

History B

Advanced GCE A2 H508

Advanced Subsidiary GCE AS H108

Mark Schemes for the Units

January 2009

H108/H508/MS/R/09J

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

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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

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AS/A2 HISTORY SYLLABUS-SPECIFIC MARKING INSTRUCTIONS

AS HISTORY

January 2009

Units F961-F964, F981-F984

Examiners should refer to OCR's *Instructions for Examiners* for more detailed guidance.

1 THE ASSESSMENT OBJECTIVES

All candidates must meet the Assessment Objectives set for History by the QCA. These Objectives are expressed and weighted separately and marks must be allocated against the AOs targeted by the assessment.

Examiners should seek the advice of Team Leaders about unusual approaches to a question.

3 GENERIC MARK GRID

The generic grids are the most important guide for examiners and apply to all answers.

Mark each answer individually. Do not be swayed by impressions gained from marking other answers in the script or other candidates from the same Centre or scripts from another Centre.

Examiners will remember that they are assessing AS Level (not A Level), usually the work of 17 year-old candidates who have studied the Unit for only about 8 weeks in conjunction with probably four other subjects, and who have only a limited time to write their answers.

4 QUESTION-SPECIFIC MARK SCHEMES

Question-specific mark schemes are secondary, supporting the Generics. They do not specify the 'correct' answer required for individual questions. Rather, they indicate possible points that candidates might make. They offer a broad guide to what may be encountered. Examiners must use their judgement but, **if in doubt about a particular answer, they must consult their TL. The most important principle for examiners is the primacy of the Generics.**

Answers need not be long to merit high marks. Reward answers that are direct but concise. Reward selection of relevant material and appropriate comment rather than paraphrases. Quotations should only be rewarded if used to substantiate relevant points made in the candidate's own words.

5 POSITIVE MARKING

Examiners must be positive in marking what is written, without being influenced too much by omissions. Marks must represent what a candidate has accomplished, not what her/she has failed to do. Even the most successful answers may have omissions which could have been rectified had more time been allowed. **Examiners must not 'penalise'** (i.e. subtract marks from what answers are otherwise worth). Candidates penalise themselves by failing to gain marks (e.g. for accuracy and relevance).

Marking Instructions

Question-specific mark schemes alone indicate any omissions that will affect marks awarded or any ceilings to be applied. Mark positively by rewarding what has been written. When things go wrong, it is usually because an undue severity creeps in when omissions and errors are looked for (marking negatively).

6 USE OF THE FULL RAW MARK RANGE

Examiners use the full mark range to reward work appropriately, to enable candidates to be ranked in order of merit and avoid bunching, and to ensure that raw marks convert appropriately to UMS after grading. This is an invitation neither to be generous at the top nor to under-mark at the bottom.

7 MARKING SCRIPTS

All marks must be whole numbers. The following conventions should be used:

- Significant errors should be crossed out;
- '*Re!*' written in the margin indicates there is some significant irrelevance;
- '*N*' or '*D*' in the margin indicates an excessively narrative or descriptive section;
- Occasional brief notes in the margin should indicate sound points or knowledge;
- Ticks are of little value, and can seriously mislead. They should be avoided.

Each page should indicate that it has been read. Good practice will avoid a sequence of pages with nothing but ticks (or crosses).

A brief comment summarising the main qualities of an answer should be written at the end, together with the Levels and the mark. The best way to do that is to quote briefly from the appropriate Level descriptors.

The Mark Levels and the appropriate numerical mark should be recorded at the end of each answer (e.g. Level IV – 45) for each AO target. The total marks for answers should be ringed in the right-hand margin at the end of each question. All marks for sub-questions should be recorded un-ringed in the right-hand margin. They should be repeated at the end and the total shown as a ringed mark in the right-hand margin at the end of the question (e.g. 5 + 15 + 45 = 65, with 65 in a circle).

Do not alter a mark other than by crossing it out, inserting the correct mark and initialling it.

Comments on scripts

The comment at the end of an answer should reflect its qualities as defined by the Mark Levels so quote from them. Comments help you to arrive at a fair mark and indicate to senior examiners how your mind has been working. Marks and comments must be substantiated unequivocally from scripts.

Examiners should use a professional, business-like and straightforward style. Always use:

- reference to the assessment objectives and/or Mark Bands;
- reference to creditable points and major gaps which affect assessment;
- reference to 'the answer' or the third person, not 'You...'

Always avoid:

- derogatory terms e.g. 'rubbish', 'shoddy', even though examiners may consider such terms to be justified;
- humour, interjections or jokes;

Ignore poor handwriting. If it is illegible, send the script to your TL. Candidates must not be marked down.

Marking Instructions

It may be appropriate to make general comments about matters such as:

- use of time and/or length of answers;
- presentation and use of language;
- rubric infringements;

Do **not** make:

- comments on how you perceive teaching may have been carried out;
- reference to answers by other candidates, e.g. 'not as good as XX's answer';
- comments on the candidate's preparation or potential, e.g. 'should have revised more fully';

9 RUBRIC INFRINGEMENTS AND INCLUSIONS FROM CENTRES

If a candidate answers more questions than the specified number, all answers must be marked. The highest marks for the number of questions allowed must be used to constitute the script's total mark. The marks of the surplus answers should then be reduced to 0 and an explanation written on the script's front page.

If a candidate fails to answer sufficient questions, write an explanatory note on the front of the script. If several candidates from one Centre infringe rubrics, the PE and Subject Officer should be informed.

Centres are responsible for requesting special consideration for individual candidates. Such cases are dealt with directly between the Centre and OCR. Requests for special treatment sent with scripts must be ignored in your marking and forwarded directly to OCR.

Notes such as 'Out of time' written on scripts (by invigilators or candidates) must be ignored.

10 OVERALL

Mark consistently, periodically refreshing yourself via the standardisation scripts and the Generics.

