approaches/methods

Candidates should be able to explain examples of how and why a 'history from below' approach has contributed to our understanding of the impact of the Conquest. There might be some explanation of why these insights have not been gained by other approaches. There should be explanation of the problems and shortcomings associated with this approach. Comparisons might be made with other approaches.

Evaluation of methods/approaches

Both 'disaster and 'continuity' arguments have contributed to our knowledge and understanding of the Norman Conquest. Candidates should be able to rehearse the strengths and shortcomings of each approach.

From John Gillingham, *The Early Middle Ages (1066-1290)*, *The Oxford Illustrated History of Britain* (1984).

Question 2**The debate over Britain's 17th-Century Crises, 1629-89**

- (a) **What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main constitutional changes that took place in the mid and late seventeenth century should be demonstrated and used to support the answer. Knowledge and understanding should be used to show an understanding of the interpretation and to comment on it. Knowledge and understanding of the following features might be used: the main features of Charles' eleven years of personal rule, the Long Parliament, the Civil War, connections with the 1688 Revolution, the notion of progress.

Understanding of interpretations

Key points – this extract is an example of Whig history and the Whig view of the past as a story of progress. The changes in England are seen as a move from medieval systems and towards laying the foundations of our modern democratic system. Democracy and parliamentary government is seen as essentially British and is one of the great things that Britain contributed to the rest of the world. The extract focuses on the noble and intelligent nature of those who challenged the crown and on the role of the lower orders. The whole extract has a romantic view of the events described. The explanation of the interpretation should be supported by clear references to the extract.

Understanding of approaches/methods

The extract employs a top down approach. The focus is on national issues and on patterns of change and development imposed by the historian on events – the development of the constitution. The historian cites references no sources. The whole passage is determined by the preconceived view of the historian – examples of this should be given. The explanation could be supported by comparisons with other approaches and methods.

- (b) **Some historians have focused on class struggle in their study of the seventeenth-century crises. Explain how this has contributed to our understanding of the seventeenth-century crises. Has this approach any disadvantages or shortcomings?** [30]

Knowledge and understanding

Knowledge and understanding of the evidence relating to class struggle in investigating and explaining the significance of changes in the mid-seventeenth century. Knowledge and understanding of Marxist and other approaches that focus on the rise of the gentry and clashes between the gentry and the 'feudal' ruling elite. Knowledge and understanding of approaches that focus on the role of the lower orders.

Understanding of approaches/methods

Understanding should be shown of what is meant by 'class struggle' in a seventeenth century context. Explanation might be provided of Marxist approaches to the seventeenth century. Explanations might be provided of the debate over 'the rise of the gentry'.

Evaluation of approaches/methods

Explanation of some of the insights into the events of the seventeenth century that have been provided by a focus on class struggle eg bringing the lower orders into the picture. Explanations should also be provided of the problems associated with this approach eg the use of class for the seventeenth century, the forcing of the events in the seventeenth century into a Marxist pattern, the criticisms of the 'rise of the gentry thesis'.

Question 3**Different interpretations of British imperialism c.1850-c.1950**

- (a) **What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main developments in British Imperialism in the second half of the nineteenth century should be demonstrated and used to support the answer. Knowledge and understanding should be used to show an understanding of the interpretation and to comment on it. Knowledge and understanding of the following features might be used: the role of industry, the city and the periphery. Notions of formal and informal empire.

Understanding of interpretations

Key points – this extract explains the interpretation of 'gentlemanly capitalism' put forward by Cain and Hopkins. It emphasizes the role of the metropole instead of the periphery. It also emphasizes the importance of the city and finance rather than industry, and the role of gentlemanly capitalists in the City and finance. The involvement of gentlemanly capitalists had an impact on the nature of British imperialism – a concept of duty and a mission to bring civilisation. The concept of an informal empire in the mid-century is questioned. It is argued this largely developed in the late nineteenth century. Knowledge and understanding of interpretations it rejects may be used eg a focus on events in the periphery, the notion of an informal empire in mid nineteenth century followed by a defensive imperialism. Idea of informal empire is strong here. Candidates might comment on this being an 'economic' explanation, but very different from those developed by Marxists.

