

**History B**

Advanced Subsidiary GCE

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

**Mark Scheme for January 2012**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

**Annotations**

<b>Annotation</b>	<b>Meaning</b>
+	Candidate uses evidence from source(s) to support interpretation
-	Candidate uses evidence from source(s) to challenge interpretation
OK	Candidate uses own knowledge to interpret/evaluate source(s)
AI	Amended interpretation

**Subject-specific Marking Instructions that apply across the whole question paper to be included here.**

**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	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.  <b>13-15</b>	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.  <b>9-10</b>	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.  <b>9-10</b>
Level 2	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.  <b>10-12</b>	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.  <b>7-8</b>	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.  <b>7-8</b>
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.  <b>7-9</b>	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.  <b>5-6</b>	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.  <b>5-6</b>
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
Level 1	5	9-10
Level 2	4	7-8
Level 3	3	5-6
Level 4	2	3-4
Level 5	1	1-2
Level 6	0	0

	<b>AO1 Knowledge and understanding</b>	<b>AO2a: Analysis of sources</b>
Level 1	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.  <b>5</b>	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.  <b>9-10</b>
Level 2	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.  <b>4</b>	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.  <b>7-8</b>
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources.  <b>3</b>	Explains, with examples from some of the sources that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period.  <b>5-6</b>
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources.  <b>2</b>	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified.  <b>3-4</b>
Level 5	Some knowledge of the period but not used to support the analysis of the sources.  <b>1</b>	Fails to use the sources but explains some valid issues associated with historical sources generally.  <b>1-2</b>
Level 6	Little knowledge of the period – not used to support the analysis of the sources  <b>0</b>	Fails to use the sources but identifies some valid issues associated with historical sources generally  <b>0</b>

Question		Answer	Marks	Guidance
1	(a)	<p><b>Knowledge and Understanding</b></p> <p>Candidates may use their wider knowledge to discuss the sources with other evidence, art evidence is especially useful. The interpretation might be dealt with in three ways. The candidate could agree with the interpretation and argue that the Black Death had a cataclysmic impact on the population. Secondly, the interpretation could be modified to argue that 14<sup>th</sup> century England was facing a series of problems that were having an impact on demographics. Finally, the interpretation could be modified to argue that the alternative factors made the impact of the Black Death on the English population greater than it might have been. No set answer is expected.</p> <p><b>Evidence from the Sources that can support the interpretation</b></p> <p>Source 1 can be used to support the interpretation if it is modified. A candidate might argue that a series of famines had so weakened the population's resistance to disease that the Black Death had a disproportionate impact.</p> <p>Source 3 directly supports the interpretation.</p> <p>Source 4 partially supports the interpretation as it refers to the plague making the impact of alternative factors worse.</p> <p>Source 6 is balanced.</p> <p>Source 7 is balanced.</p> <p><b>Evidence from the Sources that challenge the interpretation</b></p>	35	

Question	Answer	Marks	Guidance
	<p>Sources 1 and 2 can be used to challenge the interpretation either by arguing that other factors – ie famine – were real reason for population decline.</p> <p>Source 3 can be used to challenge the interpretation by arguing that the dead are not a representative sample of the English population. Ecclesiastical foundations were more susceptible to the Black Death because their personnel were old.</p> <p>Source 4 challenges the interpretation because alternative factors – floods and the like – have had an effect of Thurgarton for ‘many years’. This would place the impact of these factors before the outbreak of the Black Death; the source is dated to 1350.</p> <p>Source 5 suggests an alternative cause of events. Source 6 is balanced.</p> <p>Source 7 is balanced.</p> <p><b>Evaluation of Sources</b></p> <p>Sources 1, 2 and 4 can be cross referenced; they refer to general problems in the agricultural system of England. Source 1 is more extreme than 4, but 4 gives reasons of famine, source 2 is similar in this respect to source 1 but its provenance – ie it is a poem – needs to be addressed. Note source 4 does link these problems to the plague, which makes the situation worse. Note the close proximity of 1 to the events it records and the fact that it predates the arrival of the Black Death in England. Source 6 can be linked to 1, 2 and 4.</p>		