Pace your marking, follow a regular timetable and avoiding the need to mark many scripts in limited time or when fatigued. If difficulties arise, inform your TL at once so alternative arrangements can be made.

Return mark sheets and scripts promptly. Failure to do so will jeopardise the issuing of results.

Contact OCR with admin problems and your TL on marking issues. Examiners must never contact a Centre.

**Our secondary educational system is built around external assessment.
Students, parents, teachers, FE and employers all depend on volunteers to mark the exams.**

Thank you very much for being an examiner.

F981 Historical Explanation - British History

Generic Mark Scheme for Unit 1

Maximum mark: 50

Each question is marked out of 25.

Allocation of marks within the Unit:

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

	Marks	AO1 Knowledge and Understanding
Level 3	11-15	<p>Partly sound judgements supported by:</p> <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 • 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
1(a)	<p style="text-align: center;">Lancastrians and Yorkists, 1437-5</p> <p>The Wars of the Roses, 1455-85</p> <p>Why did rivalry between Lancaster and York lead to war in 1455? This is what the key part of each answer might look like:</p> <p>L1 When Henry VI suffered a collapse in 1453 there was a struggle for the control of England which soon broke beyond the confines of the court and became public knowledge and very much public business. Long-standing rivalries which go back to the loss of Lancastrian Normandy if not long before soon erupted into open hostility as overmighty subjects summoned their retinues and retainers for 'protection'.</p> <p>L3 The reason why war broke out is because the crown had lost its power. The nobility was now on top and it was just a question of which noble or family could dominate. England at this time could only properly be ruled by a strong king, and now there wasn't one.</p> <p>L5 Henry VI went mad and nobody know why this had happened. York and Beaufort fought to become the next king or have their son become king, as Shakespeare tells us.</p>	[25]
1(b)	<p>Explain how seriously civil war affected the economy, society and culture of England between 1455 and 1485.</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Damage was evident both to town and countryside but sieges were uncommon and many of the economic consequences were short-term rather than long-term. At a local level, however, the picture could be quite different. Hotspots like Durham, York and Berwick saw protracted dislocation and economic damage.</p> <p>L3 Some individuals did well out of the war and were able to seize the lands of their opponents and all the revenues that went with them. So the civil war didn't affect everyone especially in lowland England.</p> <p>L5 There was a lot of damage. Everything was badly affected, including the economy, society and culture of England.</p>	[25]

Question Number	Answer	Max Mark
2(a)	<p style="text-align: center;">Richard of Gloucester as Duke and King, 1469-85</p> <p>Why did Richard III seize the throne in 1483?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 If we have dismissed the Shakespearean view of a king dominated by ambition and evil intent, what are we left with? A variety of motives can be traced which owe something to the unique opportunity which the Protector found before him in 1483, and something to long-standing dynastic grievances which could not allow Woodville influence to re-emerge.</p> <p>L3 The best explanation is that of an opportunist man seizing the throne because it was there to be taken. Gloucester's northern supporters would help him to save England from a disastrous period of rule by a young king who would only spell disaster for Richard if allowed to become king.</p> <p>L5 Richard therefore seized the throne because he wanted to so badly. Edward had died too soon and if Richard hadn't acted then someone else would have.</p>	[25]
2(b)	<p>Why was Richard III defeated at Bosworth in 1485?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There are therefore major problems of evidence which prevent us knowing exactly who was present and whether they engaged in fighting. We just don't know. This means that other factors have to be considered, especially the success which Henry Tudor had in attracting support, which must have exceeded his expectations.</p> <p>L3 The Stanleys let down Richard badly. They were supposed to support him and be loyal to the king but they hesitated and delayed and eventually came in on the side of the invader, so tilting the balance.</p> <p>L5 Richard was defeated because the other army was better than his. In the end, he didn't even have a horse to call his own.</p>	[25]

Question Number	Answer	Max Mark
3(a)	<p style="text-align: center;">Tudor Finale: The Reign of Elizabeth I</p> <p>Catholics and Puritans: the Religious Settlement of 1558-9 and its aftermath</p> <p>Why did Elizabeth pursue a compromise religious settlement in 1559?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Elizabeth's main intention was to secure a lasting religious settlement for her people. There was little doubt that this would be Protestant in line with her own preference; the issue was how Protestant would it be? In deciding this, Elizabeth was influenced by a number of causal factors, for example, the religious upheavals of the preceding decade, the real danger posed by France and Scotland, or the need to preserve the fragile friendship with Spain.</p> <p>L3 Elizabeth wanted to secure a religious settlement that most of her people could follow – she had no desire to ‘make windows into men’s souls’. Here intentions were practical and conservative in that she wanted to avoid unrest.</p> <p>L5 Catholics were a danger and so were some Protestants. Elizabeth made them all go to one church and fined them if they didn’t go.</p>	[25]
3(b)	<p>Why did Elizabeth’s religious settlement survive despite opposition from both Puritans and Catholics?</p> <p>This is what the key part of each answer might look like:</p> <p>L1: The Settlement itself – the Acts of Supremacy and Uniformity - had many positive qualities. There was the invention of the title of Supreme Governor and proclamation of a moderate Protestant position, together with the lenient pursuit of Catholic recusants. Its popularity was strengthened by the improving foreign situation in the 1560s – particularly in neutralizing French influence in Scotland – and by a run of good harvests over this same period.</p> <p>L3: Catholics objected strongly to Elizabeth’s legislation. The Act of Uniformity was the main bone of contention as far as the Catholics were concerned. A minority of Catholics could not accept that Elizabeth’s policies towards them were quite lenient.</p> <p>L5: No-one liked Elizabeth’s settlement so they all objected to it. Catholics wanted Philip II to invade and turn the country Catholic again.</p>	[25]

