

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for June 2011**

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

Maximum mark: 35

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

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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Interpretation of sources</b>	<b>AO2b: Historical interpretations</b>
Level 1	<p>Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible.</p> <p style="text-align: center;"><b>13-15</b></p>	<p>Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion.</p> <p style="text-align: center;"><b>9-10</b></p>	<p>Shows a sound understanding that interpretations are dependant on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of sources and knowledge, an amended or alternative interpretation.</p> <p style="text-align: center;"><b>9-10</b></p>
Level 2	<p>Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible.</p> <p style="text-align: center;"><b>10-12</b></p>	<p>Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion.</p> <p style="text-align: center;"><b>7-8</b></p>	<p>Shows an understanding that interpretations are dependant on the evidence that is inferred from sources. Uses interpretations of the sources to support and challenge the interpretation and reaches an overall conclusion.</p> <p style="text-align: center;"><b>7-8</b></p>
Level 3	<p>Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity.</p> <p style="text-align: center;"><b>7-9</b></p>	<p>Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context.</p> <p style="text-align: center;"><b>5-6</b></p>	<p>Shows some understanding that interpretations are dependant on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it.</p> <p style="text-align: center;"><b>5-6</b></p>

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

**Generic Mark Scheme for 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

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Analysis of sources</b>
Level 1	<p>Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources.</p> <p style="text-align: center;"><b>5</b></p>	<p>Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period.</p> <p style="text-align: center;"><b>9-10</b></p>
Level 2	<p>Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources.</p> <p style="text-align: center;"><b>4</b></p>	<p>Explains, with examples from some of the sources that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period.</p> <p style="text-align: center;"><b>7-8</b></p>

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

## 1 The Impact and Consequences of the Black Death in England up to the 1450s

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.

**Interpretation: The Black Death destroyed the control lords had over their peasants.**

- (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 wish to do this you must use the sources to support the changes you make. [35]

### Knowledge and Understanding

Candidates may use their contextual knowledge to discuss the sources in the light of other evidence. Knowledge of the social structure of late-medieval England should underpin the reading of the sources, showing an understanding of the relationship between lords and their tenants, whether free or unfree. This knowledge should be used to go beyond face-value reading of the sources, for example source 2, where the writer represents the landlord. Candidates may also use their knowledge of medieval ideas about hierarchy and their basis in religious teaching to interpret sources such as 1 and 7. Knowledge of the extent to which social relations changed or remained similar will support candidates' inferences from the sources, as this will help to judge the typicality of the incidents described across the period as a whole, rather than simply as a response to new circumstances created by the Black Death.

The role of monasteries as landowners and landlords will underpin interpretations of source 2 as the chronicler reports serf insubordination and lack of co-operation from the point of view of the monastic landlord. Source 6 shows the Peasants' Revolt from the authorities' viewpoint. Candidates who are familiar with the incident illustrated may question what Wat Tyler did, and how the authorities (via the chroniclers) represented their response.

### Evidence from the Sources that can support the interpretation

Source 1 supports the hypothesis with qualification. The source shows that peasants are not satisfied with their lot and even that there is some challenge to the social order. The source also says that this is un-Godly and does not follow the teachings of Christ. Better responses might identify a motive for the Church to advance such a case as it might be part of the social order under threat.

Source 2 supports hypothesis with qualification. That serfs are not co-operating with their lords is plain to see but better responses might discuss just how much tension is caused by this. Cellarer and his followers seem to have a case of sorts and the king is called upon to protect this royal serf. Again the extent to which the source can be used as evidence of challenges to the social order is open to discussion.

Source 3 is balanced. The source is a law that qualifies the carrying of weapons. The opening section implies that peasants who can freely arm themselves might be a problem, although what that potential problem is, or why it has come into being is not discussed.

Source 4 implies support for the interpretation. The key to the source is to recognise that clothing, apparel and personal ornamentation was a symbol of one's position within the social hierarchy. That the law is needed in the first place might be discussed; potential explanations might be that peasants are dressing as their social betters. The impact of this on society might be discussed. Or perhaps peasants are simply wealthier. The 'destroyed control' aspect of the source is subtle.

Source 5 is balanced. The source points to changes in social relations, but also to the underlying stability of late medieval English society.

Source 6 provides limited support for the interpretation. Tyler as leader of the Peasants' Revolt is killed implying a serious collapse of the relationship between lords and peasants. Why else would the authorities act in such a fashion? Better candidates will, however, deploy own knowledge here and point to the argument that the Revolt was very limited in its aims.

Source 7: Balanced. Piers obviously does not like the idea of the lower classes taking holy orders and this might be used to support the interpretation.