Question	Answer	Marks	Guidance
	<p>Source 7 is neutral; it is for the candidate to evaluate the reasons for the population change, the rapid decline around 1340 and the spikes that appear in the sharp down curve of the graph. 7 can be linked to all to the rest of the sources and, especially, 6.</p> <p><b>Judgement</b></p> <p>The evidence is mixed, and the candidates need to weigh it up. The ability of historians to reconstruct past demographic patterns is open to question and some evaluation of the methodology of this type of investigation might be a worthwhile discussion, Source 7 is a good lead in to this. Mid range responses will probably list reasons for population decline with an emphasis being placed on the impact of the plague. Such responses might have very little cross referencing. Better responses will fully integrate the argument and the test of judgement will be the extent of the impact of the Black Death as opposed to other factors.</p>		
(b)	<p>The provenance of the sources is important as some predate the outbreak of the plague – 1 and 2. Source 7 is entirely neutral but candidates might consider how this graph was compiled. The only 'pure' chronicle accounts are 1 and 3, the latter being of ecclesiastical origin and derived from 'inside' the institution it records. Source 2 is a poem and the motives for and nature of its composition might influence its value to the historian. The purpose, typicality and reliability of the sources should be considered. The top down nature of the medieval sources – with the possible exception of source 2 – is a possible area for discussion.</p>	15	

Question	Answer	Marks	Guidance
	<p>Some candidates may group the sources according to time of composition, an obvious grouping would be sources 1 and 2 as accounts written prior to and about events prior to the outbreak of the plague, with sources 3 and 4 grouped as accounts of events during the plague and source 5 about events taking place sometime after. Candidates might discuss these accounts identifying different factors influencing population decline and examiners might expect such discussion to be written as distinct sub sections of the response. Better responses will, however, link the sources as a set, together with the modern sources 6 and 7, to produce a more wide-ranging response.</p> <p>Candidates might use the modern sources, 6 and 7, to analyse the methodology of modern historians linking them to the medieval sources. There is a good case that demographic analysis, at the core of 6 and 7, was not an interest of medieval writers except in the very broadest terms, ie lots of people had died. Thus, candidates might discuss how modern writers, ie 6 and 7, have interpreted medieval records to engage a very modern concept, ie demographic change.</p>		
2	<p>(a) <b>Knowledge and Understanding</b></p> <p>Candidates should use their knowledge of the rebellions cited in the sources and also of the ways in which rebellion was viewed and reported when interpreting the evidence presented in the sources. Useful information includes the social status of Flammock and Joseph, the leaders of the Cornish tax rebellion (source 1). Over time nobles continued to rebel, although Source 2 suggests that the danger from them was greater at the start of the period than towards the end. The reasons for noble leadership of rebellions may also be seen to change.</p>	AO1 0-15	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p><b>Evidence from the Sources that can support the interpretation</b></p> <p>Source 2: candidates will need to infer the importance attached to noble rebellion by Henry VII from this law.</p> <p>Source 3: The letter implies that the potential rebels saw the nobles as leaders. They ask the lords for suggestions about how to proceed regarding their concerns.</p> <p>Source 4: The rebel demands given here relate directly to the issues raised in Source 3. Their inclusion as points 8 and 9 implies that they were seen as relatively unimportant by those who drew up the Pontefract Articles (the leaders of the rebellion, literate men...)</p> <p>Source 6: The source suggests that the rebellion was organised by nobles.</p> <p>Source 7: The source says that the rebellion was instigated and led by the Earls of Essex, Rutland and Southampton.</p> <p><b>Evidence from the Sources that can challenge the interpretation</b></p> <p>Source 1: There is no indication that there were noble leaders in this source</p> <p>Source 2: The law was designed to ensure that nobles would not be in a position to provide leadership for rebellions.</p> <p>Source 3: the commoners suggest what the aims of the rebellion should be.</p> <p>Source 4: the rebels' demands reflect the interests of the commoners (see source 3).</p> <p>Source 5: The demands here all relate to complaints against lords, implying that the lords had little/no role in leading this rebellion.</p>	<p>AO2a 0-10 AO2b 0-6</p>	