Question Number	Answer	Max Mark
4(a)	<p style="text-align: center;">Cultural renaissance: ‘Gloriana’ and the cult of majesty</p> <p>Why was there a flowering of the arts in Elizabeth’s reign?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The English Renaissance was inspired by a network of ideas, some the result of exploration and trade, others inspired by the Italian Renaissance. Italian texts sparked an interest in the cultural achievements not only of the classical world, but also of the Italian artists and writers who were bringing them back to life. These developments were facilitated partly by individual patronage and partly by technological advances, e.g. in printing that allowed ideas to be circulated to a much wider audience.</p> <p>L3 The theatre was popular because the queen enjoyed it and she was popular; it was also a form of entertainment that ordinary people could enjoy at little expense, especially in London where there were a number of rival theatres in Southwark, most notably The Globe.</p> <p>L5 Theatre going was much more fun than today. The crowd stood up and often shouted at the actors. This is how Shakespeare learned to be a great writer.</p>	[25]
4(b)	<p>How is the growth of the ‘cult of Gloriana’ best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1: The cult of monarchy that occurred in the later years of Elizabeth’s reign cannot be divorced from the Elizabethan Renaissance, of which it forms part. The origins of this are complex, including advances in ideas that influenced art, music and literature. Elizabeth and her council were not slow to exploit the possibilities these cultural developments for political advantage. By deliberately promoting of the myth of ‘Gloriana’, centered on the deification of the Queen herself, they aimed to sustain the loyalty of the people and keep them from being distracted by thoughts of sedition or rebellion.</p> <p>L3: In view of the ever-present danger of rebellion or conspiracy, the Council was keen to promote the person of the Queen herself – in portraits and progresses - as a rallying point for the loyalty and devotion of her people. For example, in 1591 she visited.....</p> <p>L5: In the famous Armada portrait you can see the Armada in the background. This proved to everyone what a great Queen Elizabeth was. She had defeated them on her own.</p>	[25]

Question Number	Answer	Max Mark
5(a)	<p style="text-align: center;">Liberal Sunset – The Rise and Fall of ‘New Liberalism’ 1890-1922</p> <p>Socialism, Trade Unionism and the rise of Labour c.1890-1906</p> <p>How is the formation of the Labour Party by 1906 best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Trade unions were well established by the 1890s but were still essentially craft-based and limited in their legal rights. Socialism, being based on state ownership of the means of production, distribution and exchange, offered more immediate appeal to millions of unskilled industrial workers. It was the actions of men such as Keir Hardie and John Burns that turned these appealing ideas into political reality, persuading their followers to seek political representation through the formation of the ILP in 1893. This was a new party devoted to working class interests, and the LRC in 1900, designed to unite the TUC and ILP in the cause of parliamentary representation. Eventually this led to a third force in British politics – The Labour Party – in 1906.</p> <p>L3 Keir Hardie, as a founding member of the ILP, sought entrance into Parliament as an independent politician. Before this, working men had either sat as Liberals or Lib-Lab members. He proved through his speeches and his actions that working men could represent the interests of their fellow-workers.</p> <p>L5 Trade Unions were very powerful. They wanted to have a say in parliament, so were glad when Mr Hardie came along to help them.</p>	[25]
5(b)	<p>Explain the main consequences for trade unions and the ILP of the Taff Vale Judgement of 1901.</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The immediate consequences for the TUC were disastrous, since they threatened to prevent any TU from taking strike action for fear of being subsequently sued by employers for loss of profit incurred by the strike. However, the longer term consequences were more significant, since the judgment lent force to Hardie’s argument for parliamentary representation and persuaded the TUC to lend their considerable support. This, combined with increasing Labour success in by-elections in 1902-3 persuaded the Liberal Party to enter into a secret deal with MacDonald, offering Labour a free run in 30 constituencies in the 1906 election, in return for Labour support in the next Parliament.</p>	

Question Number	Answer	Max Mark
	<p>L3 After the judgment, the TUs were forced to accept defeat. However, they now listened more carefully to Hardie and the LRC lending their considerable support to the idea of parliamentary representation as a means of recovering their rights.</p> <p>L5 Bosses didn't want trade unions going on strike so they took them to court and won. Now the unions were weak and wouldn't dare do it again.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
6(a)	<p style="text-align: center;">Women and the vote: 1900-1918</p> <p>Why did the methods of the Suffragettes attract opposition?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Commitment to violence was ill-advised for several reasons: it offended friends (e.g. Lloyd George) as well as foes; under Christabel Pankhurst, it became increasingly anti-men rather than pro-suffrage; this simply strengthened male prejudices and confirmed in their eyes that some women were simply not fit to be given the vote. The predictable reaction occurred. Imprisonment, hunger strikes and force feeding were only really brought to an end by the outbreak of war. If confirmation were needed of the failure of militant tactics, it lies in the way in which women eventually gained the vote as a result, not of militant protest, but of their contribution to the war effort.</p> <p>L3 From 1911 the militant suffragettes resorted to general lawlessness. This included burning down buildings, firing pillar boxes, placing bombs and slashing pictures in the National Gallery. The government then passed what became known as the 'Cat and Mouse Act. Many were opposed to Suffragette use of violence, but this opposition could soon turn against the Liberals if women died on hunger strike in prison.</p> <p>L5 Suffragettes were angry and violent women. No wonder they attracted such opposition from everyone.</p>	[25]
6(b)	<p>Why did some women gain the vote in 1918?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The key causal factor, the event that really accelerated the process, was the outbreak of the First World War, which gave women the opportunity to demonstrate their fitness to vote and, apparently changed the hearts and minds of the male establishment. Changes in male attitudes, however, are more difficult to explain. Even in 1912, the Liberals were opposed to giving the vote to women over 30 because they felt this would swell Tory support; and concession of the vote in 1918 may have been due as much to fear of renewed violence as to gratitude for women's war effort. It is interesting to note, in this regard, that most women were obliged to give up their jobs to returning servicemen once the war was over.</p> <p>L3 It was the war which gave women the vote. They worked in a great variety of jobs and proved to sceptical men that they could more than hold their own in traditional 'men's work' in munitions factories, driving buses and heavy industry.</p> <p>L5 Mrs Pankhurst was the Suffragette leader. Everyone listened to her when she made a speech about women.</p>	[25]