Understanding of approaches/methods

Starts with a proposition and then tests it against case studies. The example of South America is used. Is the interpretation as useful with other areas of the Empire? Focus is very much on the importance of decision making at the centre. Such a focus on the City and finance could lead to other dimensions being neglected and the importance of the centre being exaggerated.

- (b) **Some historians have focused on the importance of events and people in the periphery in their work on British Imperialism. Explain how this has contributed to our understanding of British Imperialism. Has this approach any disadvantages or shortcomings?** [30]

Knowledge and understanding

General knowledge and understanding shown of some of the main aspects and developments of British Imperialism. Knowledge and understanding of some of the main conclusions that had been drawn from studies of events and people in the periphery.

Understanding of approaches/methods

Understanding demonstrated of what is meant by 'the periphery', knowledge and understanding of such approaches and how they differ from other approaches. Knowledge of some of the methods used in studies of the periphery.

Evaluation of approaches/methods

Explanation of some of the advantages of studies of the periphery – what kinds of things have been learned that have enriched our understanding of British Imperialism. Explanation of why this could not have gained from other types of studies. Explanation of some of the main shortcomings of studies of the periphery.

Question 4**The debate over British Appeasement in the 1930s**

- (a) **What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main features of appeasement.

Knowledge and understanding of different explanations of appeasement, particularly those that attempt to defend appeasement. Knowledge and understanding of why different explanations/interpretations have been produced.

Understanding of interpretations

Key points – the appeasers have to be understood not judged. They were faced with real problems and genuinely did the best they could. In many matters they were right; the issue of Germany had to be solved. They were not a small group of politicians, most of the country agreed with them. Chamberlain was not forced into any actions by Hitler. He wanted to act to preserve peace and thought that Germany had grievances that had to be attended to. He thought that if German grievances were dealt with in a just way, Germany would be happy and peace preserved. Chamberlain believed in morality as his guiding principle. Better candidates may compare this interpretation to others.

Understanding of approaches/methods

The approach taken here is one that believes that it is the historian's job to understand and explain what happened but not to judge. The historians should not say what should have been done – this is unhistorical. This passage therefore tries to understand the situation that Chamberlain was in and why he came to the decisions he did. The approach also seems to assume that Chamberlain had a free hand in making up his mind what to do – he could follow what he thought was right and good – there were no constraints on him.

- (b) **In their work on appeasement some historians have focused on the lack of freedom of action of the British government. Explain how this has contributed to our understanding of appeasement. Has this approach any disadvantages or shortcomings?** [30]

Knowledge and understanding

General knowledge and understanding shown of some of the main aspects of appeasement. Knowledge and understanding of some of the main conclusions that have been drawn from studies that focus on the lack of freedom of action of the British government.

Understanding of approaches/methods

Understanding demonstrated of what is assumed by such studies ie structure and its importance. Knowledge of some of the methods used in this approach.

Evaluation of approaches/methods

Explanation of some of the advantages of placing the focus on the lack of freedom of action of the British government. What particular insights has it provided for our understanding of appeasement. Explanation of some of its shortcomings. Explanations of alternative approaches and interpretations.

F986 Historical Controversies

Generic mark scheme for unit F986

Maximum mark: 60

Mark allocation within Unit: AO1: 30; AO2b: 30.

Generic Mark scheme for part (a) questions:

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	<p>Relevant and accurate knowledge demonstrated and consistently used as part of a thorough analysis of the interpretation. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p>13-15</p>	<p>Demonstrates a sound understanding of the interpretation by explaining how the approach/method of the historian has led to this interpretation being written. This must be supported by detailed reference to the extract. At the top of the level answers will refer to alternative approaches/methods. Thereby demonstrates a clear synoptic understanding of how historians engage with evidence to produce interpretations of the past.</p> <p>13-15</p>
Level 4	<p>Relevant and accurate knowledge demonstrated and used to analyse the interpretation. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p>10-12</p>	<p>Demonstrates some understanding of the main characteristics of the interpretation by explaining at least one approach or method used by the historian. Some understanding of the approach/method must be demonstrated and the explanation must be supported by reference to the extract. At the top of the level answers will demonstrate a wider understanding of the approach/method. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past.</p> <p>10-12</p>