Question	Answer	Marks	Guidance
	<p>Source 6: The source suggests that the Earl of Westmorland was reluctant to rebel, giving weak leadership.</p> <p>Source 7: The Earl of Essex failed to gain significant support for his rebellion, despite being popular, according to the source.</p> <p><b>Evaluation of Sources</b></p> <p>Candidates may evaluate by cross-referencing, by using their contextual knowledge and by considering the provenance of the sources. For example, sources 3 and 4 relate to complaints about leases in the Pilgrimage of Grace: while source 3 suggests that the commoners looked to the lords for leadership, the relegation of their demands to item 9 in the Pontefract Articles suggests that the main demands related to the concerns of the lords.</p> <p>The terms of the Statute of Liveries suggest that the keeping of private armies was feared by the king as it encouraged them to rebel. Contextual knowledge of Henry VII's weak position at the beginning of his reign, including the danger posed by pretenders to the throne who might be supported by nobles, confirms this inference from source 2.</p> <p>Source 6 should be considered in the context of a failed rebellion and the purpose of the Earl of Northumberland in explaining to the government what had happened and who was responsible for events.</p> <p>Source 7, written after Elizabeth's death, could afford to be more sympathetic to the Earl of Essex than if it had been written/published immediately after the rebellion.</p>		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p><b>Judgement</b></p> <p>There is evidence 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.</p> <p>Rebellions with little noble input date from the earlier part of the period (sources 1 and 5), while it is clear that rebels in 1536 had their own reasons for rebelling. In other rebellions there is evidence of nobles setting the agenda and deciding the timing of rebellions, although there is no evidence of them succeeding in their aims. Candidates may amend the interpretation in relation to the role of the nobles and/or to take into account occasions on which there was no or insignificant noble leadership.</p>	AO2b 7-10	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks)</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
(b)	<p>Candidates may consider the sources as a set. There is a balance between sources showing the demands of ordinary rebels, nobles' demands or accounts and chronicles intended to inform and influence the reader. Thus candidates may consider that there is a balance of sources in terms of origins, given the limited quantity of sources from the period originating with ordinary people.</p> <p>Sources 1 and 7 are from chronicles. These may be seen as problematic because of the bias of the writer. For example Holinshed (source 1) implies that Flammock and Joseph misled the ordinary people, while Adam's Chronicle is biased in the way it reports the Earl of Essex's popularity and Elizabeth's reaction to the execution.</p>	AO1 0-5  AO2a 0-10	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p>

Question	Answer	Marks	Guidance
	<p>Rebel demands are provided, and these may be seen as atypical because they were written by the literate, ie not the common man. Hence concerns over the king's advisers are listed before the concerns of ordinary people in Source 4. Nevertheless, the provision of Kett's demands (Source 6) and the letter to Lord Dacre (Source 3) provide more reliable evidence of the concerns of ordinary people.</p> <p>Candidates should consider the purpose of the Earl of Northumberland in explaining the rebellion of the Northern Earls, noting the ways in which this affects his reporting of events.</p> <p>These sources are useful for historians asking questions about the causes of rebellions (Sources 1, 3, 4, 5 and 6). Evidence can also be inferred about relationships between the social classes by cross-referencing 3 and 4 and by analysing the demands in source 5. The sources can also provide evidence about the problems presented to Tudor governments by nobles (Sources 2, 4, 6 and 7).</p> <p>Contextual knowledge should be used to support both analysis and evaluation of the sources and to show an understanding of the limitations of sources from the period. They may suggest other sources that would cross-reference with those provided, such as confessions from rebels which could add to the set but should be evaluated against the knowledge that confessions could be extracted under torture or threat of torture.</p>		<p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