### **Evidence from the Sources that challenges the interpretation**

Source 3 is balanced in the later sections of the source. Here the source goes on to qualify when peasants might carry arms. Indeed, practice of the bow is enforced at the expense of non violent activity.

Source 5 is a balanced account; there have been changes but the essential social structures of society survived intact.

Source 7 is balanced; own knowledge might interpret the source to show that the Black Death simply opened up some areas of society to peasants simply due to manpower shortages and question whether this is evidence of loss of control by lords.

### **Evaluation of Sources:**

The position of the Church with regard to the interpretation can be found at source 1, 2, and 7; to a limited degree 5 can be linked to this factor. The motives of the Church in the production of 1 and 2 are possible areas for discussion, so too the very different nature of 7. The threat to the social order can be discussed via 3 and 6, with 5 being used to qualify both. 3 and 4 are both legal statutes, but very different in intent.

### **Judgement:**

The judgement will hinge on how candidates interpret 'destroyed the control'. Most of the sources show that the position of peasants vis-à-vis their lords has been changed by the impact of the Black Death. However, the extent of that change is open to subtle interpretation. Certainly some of the sources are hostile to the lower orders. Candidates who justify an alternative interpretation indicating a different amount of change should be rewarded at level 2, while those who recognise greater complexity in the relations between lords and peasants and incorporate this into the amendment should be rewarded more highly.

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

The majority of the sources are written by members of the elite, either ecclesiastical or lay. Some of the sources are very much the product of the establishment, for example 3 and 4 are laws specifically designed to combat changes in social relationships. The ecclesiastical sources, 1 and 2, have subtle differences. Although both are written by ecclesiastics they perform different functions. 1 is expressing a general opinion of the Church, whereas 2 is partially concerned with the day to day management of estates. In 2 Cellerer is an important figure shown by his claim to protection from the king. This could be used to analyse the reason for the source's creation, perhaps mismanagement on the part of the monastery, and changing relationships between crown and Church during the period. As usual the modern book, at 5, is very much a secondary source derived from several primary sources; it is an interpretation in

itself that is open to challenge. 6 is useful in three ways, firstly the date of composition could be used to evaluate the source. Secondly, it is a picture and the imagery is complex and open to extensive interpretation. Finally, it is part of a history the text of which the candidate does not have access to. Finally, 7 is perhaps the nearest we have to a view of developments from a writer who is on the edge of the normal elite groups who generally provide historians with the material from which to evaluate the impact of the Black Death, and even this is open to question.

## 2 Protest and Rebellion in Tudor England, 1489-1601

### Who protested and rebelled?

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.

**Interpretation: Tudor rebels were from the lowest levels of society.**

- (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]**

### Knowledge and Understanding

Candidates should use their knowledge of the rebellions referred to in the sources to help them to draw inferences and to evaluate the sources. They should also use their knowledge and understanding of the ways in which rebellion was viewed by those in authority, and ways in which it was reported, when interpreting and evaluating the evidence in the sources. The tone and content of some of the sources may be used to infer the view of the authorities: sources 2 and 4 show that the rebels were represented as being of low class and lacking in dignity. Candidates may consider that it was in the interests of the authorities to represent the rebels in this way, as it was more critical for them to maintain the loyalty of the elite. These two sources could be cross-referenced with source 3, where a priest suggests that gentlemen as well as common people are reported to have taken part in the rebellion. Sources 1, 2 and 7 imply that the rebels were easily defeated or even intimidated by official forces. Candidates may question the veracity of these accounts, citing examples when there was greater difficulty in suppressing rebellions or uprisings. Candidates may use their knowledge of the Cornish rebellion, the Amicable Grant, the Pilgrimage of Grace, Kett's rebellion, the Western rebellion, the rising of the Northern Earls and unrest in 1596 to judge how far the sources give a reliable account of events. They may consider the motives of the Duke of Northumberland in source 6, under interrogation, and after the plots and rebellions of the previous three years.

### Evidence from the Sources that can support the interpretation

Source 1 refers to a mob and implies that the rebels were easily defeated, suggesting that they were not well-trained as soldiers.

In Source 2 the numbers involved, their apparel and their pitiful behaviour all suggest that the rebels were from the lower orders of society.

Source 3 refers to the commoners as the largest number of rebels.

Source 4's description of the behaviour of the rebels suggests that they are from the lowest social level.

The activities of the rebels described in Source 7 suggest that they were from a level well below that of the gentlemen whose homes they were attacking.

### Evidence from the Sources that can challenge the interpretation

The references to a mob in Source 1 could be interpreted as too generalised and designed to give the impression that only the poor were involved.