Question Number	Answer	Max Mark
7(a)	<p style="text-align: center;">The End of Consensus: Britain 1945-1990</p> <p>The post-war Labour Government (1945-51): the beginning of consensus</p> <p>Why did the Labour Party win the 1945 General Election?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There were long-term factors that caused the Conservative defeat in 1945. The hardships of the thirties and abject appeasement of foreign dictators were associated, rightly or wrongly, with Tory (or Tory-led) governments. There were also short-term factors such as Tory conduct of the election campaign itself. Churchill in particular, in a series of speeches designed to instil a fear of Socialism, seemed to confirm that he was no peacetime leader. At the same time, Labour seemed to catch the mood of the nation, preaching economic renewal and social justice... However, more important than the Labour campaign was the impact of the war itself. It helped to destroy traditional patterns of deference.</p> <p>L3 The Labour manifesto was measured and optimistic and several of the party leadership had served in the wartime Coalition. This all helped to minimise fears of a Leftist government, fears that were largely exaggerated by the Tory campaign which was more negative than positive.</p> <p>L5 Attlee was posh but people didn't seem to mind. Although he as a little man compared to Churchill people were ready to vote for him.</p>	[25]
7(b)	<p>Why did Aneurin Bevan find it difficult to establish the National Health Service?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Ironically, the first detailed proposal for a National Health Service came from the BMA in 1930. The experience of war exposed serious deficiencies in the health of the nation. Since nationalization was the strategy of choice for this Socialist government it was clear that the organization of health and medicine would move in this direction and the job of securing the legislation was given to a firebrand of the Left, Aneurin Bevan. A clash with the doctors, who, now that their income was threatened by being placed on a basic national salary, had lost all enthusiasm for the scheme, seemed inevitable, and this is indeed what happened.</p>	

Question Number	Answer	Max Mark
	<p>L3 As soon as the National Health Act was passed in December 1946, the BMA organized their campaign of resistance. Their private work was under threat, and whatever Bevan's views about their selfishness he knew that he had to work with the doctors and not against them. Fears about socialism and government control of medicine had to be overcome before the NHS could be made to work.</p> <p>L5 There was no money then for hospitals or doctors. It had all been spent on the war. No-one wanted to work for nothing.</p>	<p>[25]</p>

Question Number	Answer	Max Mark
8(a)	<p>Wilson's Labour Governments (1964-70): consensus devalued</p> <p>Why did James Callaghan, Chancellor of the Exchequer, devalue the pound in November 1967?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The Devaluation of 1967 was something that Wilson's Government had fought hard to avoid but was eventually forced to accept because of the influence of external events. The first of these was discovery of an £800million trade deficit inherited from the previous Conservative government, which curtailed plans for spending on education and technology to honour election pledges. The cabinet voted against devaluation in July, choosing instead to impose a number of restrictive economic measures, including a prices and incomes policy that was strongly opposed by union leaders. Despite a worsening balance of payments deficit, Callaghan insisted that the tightening of controls was bearing fruit. Two months later, the Arab-Israeli War closed the Suez Canal and restricted oil supplies. Devaluation followed inevitably in November 1967.</p> <p>L3 On becoming Chancellor, Callaghan's first action, in response to growing inflation was to introduce a prices and incomes policy. For all his efforts it remained very unpopular because no-one wanted to agree to it. Mr Callaghan's actions were very necessary but even they couldn't help to strengthen the pound sterling.</p> <p>L5 Money was now worth less, or even worthless. 'The pound in your pocket' wasn't worth a pound anymore, unfortunately for everyone.</p>	[25]
8(b)	<p>Why was Enoch Powell sacked from the shadow cabinet in 1968?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 Commonwealth immigration by 1965 was running at over 53,000 a year and was concentrated in certain areas, such as Birmingham and Bradford. These numbers were swelled in 1968 by the process of 'africanisation' of former Commonwealth countries, such as Kenya, which gradually forced out Asians, many of whom expected to migrate to Britain as British citizens. This led to the founding of the BNP and so to the possibility of racial violence on British streets. Faced with this prospect, James Callaghan, the Home Secretary, regrettably imposed restrictions on entry, whilst at the same time passing two Race Relations Acts giving support to established immigrants. It is these latter arrangements that seemed to have prompted Powell's famous 'rivers of blood' speech of 20 April, 1968. Though largely misinterpreted at the time, the vehemence of Powell's oratory was enough for him to be branded as a racist and sacked by Heath from the Shadow Cabinet.</p>	

Question Number	Answer	Max Mark
	<p>L3 In March 1968, the Labour Government passed an Immigration Act and Race Relations Act in order to deal with the growing problem of 'coloured' immigration from Commonwealth countries. In the following month Enoch Powell made his infamous 'rivers of blood' speech which led to him being branded as a racist by those who had not listened carefully enough to what he had said.</p> <p>L5 Immigration was too high in Powell's view and he said so, so Heath sacked him.</p>	<p>[25]</p>