Level 3	Relevant and largely accurate knowledge demonstrated and used to explain the interpretation. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7-9	Demonstrates a sound understanding of the interpretation as a whole by explaining it as an interpretation. Approaches or methods may be identified but they will not be explained through reference to the extract. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past. 7-9
Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the interpretation. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Demonstrates a reasonable understanding of the interpretation by explaining several features of it. Thereby demonstrates some synoptic understanding of the methods of the historian. 4-6
Level 1	Some knowledge demonstrated but largely irrelevant to the interpretation. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Shows understanding that the extract is an interpretation and describes/summarises its main points. Thereby demonstrates a limited synoptic understanding of the methods of the historian. 1-3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Shows no understanding of the interpretation in the extract. A characteristic of these answers may be that they consist of little more than paraphrasing of the extract. Thereby demonstrates no synoptic understanding of the methods of the historian. 0

Generic mark scheme for part (b) questions

	AO1 Knowledge and understanding	AO2b: Historical interpretations
Level 5	<p>Relevant and accurate knowledge demonstrated and consistently used to assess both the advantages and disadvantages of the approach/method. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p>13-15</p>	<p>Demonstrates reasonable understanding both of how the approach/method has contributed to our understanding and of the disadvantages/shortcoming of the approach/method. Answers at this level will involve some assessment of the approach/method. Answers at the top of the level will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how historians engage with evidence to produce an interpretation of the past.</p> <p>13-15</p>
Level 4	<p>Relevant and accurate knowledge demonstrated and used to assess either the advantages or the disadvantages of the approach/method. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p>10-12</p>	<p>Demonstrates reasonable understanding either of how the approach/method has contributed to our understanding or of the disadvantages/shortcomings of the approach/method. Answers at this level will involve some assessment. Better answers will do this by comparing with other approaches or methods. Thereby demonstrates a synoptic understanding of how an historian has engaged with evidence to produce an interpretation of the past.</p> <p>10-12</p>
Level 3	<p>Relevant and largely accurate knowledge demonstrated and used to explain the method/approach. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p>7-9</p>	<p>Demonstrates good understanding of an historical approach/method. There will be some attempt to explain its advantages and/or disadvantages. Thereby demonstrates a generalised synoptic understanding of how historians generate an interpretation of the past.</p> <p>7-9</p>

Level 2	Some relevant knowledge demonstrated. However this knowledge is used to develop the references to historical content rather than being used to explain the method/approach. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Demonstrates a reasonable understanding of some of the main features of an historical approach/method. Advantages or disadvantages of the approach/method may be asserted but will not be explained. Thereby demonstrates some synoptic understanding of the approach/methods of the historian. 4-6
Level 1	Some knowledge demonstrated but largely irrelevant to the approach/method. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3	Describes some features of an historical approach/method. Some knowledge of the approach/method demonstrated but little understanding. Thereby demonstrates a limited synoptic understanding of the approach/methods of the historian 1-3
Level 0	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	Demonstrates no understanding of the approach/method. Shows no synoptic understanding of how historians use evidence. 0

Question 1**Study Topic 1: Different approaches to the crusades 1095-1272**

- (a) **What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your own knowledge to explain your answer.**

Knowledge and Understanding

Knowledge and understanding of the history of the Islamic world should be demonstrated and used to support the answer including the religious, cultural and economic conclusions. An understanding of changes in methods of studies over time is required and between both different individuals and schools. An understanding of differences between different contemporary and modern writers is useful. Knowledge and understanding of why these different explanations have been produced as a result of this is important.

Understanding Interpretations

Key points – the extract advances a view of the impact of the Crusades in both the medieval and modern periods from an Arab perspective. It shows the limited impact of the Franks and places the weakness of the Islamic world into a much wider context.

Understanding approaches/methods

The approach shows a widening of scholarship to include Islamic perspectives and places the Crusades into a much larger chronological context. Thus, the perspective evaluates the specific impact of different ethnic groups other than the Franks on the Middle east and shows that impact in very broad historical context.

[30]

- (b) **In their work on the Crusades some historians have focussed on the concept of 'Just War'. Explain how this has contributed to our understanding of the crusades. Has this approach and disadvantages or shortcomings?**

Knowledge and understanding

Knowledge and understanding of the methodology of crusader studies over time. The motive and legitimisation of crusading from a specific religious perspective. Knowledge of the potential for cultural bias is necessary.