Source 2 could be interpreted similarly.

In Source 3 it is clear that the leaders were gentlemen, even if the majority of rebels were humbler folk.

Source 5 presents an objective analysis in which those sent were apparently from the middling sort.

Source 6 refers only to the leaders of the rebellion, but does imply that the main participants were of high status.

Source 7 states that the rebels were not poor but were young and unmarried.

### Evaluation of Sources

Polydore Vergil (Source 1) cannot be considered an objective historian as he was commissioned by the king at the time of the rebellion he describes. The tone also makes clear that he is unsympathetic and hence his use of the term 'mob' should not necessarily be taken literally. Other aspects of the source make clear his one-sided version of events.

There is scope for cross-referencing Sources 1 and 2. Like Source 1, Source 2 is also pro-authority, stressing the ease with which the rebels were defeated.

Source 3 seems to be more neutral, but given that it reports a witness statement of a serious (perhaps the most serious Tudor) rebellion its purpose must be taken into account.

Source 4 has some sympathetic elements, but candidates might consider why Sotherton chose to report this particular incident.

Source 5 presents an analysis of a primary source, and candidates should consider whether other interpretations of the source may be possible.

Because Source 6 is part of a confession it should be treated with caution.

Source 7 presents more detail, with reference to specific individuals, suggesting a more intimate knowledge and understanding of the situation. Its status as a report from one official to another should be considered.

### Judgement

There is evidence both to support and to challenge the given interpretation. It is clear, therefore, that the original interpretation is unsatisfactory for many of the rebellions reported on, but candidates will need to consider how to improve it in the light of evidence inferred from the sources. They may take the view that very few of the reports of the lowest status participants in rebellions may be taken at face value, suggesting that the interpretation requires radical alteration. However at least in the case of Kett's rebellion, the implication is that the rebels were exclusively from the lower orders of society.

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

As a set the sources largely represent the views and comments of the authorities. This presents issues regarding the purpose of the sources which makes it likely that the sources deliberately depict the rebels as a rabble. Candidates could use their knowledge and understanding of how the authorities viewed rebels to select relevant sections of the sources to illustrate this point.

The speakers reported in Sources 3 and 6 have clearly been involved in rebellion and are likely to attempt to exonerate themselves. This creates problems of reliability.

Source 5 is an interpretation of sources and while there is clearly careful cross-referencing, the conclusions are inferred rather than being stated in the original source material.

The sources could be used to provide evidence for a number of enquiries: Source 1 and 2 provide useful evidence of the forces needed/used to suppress rebellions and hence would also be useful for an enquiry about why rebellions were feared.

Sources 1 and 7 provide evidence of the ways in which those in authority communicated to each other, so would be useful for an enquiry about the workings of local government and its relationship to central government.

## 2 Radicalism, Popular Politics and Control 1780-1880s

### The Methods of Radicals

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.

**Interpretation: Radicals supported the use of violence in the period 1780 to the 1880s.**

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

### Knowledge and understanding

Candidates may use their knowledge to develop/explain the evidence in the sources that support/challenge the interpretation eg the situation during the war years (Source 1), the events of Peterloo (Source 2) and post-war distress, knowledge of the Chartists and the split between moral force and physical force, knowledge of the situation in the post-war years (Source 4), knowledge of the Rebecca Riots (Source 5), knowledge of trades unions development in the 1840s and 1850s (Source 6), knowledge of mass unionism towards the end of the period.

Candidates may use their knowledge to check the claims being made in the sources eg Source 1 - knowledge of the situation around 1800 used to judge whether the views expressed here were reasonable and typical of the time: was it really this bad? Source 2 - knowledge of the events at Peterloo to judge whether this is an accurate account of events; Source 3 - knowledge of Chartism to judge how representative this view was of most Chartists; Source 4 - knowledge of the post-war years to judge how far this is an accurate description of radicalism at that time; Source 5 - knowledge of the Rebecca Riots to judge how far this is a fair representation of the rioters; Source 6 - knowledge of trades unions during the 1840s and 1850s to judge how accurate these claims are about trades unions violence during this period; Source 7 - knowledge of mass unionism to judge how representative this source is.

Candidates may use their knowledge to make an informed use of the provenance of the sources eg knowledge of the fears of the authorities at this time (Source 1), knowledge of the role played by the Hussars and of the debate and claims about what happened at Peterloo (Source 2), Knowledge of the debate amongst Chartists about moral/physical force (Source 3), Source 4 - knowledge of the attitude of the authorities towards the Rebecca Riots.