F982 Historical Explanation - Non British History

Question Number	Answer	Max Mark
1(a)	<p style="text-align: center;">Charlemagne External relations</p> <p>How would you explain Charlemagne's influence outside the Frankish lands?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The changing diplomatic needs of the Frankish kingdoms were always closely bound up with questions of succession and dynastic issues; explaining the wider cultural impact of Charlemagne and his court can never be entirely divorced from issues of trade, war and practical politics.</p> <p>L3 The Papacy was always worried about the Franks and they feared that Charlemagne had the desire to take over the papal lands in Italy. Both Hadrian and Leo III were worried that the Franks were becoming too powerful and they were especially worried when the Franks took over Lombardy. This made Charlemagne influential because his armies were so powerful.</p> <p>L5 Charlemagne was a great soldier. He attacked the Saxons and defeated them and then did the same with the Avars. He could not be beaten although the Spanish did once inflict a mighty defeat on him by attacking his rear.</p>	[25]
1(b)	<p>How can Charlemagne's changing relationship with the Byzantine Empire be best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The Frankish ruler had clear ambitions to acquire the Imperial throne if not for himself then for his daughter and thereby for his successors. So we can clearly see and understand that ambitions to acquire the power, wealth and traditions of the Byzantine throne were closely bound up with family and dynastic issues, at least until the Empress Irene was deposed.</p> <p>L3 Both Charlemagne and the Empire had interests in Italy. These were territorial interests which explain why their relationship changed. It changed because the Franks defeated the Lombards and northern Italy was now in their possession, which was dangerous for the Byzantines.</p> <p>L5 The Byzantine Empire had always been the best. Now Charlemagne had come along and he thought he was going to be the best. They had a big falling out and went to war. They did settle their argument but still kept on struggling to be the best.</p>	[25]

Question Number	Answer	Max Mark
2(a)	<p style="text-align: center;">The Frankish Church and Culture</p> <p>Why did Charlemagne reform the Frankish church?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 It is therefore clear from Einhard that Charlemagne possessed a personal piety that cannot be denied. Belief for him was not just a matter of choice, but one of necessity. Nevertheless we cannot exclude from his motives a desire to build and reform in order to be remembered by posterity. He was as conscious of his and his successors' place in history as he was keen to secure a place in Heaven.</p> <p>L3 Education lay at the heart of the Carolingian reforms. Everywhere you look there were new schools and monasteries established, and Charlemagne himself learned to read and write. At Aachen there was a school and key teachers like Alcuin of York arrived to spread the word.</p> <p>L5 Charlemagne wanted to reform the church to make it better. He wanted new buildings and services and prayers. He was a great reformer.</p>	[25]
2(b)	<p>Why was there a 'Carolingian Renaissance'?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There were a range of factors which help explain why this Renaissance happened. The two most important were first the stability which Charlemagne's military and economic successes had provided. He now had the means and the security to build a new palace and cathedral at Aachen which would be the envy of Christendom. But this building work would not have been possible without the drive and initiative of Charlemagne himself, as Einhard makes very clear in his biography.</p> <p>L3 I believe that key individuals brought about the Renaissance. Alcuin brought with him and introduced new ideas from England, and Paul the Deacon was another man who helped make the Renaissance possible. They wrote books, taught in monasteries and wrote letters explaining their beliefs throughout the Frankish lands.</p> <p>L5 Charlemagne introduced the Renaissance because he wanted to introduce new ideas and new buildings to replace the old ones. He built a great cathedral and palace at Aachen which is still there today.</p>	[25]

Question Number	Answer	Max Mark
3(a)	<p style="text-align: center;">Luther and the German Reformation 1517-47 The Response of the Church to Luther</p> <p>Why did Luther's teachings provoke strong reactions from the papacy?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The most important reason why the papacy reacted as it did is therefore the obvious one that Luther had attacked not just its wealth and dubious practices such as the sale of indulgences but also the authority of the papacy itself. There was nothing in the Scriptures, said Luther, that justified the pope's place as God's representative. This went against every teaching of the Catholic church for the past thousand years.</p> <p>L3 It wasn't just the papacy which reacted strongly to Luther it was also its representatives such as archbishops. They saw their authority being challenged. Luther had to be silenced because he was a revolutionary who threatened to destroy the Catholic church for ever.</p> <p>L5 Leo X who was pope at the time wanted to arrest Luther and make sure that he stopped his teaching because it was too revolutionary. Luther was a Protestant who wanted to overthrow the Catholic church.</p>	[25]
3(b)	<p>How is the failure of the Catholic Church's response to Luther best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There was division among the Church as to how to react. He was clearly a clever man so if Luther could be defeated in an academic debate this would surely mean the end of his ideas. It would silence him, so then there would be nothing to print or argue about. But should this come first, or should they excommunicate him first or have him arrested by the civil authorities?</p> <p>L3 Leo X had the difficulty that Saxony was a long way away and the papacy could not just do as it wished there. He could send out advice, representatives and even a bull of excommunication but he could not guarantee that his wishes would be carried out or that even if they were, that they would succeed.</p> <p>L5 The pope failed to deal with Luther properly. He was excommunicated but by then it was too late and the cat was out of the bag. Luther's ideas spread quickly on the new printing presses.</p>	[25]

Question Number	Answer	Max Mark
4(a)	<p style="text-align: center;">The Spread of Lutheranism</p> <p>Why did Luther's religious writings have a great impact in Germany?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 As I have explained above there were preconditions, for example a resurgent German nationalism, which allowed Luther's ideas to fall on fertile ground. To these we must add triggers such as the publication of catechisms not just for adults but for children</p> <p>L3 The main reason why Luther's ideas had a major impact was that there were preachers, sermon writers and intellectuals like Melanchthon who gave clear voice to Luther's message. No one at any level of German society hadn't heard of Martin Luther by 1520.</p> <p>L5 Luther wanted to reform the church so his writings must of had a clear impact. He was the first Protestant who nailed his demands to the door of the castle at Wittenberg.</p>	[25]
4(b)	<p>How is the success of Luther's ideas outside Germany best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There were 'push' factors which contributed to the widespread dissemination of Luther's teachings and writings. Persecuting Protestants ironically helped ideas to spread as exiles moved to safer countries, for example Sweden, where positive efforts were made to attract Lutherans</p> <p>L3 Saxony was ideally placed to help spread ideas beyond the German borders. It was natural for a university teacher at this time to attract students from across Europe, and Saxony was accessible and safe.</p> <p>L5 Printing presses existed throughout Europe and this tells us why Luther's ideas spread, obviously.</p>	[25]