Understanding of approaches/methods

Explanations could include references to different historians or schools based on methodological approaches. Other approaches might use different motives, economic or political motives for example. An understanding of empathetic understanding would be useful.

Evaluation of approaches/methods

Evaluations might centre on Just War as a concept for military activity from the later Roman Empire to the period of the crusades. Approaches might evaluate Just War as a single motive or as part of a wider historical survey.

[30]

Question 2**Different interpretations of witch-hunting in early modern Europe c.1560-c.1660**

- (a) **What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main features of witch-hunting in the period, particularly the role of women.

Knowledge and understanding of different explanations of witch-hunting particularly those that focus on the role of women and attitudes towards women, including feminist approaches.

Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - this is not merely an account that places the focus on women and attitudes towards women, it is also a feminist interpretation. It puts women at the centre of the story and sees witch-hunting as male oppression and persecution of women, and claims that any analysis of the past must consider the power relationship between the genders. Argues that Walpurga and women like her were made to convince themselves that they were guilty by torture but that they probably ended up believing it themselves by convincing themselves that things they had done earlier were examples of being influenced by the Devil. This is what male society (the judges) thought and so she came to believe it. This is also seen as part of a continuing story of male persecution of women that continues today. Better candidates may compare this interpretation to others.

Understanding of approaches/methods

Gender analysis is used. It is argued that little of this has been carried out before and this is a major weakness in the study of witch-hunting. Also connects past and present and sees the past as one way of understanding what is happening in the present. Does not use primary source materials, in fact does no original research because claims that what is required is deeper analysis of the material we already have. Analyses this material through a focus on gender and on the power relationship between the genders. Candidates may explain why this approach is being used e.g. part of upsurge in gender history, a reflection of changes in society. Better candidates may contrast this to other approaches/methods.

- (b) **Some historians have focused on regional studies in their work on witch-hunting. Explain how this has contributed to our understanding of witch-hunting. Has this approach any disadvantages or shortcomings?** [30]

Knowledge and understanding

General knowledge and understanding shown of some of the broad regional variations in witch-hunting. Knowledge and understanding of some of the main conclusions that had been drawn from regional studies.

Understanding of approaches/methods

Understanding demonstrated of what is meant by 'regional studies' and how this differs from other approaches. Knowledge of some of the methods used in regional studies e.g. the types of evidence it makes available.

Evaluation of approaches/methods

Explanation of some of the advantages of regional studies - what kinds of things have been learned that have enriched our understanding of witch-hunting e.g. regional variations, learning about real individual people, learning about impact of community, encouraging history from below and a focus on classes of people previously ignored. Explanation of why these could not be studies satisfactorily from more general studies. Explanation of some of the main shortcomings of regional studies e.g. ignores role of national governments.

Question 3**Different American Wests 1840-1900**

- (a) **What can you learn from these extracts about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main features and developments of the American West in this period, including the role of business and industry.

Knowledge and understanding of different accounts/narratives of the American West, especially those that have focused on the role of business and commerce, and those that have neglected it. Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - emphasises the role of capitalism, industry and business in the development of the American West. Criticises the traditional view that the West was developed by great heroic individuals all spreading American values and civilization to a wilderness. The people have to be seen as members of groups and types and understood from other, darker, angles. They were all being manipulated for private gain as part of a vast industrial enterprise. It was investment from the East that was changing the West, not the efforts of individuals such as homesteaders. The movement West was not a natural movement of people taking civilization west, it was a vast industrial enterprise for profit. The railway was the only crucial element. The businesses that were set up were vast capitalist enterprises that used seasonal labour - none of this encouraged communities to develop. Better candidates may compare this interpretation to others.

Understanding of approaches/methods

The approach here is revisionist - it questions the traditional view of westward expansion and settlement. It is not interested in individuals. It is very much a structuralist approach looking at economic structures and their impact. It places a great deal of importance on economic factors as being the important ones, as the driving forces behind change. Candidates may explain why this approach is being used e.g. following a trend in history away from the role of individuals, also a trend away from viewing the settlers as heroic individuals bringing civilisation to the West. The historian is not interested in the stories of individuals and sees them as driven along by larger forces. Not much place here for human agency. Better candidates may contrast this to other approaches/methods.