Candidates may question the typicality of the material in the sources as a whole including the omission of sources before 1800 or about the 1830s. Source 1 - how typical were these attitudes? Source 2 - how typical is this account of how the authorities justified their actions at Peterloo, Source 4 - how typical is this description of what happened in the post-war years?

Candidates may use their knowledge of radicalism across the period to compare their knowledge of patterns of methods over time with that suggested by the sources. The sources seem to suggest the violence was used earlier in the period but then gradually died out (with the exception of Rebecca). However, there are several important examples of violence not covered by these sources.

### Evidence from sources that can support the interpretation

Source 1 - suggests violence being used by radicals.

Source 2 - claims that the protestors were using violence.

Source 3 - suggests that violence has been used by some Chartists eg 'if you continue acts of violence'. This source is to stop the use of violence, so it must be being used.

Source 4 - talks of violence being used and supported.

Source 5 - shows violence being used.

Source 6 - some historians argue that trades unions supported the use of violence.

Source 7 - seems to suggest support for a more violent approach.

### **Evidence from the sources that can be used to challenge the interpretation**

Source 1 - the source represents the fears of the ruling classes - this source tells us about the fear of violence rather than the actual use of it.

Source 2 - the claims about the use of violence are being made by one of the Hussars so this cannot be automatically accepted. It may be trying to cover the use of violence by the soldiers themselves.

Source 3 - shows that some Chartists did not support the use of violence.

Source 4 - explains how there was a turn away from violence towards more peaceful methods.

Source 5 - this could be seen as anti-Rebecca propaganda and so does not necessarily support the view that they supported violence.

Source 6 - argues that claims of use of violence have been greatly exaggerated.

Source 7 - suggests that trades unions were supporting peaceful methods.

### **Evidence for/against change over time**

The sources suggest that the authorities feared violence would be used or claimed it was being used. If there was support for the use of violence it seems to be fading away by the middle of the century. However, a clear split over this question between radicals is clear - some support it, other do not - right across the period.

### **Evaluation**

Source 1 - this source should be used to tell us about the fears of the ruling classes rather than as evidence about use of violence by the working classes. Source 2 - this source needs to be evaluated in terms of purpose - to defend the actions of the Hussars and can be put into context through broader knowledge of the events. Source 4 - written with a purpose - to justify his own career and defend radicals from the charge of using violence. Source 5 - clearly drawn to discredit the Rebecca Rioters - also the factor that it was drawn in London.

### **Judgement**

There is evidence for both sides of the argument as there is scope to interpret and use some of the sources in different ways. The interpretation clearly needs amending because of sources such as 3, 4, 6 and 7, which provide some evidence that section of the working class did not support violence. It could be argued that some of the sources only claim that violence was used. An alternative interpretation could consider replacing 'used violence' for 'supporting violence', while another approach would be to look at change over time.

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

There are issues to be raised about individual sources eg some sources are clearly trying to create an impression and persuade others - they have a purpose eg Sources 1 and 3. Some provide us with unwitting testimony eg Source 4.

Sources can be cross-referenced eg Sources 5 and 6 support each other in suggesting a drop in working class participation in radicalism.

There are many issues for individual sources and what they can be used as evidence of eg Source 1 is evidence about the fears of the ruling classes, Source 2 and 5 are attempts to discredit the working classes. There are plenty of opportunities to discuss the purpose of the sources and how they provide unwitting testimony. There are ways in which sources can be cross-referenced eg Source 4 seems to support, in some ways, the kind of claims made about

use of violence in Sources 2 and 5. However, Source 5 also supports some of the claims in Source 6.

As a set the sources are deficient in a number of ways eg not enough by the working classes themselves while several are about the working classes by members of the ruling classes. These make claims about them that need to be considered carefully. There are gaps eg before 1800, the struggle for the 1832 Reform Act, little after 1850. There is nothing about self-help groups and organisations.

Candidates should suggest enquiries for which the sources could be used and how this would be done by a historian eg an enquiry about the way in which rioters were depicted and perceived by would find 5 useful despite it giving dubious evidence about the level of violence employed by the rioters.

#### 4 The Impact of War on British Society and Politics since 1900.

##### The impact of war on the responsibilities and powers of government

Read the interpretation and Sources 1-7, then answer questions (a) and (b). Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.