Question		Answer	Marks	Guidance
3	(a)	<p><b>Knowledge and Understanding</b></p> <p>Candidates should use their knowledge of the events and methods reflected in the sources to identify what might be considered revolutionary. This could be political, with complete overthrow of the government or introduction of radical ideas being more extreme than reform of parliament, particularly if the latter was gradual. Industrial movements were sometimes feared as revolutionary by the ruling elite and at times appeared to have revolutionary political aims.</p> <p><b>Evidence from the Sources that can support the interpretation</b></p> <p>Source 1: The aims are not revolutionary in the sense of overthrowing the government.  Source 2: The Luddites were reactionary, wanting to retain older industrial methods, not revolutionary.  Source 3: The reliability of the source may be questioned in support of the interpretation.  Source 4: There is a mixed message in the painting, with some people sitting at a table, and another climbing on a statue and drinking, as well as the title – suggesting a party rather than any revolutionary activity.  Source 5: The Union is suggesting a range of peaceful aims.  Source 6: the image is not overtly violent or inflammatory.  Source 7: There is no hint of violence or extremism in the aims of the workers who want better terms of employment.</p>	<p>AO1 0-15</p> <p>AO2a 0-10</p> <p>AO2b 0-6</p>	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p><b>Evidence from the Sources that can challenge the interpretation</b></p> <p>Source 1: The tone of the leaflet is inflammatory, and the message suggests that major changes are being demanded.</p> <p>Source 2: Luddites threatened violence to members of the ruling elite – their employers, who certainly feared a revolution.</p> <p>Source 3: At face value this source suggests revolution in terms of aims and methods, in relation to both government and property owning.</p> <p>Source 4: Candidates may use the date of the painting to deduce the reason for the riots – the Reform Bill, and suggest that this is typical of the reaction to the bill's rejection. The rioters wanted a major change in the way democracy operated, which could be considered revolutionary.</p> <p>Source 5: The underlying message is anti-capitalist, as the workers want both full employment and to maintain wage levels. This suggests revolution.</p> <p>Source 6: Socialism can be a revolutionary political ideology and is expressed in extreme terms here.</p> <p>Source 7: The tone suggests that the workers are now in control of the destiny of world prosperity – a revolutionary situation.</p> <p><b>Evaluation of Sources</b></p> <p>Candidates may evaluate by cross-referencing, by using their contextual knowledge and by considering the provenance of the sources. For example, they may compare the activities and aims of workers shown in sources 3 and 7 to establish how revolutionary they were.</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

Question	Answer	Marks	Guidance
	<p>They may use their contextual knowledge of the parliamentary system and attempts to reform it to evaluate sources 1, 3 and 4. They may evaluate source 3 with reference to its provenance in a period when spies and agents were being used to stir up working people, allowing the government to claim that revolution was a real possibility.</p> <p><b>Judgement</b></p> <p>There is evidence both to support and to challenge the given interpretation. It is clear, therefore, that the original interpretation is unsatisfactory for the period as a whole, for all groups and types of radicalism.</p> <p>Candidates may amend the interpretation in relation to the period as a whole, for example identifying times of greater or lesser revolutionary potential (Level 2).</p> <p>They may establish some form of patterning across different groups of protesters (industrial/political) or in the context of external stimuli such as economic problems or periods of war.</p>	AO2b 7-10	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
(b)	<p>Candidates may consider the sources as a set. They provide evidence of a range of different ideas and actions from political change and reform to worker organisation and activity. They may identify distortions created by the selection of sources, for example the omission of sources relating to Chartism or other groups. They need to explain the significance of such omissions.</p>	AO1 0-5 AO2a 0-10	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p>