- (b) Some historians have focused on the Native Americans in their work on the American West. Explain how this has contributed to our understanding of the American West. Has this approach any disadvantages or shortcomings? [30]

Knowledge and understanding

General knowledge and understanding shown of some of the main features of the American West and its development, especially the role of the Indians. Knowledge and understanding of some of the main conclusions that had been drawn from studies that focus on the Indians.

Understanding of approaches/methods

Understanding demonstrated of what is meant by a focus on Indians - not seeing them as just obstacles and victims, studying their culture and way of life in its own right, trying to understand them, seeing much of the story of the American West as one of violence and exploitation. An understanding of some of the difficulties of this approach e.g. those relating to evidence, and how these difficulties are overcome. An understanding of how this differs from other approaches.

Evaluation of approaches/methods

Explanation of some of the advantages of a focus on Indians - what kinds of things have been learned that have enriched our understanding of the West and its development. Explanation of the drawbacks of more traditional approaches towards studying the Indians. Explanation of some of the main shortcomings of a focus on the Indians e.g. the danger of romanticising them.

Question 4**Debates about the Holocaust**

- (a) **What can you learn from this extract about the interpretation, approaches and methods of the historian? Refer to the extract and your knowledge to explain your answer.** [30]

Knowledge and understanding

Knowledge and understanding of the main features of the Holocaust.
Knowledge and understanding of different explanations/accounts of the Holocaust especially those that focus on the role of the German people and those that question their role. Knowledge and understanding of why these different explanations/interpretations have been produced.

Understanding of interpretations

Key points - this account clearly puts a large part of the responsibility on to the shoulders of the German people. It argues that anti-semitism was deeply ingrained in German society. It was accepted as much by the German people as it was by Hitler. It was part of their world-view. Ordinary German people played a significant role in the Holocaust and they did not have to be forced to do so. In fact they sometimes took the lead in the killing. Ordinary Germans did this, many of whom were not Nazis. This view has not been accepted before because their beliefs about Jews were so absurd that it was difficult to accept that most German people could have held them.

Understanding of approaches/methods

This is a revisionist study challenging traditional views. The method used was to study a large number of different kinds of units and institutions engaged in the Holocaust including police battalions. The membership of these units has been examined in detail as well as the attitudes and behaviour of the men. A case study approach has been adopted. These units were chosen because they were not made up of Nazis but of ordinary Germans. Better candidates may contrast this to other interpretations particularly those of Browning who has drawn different conclusions from the same evidence.

- (b) Some historians have focused on structuralist approaches in their work on the Holocaust. Explain how this has contributed to our understanding of the Holocaust. Has this approach any disadvantages or shortcomings? [30]

Knowledge and understanding

General knowledge and understanding shown of the Holocaust. Knowledge and understanding of some of the main conclusions that had been drawn from structuralist approaches.

Understanding of approaches/methods

Understanding demonstrated of what is meant by 'structuralist approaches' and how they differ from other approaches. Knowledge of some of the methods used in structuralist approaches, and some of their conclusions.

Evaluation of approaches/methods

Explanation of some of the advantages of structuralist approaches - what kinds of things have been learned that have enriched our understanding of the Holocaust. Explanation of why these could not have been learned from other approaches. Explanation of some of the main shortcomings of structuralist approaches and what can be learned from other approaches e.g. intentionalist or those focusing on human agency.

Grade Thresholds

Advanced GCE History (H508)
 Advanced Subsidiary GCE History (H108)
 January 2010 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F981	Raw	50	38	33	28	23	18	0
	UMS	100	80	70	60	50	40	0
F982	Raw	50	36	31	27	23	19	0
	UMS	100	80	70	60	50	40	0
F983	Raw	50	34	30	26	23	20	0
	UMS	100	80	70	60	50	40	0
F984	Raw	50	37	33	29	25	21	0
	UMS	100	80	70	60	50	40	0
F985	Raw	60						
	UMS	120	96	84	72	60	48	0
F986	Raw	60	49	42	36	30	24	0
	UMS	120	96	84	72	60	48	0
F987	Raw	40	32	28	24	20	16	0
	UMS	80	64	56	48	40	32	0

Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
H108	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
H108	11.89	39.86	67.83	88.11	97.20	0	165

For a description of how UMS marks are calculated see:
http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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