**Interpretation: Wars have brought unpopular increases in government power.**

- (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]

##### Knowledge and Understanding

In order to interpret the sources, candidates will need to know something about the ways in which wars extended government control over ordinary people's lives and whether such moves were popular. In particular, they should be aware of the following issues raised in the specification – government powers in World War One eg the Defence of the Realm Act (Source 1), industrial strife in World War One (Source 2), the increase in government powers during World War Two, the role of women in World War Two (Source 4), conscientious objectors (Source 6) and government measures to combat terrorism post-9/11 (Source 7). Candidates should be aware that the expansion of government powers during wartime was seen as a temporary 'necessary evil' to enable war to be prosecuted efficiently, so was generally accepted at the time. Candidates will need to consider the extent to which this acceptance was wholeheartedly or grudgingly given. For some who were sceptical of the idea of 'total war' or ideologically opposed to it, this expansion of government power was unwelcome. For most people government control was accepted so long as it was 'fair' (Source 2) but for others (especially some women) government control of the economy provided an opportunity to demonstrate skills and a role removed from traditional stereotypes (Source 4).

##### Evidence from the sources that can be used to support the interpretation

Source 1 paints a pessimistic picture of a threat to workers. Webb sees the government deliberately taking over people's lives to create 'a system of military and industrial conscription'. 'Unpopular' is suggested by 'The year opens badly for workers' and the idea that an 'over-mighty state' is being created. The report in Source 2 suggests a perception that 'workers are really worse off than before the war' because cost of living has gone up faster than wages. Source 5 suggests that the cumulative effect of wartime austerity has produced anger among housewives which continued after the war. Source 6 can be used to show that conscription was not universally popular and there were ordinary people who resisted – the conscientious objectors. The argument is presented here as an issue of religion and morality – 'I've always held the view that the state doesn't have the right to force an individual into doing something his innermost conscience tells him is wrong'. Source 7 is a justification of the expansion of police powers to deal with terrorist suspects, along with the admission that these powers have been successfully challenged in the courts by civil liberty groups. Lord Hoffman's comment that there was a greater risk to Britain of setting aside civil liberties than the one posed by terrorism itself is important.

##### Evidence that can be used to challenge the interpretation

Source 2 suggests that the strikes referred to are the result of government inaction rather than an expansion in powers – 'the direct result of the government having failed effectively to control the production, supply and distribution of food'. Source 3 suggests that there was not overwhelming opposition to some the wartime measures. Evidence can be inferred from

Source 4 to suggest that the war extended the employment opportunities for some women and created the preconditions for further expansion of rights after the war. Source 7 can be read as a justification for the growth in government power as a necessary way of protecting civil liberties.

### Evaluation of sources

In considering the comments in Source 1, candidates should read the source beyond face value by considering whether such a view would be typical of the time Source 3 is taken from opinion polls of the time and should be looked at in terms of the reliability of this sort of evidence – what was the sample size? When were the questions asked? etc. This source can also be cross-referenced back to Source 1 on the ways government regulated employment in wartime. Source 4 and Source 5 can be compared to show how different interpretations of the impact of the growth of government power on the lives of women are possible. Candidates may know additional information about the number of conscientious objectors (Source 6) and the treatment they received to show whether they represent a widespread opinion. Candidates might also be able to develop either side of the argument in Source 7 – that the expansion of government powers during the ‘War on terror’ has been for the greater good, or that it has provoked resistance.

### Judgement

Candidates can use the sources interpreted in the light of their contextual knowledge to produce a balanced view of the reaction to the expansion of government powers in wartime. The initial interpretation could be refined by distinguishing between the reactions of different groups (especially women) or by suggesting that expansion of government power has been seen as necessary in ‘total wars’ (even to the extent of demanding more intervention – Source 2) but less so in other conflicts (especially Source 7), i.e. that the interpretation is more valid for some times than others.

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

The purposes of sources can be discussed by using, for example, Source 2 which seeks to explain events. The purposes of this source could be contrasted with Source 1. Candidates might consider the bias / reliability of Source 1 – it is a personal and clearly political point of view (even if candidates do not know exactly who Beatrice Webb was) and this might also lead them to discuss the typicality of her point of view. Is it an exaggeration of what might happen? Similarly, Source 7 is a justification of government policy written a month before Blair stepped down as PM. It is useful to historians to show his frustration at difficulties in extending police powers and for explaining why he felt such policies were necessary. Source 6 is personal account from a conscientious objector, just as Source 4 is the view of one part-time woman worker. Historians could ask questions about the typicality of these accounts such as whether the religious / moral reasons expressed in Source 6 were widely held by other objectors, about the role of the Peace Pledge Union and about the extent of conscientious objection in wartime. Source 3 raises a number of issues about the purpose and reliability of opinion poll evidence.

Candidates should suggest enquiries for which the sources could be used and how this would be done by a historian eg an enquiry about the views of women regarding war would find 1 and 4 directly useful, despite having to question their typicality, while source 5 is probably drawn by a man to illustrate a view which may not have been confined to the housewife i.e. stereotypical woman.

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