Question	Answer	Marks	Guidance
	<p>Contextual knowledge should be used to support both analysis and evaluation of the sources and to show an understanding of the limitations of sources from the period. They may suggest other sources that would cross-reference with those provided, such as early photographs which give a less subjective image of protesters, or news reports from papers read by the ruling elite.</p> <p>Candidates should consider the purpose, typicality and reliability of the sources. For example the Socialist poster reflects the late pre-Raphaelite style of the period, seeming highly romanticised, yet with a highly emotive message: the vampire of capitalism sucks the lifeblood of the working man, is in league with religion etc. The painting of the riot in Bristol (source 4) shows a scene typical of many towns at the time of the passage through parliament of the Great Reform Bill. The Select Committee report (source 3) is typical of the government paranoia of the period. The reliability of source 2's signature may be questioned as Lud was a fictitious character. This could call into question, for example, the level of organisation and co-ordination amongst Luddites.</p> <p>Candidates need to consider the kind of questions these sources could help to answer. The development of artistic style, or the uses to which art was put can be addressed using sources 4 and 6. Issues concerning the fear of revolution and the way in which radical activity appeared to the ruling elite may be addressed using sources 3, 5 and 7. However the sources are less useful in identifying how radical ordinary people were, as the only source that purports to be by a worker is source 2, by Ned Lud, a fictitious character, casting doubt on its authorship and hence whose ideas it represents.</p>		<p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>



Question	Answer	Marks	Guidance
	<p>contextual knowledge, candidates can pick out some of the issues in the posters – eg Beveridge – and could link issues to the electorate’s preference for Labour despite Churchill’s wartime record.</p> <p><b>Evidence from the Sources that can challenge the interpretation</b></p> <p>S3 shows that although enfranchisement happened after WW1, attitudes did not necessarily change.</p> <p>S4 refers to underlying conditions in Britain and can be used to show that whatever changes did happen as a result of war, ‘capitalists remain in complete and unchallenged control’ of Britain.</p> <p>S6 refers to the ‘myth’ that the Falklands War gave the Thatcher Governments electoral success and suggests this was more to do with internal divisions in the Labour Party. Better candidates may question the opinion given in the source when they consider its provenance.</p> <p>S7 makes the point that the Iraq War did not feature strongly in the 2010 campaign, although it was mentioned on the doorstep.</p> <p><b>Evaluation of Sources</b></p> <p>S3 can be cross-referenced with S1 to show some continuity in attitudes to women.</p> <p>S2 can be cross-referenced with source 4 to trace the development of the Labour Party in the first half of the 20<sup>th</sup> century (and possibly with source 5 to complete this storyline).</p>		

Question	Answer	Marks	Guidance
	<p>There are a number of opportunities to go beyond face value reading of sources – for example, S2 does not necessarily show that war caused the changing fortunes of the parties – contextual knowledge could identify other factors</p> <p>Candidates may question the opinion given in source 6 when they consider its provenance or use own knowledge to refute the assertion.</p> <p><b>Judgement</b></p> <p>Candidates may feel that ‘transformation’ is too strong a description given the short term effects of some of the changes described. The evidence is strongest to show the effects of war on the franchise and perhaps on Labour. Change over time might be demonstrated by examining the impact of the different wars shown here – based on these sources, the First and Second World Wars seem to have had a negative effect on the governing parties and benefited Labour, while the smaller, later wars after 1945 appear to have a more marginal impact?</p>	<p>AO2b 7-10</p>	<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
(b)	<p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed.</p> <p>Typicality – while the exchange in source 3 shows strong feelings about female enfranchisement, only one person’s views are represented and candidates might use own knowledge to discuss the further extension of franchise that this debate is about.</p> <p>Reliability – given its provenance, there are issues with source 6. It presents a very partial view of the 1983 election result.</p>	<p>AO1 0-5</p> <p>AO2a 0-10</p>	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p>

Question	Answer	Marks	Guidance
	<p>Purpose – the election posters in source 5 are clearly intended as party propaganda to persuade voters. Candidates could examine the language in the posters 'Help him finish the job' etc to show purpose</p> <p>Historians' questions – this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. For example, both sources 4 and 7 present a left-wing perspective that could be of interest. Missing source types/content and why this might be an issue – not all wars in the 20<sup>th</sup> century are referred to in these sources and protests about wars (CND marches, Aldermaston, Greenham Common etc) are also missing. Candidates need to consider what these types of sources would add to our understanding of the impact of war (either on politics or generally).</p>		<p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p>

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2012