Question Number	Answer	Max Mark
5(a)	<p style="text-align: center;">Robespierre and the French Revolution 1774-95</p> <p>The Collapse of the Ancien Regime, 1785-89</p> <p>Why was Ancien Regime France criticised by writers and intellectuals?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The ideas of the philosophers had long been influential throughout C18th Europe, none more so than the ideas of popular sovereignty and government by consent advanced by Rousseau. Into this combustible atmosphere in Paris in the 1780s came a fresh group of radical thinkers from within France and abroad, such as the English radical Tom Paine, determined to make a name for himself by attacking tyranny and absolute monarchy wherever he found it</p> <p>L3 Intellectuals criticised the wealth and extravagance of the court at Versailles, typified by the behaviour of Marie Antoinette and the notorious diamond necklace affair. The exemption of the nobility from taxation was wrong, they said.</p> <p>L5 Some people said that careers should be open to all the talents and not just to the rich.</p>	[25]
5(b)	<p>Why did Louis XVI convene the Estates-General in 1789?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 There was no alternative to the calling of the Estates-General in several senses. No other representative body existed. More importantly, there was no other way in 1789 of allowing people to air their grievances in a legal and controlled way.</p> <p>L3 Financial reasons explain why Louis was in a mess. Calling the Estates-General would surely help Necker resolve the crown's problems and this is the main reason why it was called.</p> <p>L5 The Estates-General met on 4 May 1789. Hopes were quickly dashed. The government then closed the building so people had to gather in the pouring rain on a tennis court.</p>	[25]

Question Number	Answer	Max Mark
6(a)	<p style="text-align: center;">The Decline and Fall of Constitutional Monarchy, 1791-93</p> <p>Why did Louis XVI make the 'Flight to Varennes'?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 The whole series of constitutional experiments since 1789 were met by Louis and his advisers with resistance to varying degrees. The unchecked popularity of radicals proposing steps such as the Civil Constitution of the Clergy was the last straw. He could see no future for himself or the French monarchy.</p> <p>L3 It was assumed by many at the time that Louis had intended to meet up with royalist soldiers or to appeal to Leopold II in Austria. He wanted foreign armies and countries to intervene to save his own neck, his family and in his opinion France itself</p> <p>L5 In June 1791 Louis wanted to escape from Paris so he did, but he didn't get very far. He was in disguise but he was recognised and brought back from Varennes in disgrace.</p>	[25]
6(b)	<p>How is the second revolution of August 1792 best explained?</p> <p>This is what the key part of each answer might look like:</p> <p>L1 It is no easy matter to simplify the causes of a revolution, but the essential background was the fact that Prussian forces were already on French soil. The Convention was awash with rumours about spies and informers and this emboldened Marat in demanding radical action to solve a national emergency. To defend the king now was itself treasonable</p> <p>L3 Jacobins wanted the revolution to carry on to its logical conclusion. Half a revolution was no good and monarchy could be revived. The Convention had to abolish monarchy or everything which had previously been fought for would be lost</p> <p>L5 At this time a new calendar was introduced. It was now Year 1.</p>	[25]

Question Number	Answer	Max Mark
7(a)	<p style="text-align: center;">Russia in Turmoil 1900-21</p> <p>The 1905 Revolution</p> <p>Why had Tsarism become so unpopular by 1905?</p> <p>L1: There had always been opposition to Tsarism but it took on a more systematic form after 1900. At the same time the appeal of Marxism grew as the only political theory that could make sense of what was happening. In a tragic prediction of 'Bloody Sunday' in St Petersburg in 1901, 13 students were killed and hundreds injured. Defeat against Japan made things worse. However, defeats and protests had occurred before; what was different about 1905 was that they were led by an urban bourgeoisie that was less susceptible to the old truths. Having lost the argument, Tsarism had only repression to fall back on.</p> <p>L3: Unable to cope with the crisis [famine] the government bowed to the inevitable, calling on the public to form voluntary organizations to help with famine relief. Politically, this was an historic moment, for it opened the door to a powerful wave of public debate which the government could not control.</p> <p>L5: There were a lot of protest meetings. The Tsar was very unpopular and people wanted him out, especially the peasants.</p>	[25]
7(b)	<p>Why did the 1905 Revolution fail?</p> <p>L1 One reason for the failure of the 1905 Revolution lay in the composition of the forces opposed to the Tsar. These consisted of urban workers, peasants, bourgeois Liberals, sailors and Marxist revolutionaries. The movement as a whole, though, lacked unity and would be easily divided and defeated once the Tsar developed a suitable strategy. The effectiveness of the Tsar's response is the second factor – concession of a Duma was enough to defuse the situation. Meanwhile the return of regular army units from the East, combined with the Okhrana, would be enough to crush the more determined revolutionaries. A third reason was that the autocratic principle held firm – even the protesters on 'Bloody Sunday' carried pictures of the Tsar to show their loyalty.</p> <p>L3: It took the Tsar some time to respond. However, in his October Manifesto he offered the people an elected Duma. This divided his opponents. The Liberals were delighted but the revolutionary groups were suspicious, and with good reason.</p> <p>L5: Father Gapon's campaign ended in failure. The Tsar ran away and when he came back he took tough action against the leaders of the soviets.</p>	[25]

Question Number	Answer	Max Mark
8(a)	<p style="text-align: center;">1917: The February Revolution</p> <p>How is the February Revolution best explained?</p> <p>L1: There is little doubt that longer-term factors played an important role in causing the February Revolution. The most important of these was the war. Even at the start, when things were going reasonably well, food riots and industrial strikes were commonplace and increasing in both size and intensity. However, food riots, though serious, tended to disperse when food was distributed. Consequently, it could be argued that two triggers occurring on 26-27 February were of critical importance in converting riots into revolution. The first of these was the Tsar's order to the commander of the Petrograd garrison to disperse, by force if necessary, a larger than usual food riot in the city, the second was the refusal of other sections the Petrograd garrison to obey the order. From that moment on, the Tsar ceased to exert any authority over his people.</p> <p>L3: The most important factor was the actions of the Tsar. Having been informed of the situation at his country retreat, he sent a cable to the chief of the Petrograd Military District ordering him to use military force to put down the disorders by the following day. There could be no better illustration of the extent to which the Tsar had lost touch with reality.</p> <p>L5: There were great hardships in Petrograd in February 1917. Revolutionaries started to take control of food supplies. The Tsar was not in control any more.</p>	[25]
8(b)	<p>Why did Nicholas II decide to abdicate in March 1917?</p> <p>L1: In a sense, Nicholas had already abdicated by 26 February. Even as Petrograd was in chaos, Nicholas carried on with the peaceful routines of his life at Stavka. His first reaction had been to order General Alexeyev to restore order in the capital, but this option was abandoned as news came that the general was satisfied that the Duma, rather than the Soviet was likely to dominate the Provisional Government in Petrograd. In the end, he found it easier to abdicate than to turn himself into a constitutional king and this he did with some relief on 2 March, 1917.</p> <p>L3: The Tsar ordered the army to put down the revolt by force. When they refused, the Tsar was pretty much powerless. Right to the end he kept up his stiff Edwardian manners and impeccable sense of decorum. Having made the crucial decision to abdicate, he went for his afternoon walk.</p> <p>L5: The Tsar issued a statement saying he was abdicating. He couldn't hold on to power any more. It was all over for him.</p>	[25]

F983 Using Historical Evidence - British History

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 5	13-15	9-10	9-10
Level 4	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 2	4-6	3-4	3-4
Level 1	1-3	1-2	1-2
Level 0	0	0	0

	AO1 Knowledge and understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 5	<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 4	<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>

Level 2	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 1	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 0	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 5	5	9-10	0
Level 4	4	7-8	0
Level 3	3	5-6	0
Level 2	2	3-4	0
Level 1	1	1-2	0
Level 0	0	0	0

	AO1 Knowledge and understanding	AO2a: Analysis of sources
Level 5	<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 4	<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>

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 2	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 1	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 0	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 Number	Answer	Max Mark
	<p>Source 6: a very generalised account which refers to the impact of the Black Death across the entire population of the world.</p> <p>Source 7: archaeological evidence of the long term impact of the Black Death on a rural community.</p> <p><u>Evaluation of Sources:</u></p> <p>Some sources simply state death rates in communities without comparing said to other types of settlements. Cross referencing with this in mind can be done with 4 & 5. The detail - & the origin of the information used by the source – might be discussed. Source 3 is a local government document presenting financial data for interpretation. Source 2 is common of the period, but is this so simply because ecclesiastical communities were literate and able to record events in their monastic houses. Source 6 is a very generalised ecclesiastical account. Source 7 is archaeological evidence.</p> <p><u>Judgement:</u></p> <p>Candidates might discuss the demographic debates surrounding the Black Death with different arguments for different figures for the size of the death toll. The impact of the plague seems to be uniform but the disease enters via urban areas and it is in towns that the literate class are concentrated. Some rural communities were hit very hard – see 3 – and archaeology supports this – see 7. Candidates might discuss the impact of different groups, age has been quoted as a factor in death rate, the older personnel of the church and children dying in greater numbers than other sectors of the population. Impact could be discussed under a wider definition, economic dislocation etc.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>Chronicles tended to be compiled from a range of sources of evidence (examples should be provided) and the reliability of these sources may be questionable. The large reliance on chronicles as sources in this set therefore presents problems of reliability. However, chronicles are useful in providing an impression of the way the plague appeared to contemporaries and how the religious interpreted the pestilence. The Chronicle of Louth Park Abbey (Source 6) is an example of the chronicler's method, combining evidence from a range of sources. The style of writing, with Biblical analogy ("so great a multitude were not killed in Noah's Flood"), does not provide precise factual evidence, but instead impressionistic evidence.</p> <p>Statistics may raise more questions than they answer. In Source 3, given the range of difference between expected payments and monies returned, what was typical; the problems of only having limited data – was 1354 typical of the immediate post-Black Death period? What happened before the Black Death? Equally, in Source 4 the orders are vague regarding the number of deaths.</p>	

Question Number	Answer	Max Mark
	<p>The problem of relying on monastic figures, such as those in Source 2, especially that of equating these to the proportion of deaths in the population as a whole raises issues regarding lifestyle/contagion. The figures are, however, useful in providing an indication of the level of horror experienced and the way in which fourteenth century people gauged disasters and expresses their reactions, equating them with Biblical disasters, for example.</p> <p>The issue of deserted villages: when was the village deserted in relation to the Black Death and later epidemics of the plague? The uncertainty regarding reasons for the desertion of villages: other factors that might be the reasons such as marginal land that was no longer viable to farm given falling average temperatures from c1300.</p>	<p>1(a) [35]</p> <p>1(b) [15]</p>

Question Number	Answer	Max Mark
2(a)	<p style="text-align: center;">Protest and Rebellion in Tudor England 1489-1601</p> <p>Government Response to Rebellion</p> <p>Tudor governments responded harshly to rebellions.</p> <p>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.</p> <p>Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p><u>Knowledge and Understanding</u> Candidates may use their wider knowledge of government responses to rebellions, for example of occasions when armies were sent against rebels, of occasions when rebels were encouraged to disperse and then the remainder dealt with severely, of individual ringleaders who were executed, hung drawn and quartered etc. This may be set in the wider context of the limited resources possessed by Tudor governments for dealing with rebellion. Candidates may also refer to other methods used to avoid rebellion, such as Enclosure Acts and Poor Laws, which were enforced by Justices of the Peace. Candidates should recognise that his interpretation refers to rebellions rather than more localised unrest.</p> <p><u>Evidence from Sources that can support the interpretation:</u> Source 1: The proclamation orders the suppression of the rebellion using an army, suggesting that extreme force will be used against the rebels. Source 3: Again a military force is used against the rebels. Source 4: A significant number of people of different social classes were executed after the Pilgrimage of Grace. Source 5: 31 named people were not pardoned by the proclamation. Source 6: The instructions are to arrest the ringleaders and make an example of them. Source 7: The ringleaders are in the Tower.</p> <p><u>Evidence that can be used to challenge the interpretation:</u> Source 2: The king was prepared to pardon everyone involved provided they accepted his rule and paid their fines. Source 3: The main method used is not harsh punishment but persuasion – example is made of a few, but the rest mainly received a telling off. Source 4: The numbers executed are very small in relation to the numbers who rebelled in the Pilgrimage of Grace, even taking into account that these figures do not cover the rebellion in Lincolnshire. Source 5: Most of the rebels are to be pardoned; the proclamation plays down the rebellion by suggesting that the rebels only rebelled out</p>	

Question Number	Answer	Max Mark
2(b)	<p>of ignorance. The proclamation says that the rebels will not be punished in line with their offences.</p> <p>Source 6: the Privy Council only instructs Norris to arrest the ringleaders, and make an example of them – not to punish all those involved although the letter implies that the disorder is planned and likely to be widespread.</p> <p>Source 7: The government is relying on citizens to help them by informing on slanderers, promising to look after the citizens.</p> <p><u>Evaluation of Sources:</u></p> <p>For example: Source 1 could be seen as an exception, because the person killed was of royal blood and the area, Yorkshire, was less securely in Henry VII's control so early in his reign.</p> <p>Source 2 could be interpreted in the context of Henry VII having beaten Warbeck's forces and therefore did not regard the remaining rebels as particularly threatening.</p> <p>The action taken in Source 3 should be seen in the context of Wolsey's position at the time, losing some of the king's favour and his own influence, so peers such as Norfolk would be less willing to enforce this unpopular policy.</p> <p>Source 4 could be interpreted in the context of knowledge of the numbers who rebelled, and of the standing of some who were executed, such as the Abbot of Jervaulx.</p> <p>Source 5 should be interpreted in the context of the fast and unpopular religious changes, the Norfolk rebellion and central government upheavals including the weak position of Somerset in 1549.</p> <p>Source 6 needs to be interpreted in the context of the economic hardships of the late 1590s, especially in the northern counties. Also the earlier repeal of the Enclosure Acts, which, it became apparent, was a mistake, should set the context of this planned rebellion and of the authorities' response.</p> <p>Source 7 can be interpreted in the context of the abject failure of the rebellion, with Essex having failed to raise a serious force, and the ease of his arrest.</p> <p>Interpretation of the sources can be used to evaluate them in relation to the question, as the issue is the typicality of a particular kind of response, and the context of the sources will help to provide a basis for a relevant judgement.</p> <p>Candidates may group sources as a form of evaluation.</p> <p><u>Judgement:</u> this should relate to the issue in the interpretation provided. Deciding what amounts to 'harshly' is an issue that should be addressed by candidates, and this should be judged in the context of the period, and in relation to knowledge of the resources available to Tudor governments. Candidates may distinguish between the government's reaction to different kinds of rebellion e.g. tax, religious, challenge to the throne. Candidates should consider the extent to which it is possible to make this or any generalisation on the basis of these sources, not simply grouping and balancing the sources, but giving weight to the evidence in them, interpreted in the context of their knowledge of the period.</p>	[35]

Question Number	Answer	Max Mark
	<p>Explain how these Sources are both useful and raise problems and issues for a historian using them.</p> <p>Issues that could be raised include:</p> <p>The use of proclamations as evidence of intention rather than action; The difference between orders given and actions taken; That the sources relate to different kinds of rebellion – against tax, the throne, enclosures, making it harder to identify patterns; That the sources relate only to the immediate aftermath of rebellion, and not to other actions taken later, after the initial crisis e.g. abandoning Amicable Grant, enforcement or re-enactment of Enclosure Acts, execution of the Earl of Essex; Further evidence is needed, for example of the strength of the government at any given time, as this determined, at least in part, the speed and nature of the response.</p>	[15]

Question Number	Answer	Max Mark
<p data-bbox="220 510 272 544">3(a)</p> <p data-bbox="220 745 272 779">3(b)</p>	<p data-bbox="448 277 1182 311" style="text-align: center;">Radicalism, Popular Politics and Control 1780-1880s</p> <p data-bbox="352 344 1145 378">The leadership of working class and radical movements.</p> <p data-bbox="352 412 1150 477">In the period 1780 to the 1880s working class and radical movements were poorly led.</p> <p data-bbox="352 510 1257 645">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.</p> <p data-bbox="352 678 1206 743">Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p> <p data-bbox="352 777 1230 842">Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p data-bbox="352 875 754 909"><u>Knowledge and understanding</u></p> <p data-bbox="352 943 1278 1379">Candidates may use their knowledge to develop/explain the evidence in the sources that support/challenge the hypothesis e.g. Source 1 – knowledge of food riots fear of hoarding or of exporting grain leading to scarcity and high prices, their nature and even understanding of Thompson’s ‘moral economy’ could be used to explain; Source 2 – knowledge of the context and purpose of Peterloo; knowledge of the campaign for parliamentary reform for Source 3; Source 4 – knowledge of the roles played by Lovett and O’Connor in Chartism and their disagreement over methods (the debate between moral force and physical force); Source 5 – explanation of reference to ‘physical force’ and general strike; knowledge of the purpose and nature of New Model Unions; knowledge of the nature, aims and methods of New Unionism.</p> <p data-bbox="352 1413 1273 1850">Candidates may use their knowledge to check the claims being made in the sources, e.g. knowledge of the conduct of most food riots could be used to confirm Source 1; knowledge of the events of Peterloo could be used to confirm some points but to question the overall impression given in Source 2; knowledge of the Bristol riots and other events to support reform could be used to confirm what is described in Source 3; knowledge of O’Connor could be used to confirm and question Source 4; knowledge of Chartism could be used to question the account of Chartism in Source 5 especially the references to no organisation and leaders; knowledge of New Model Trade Unions could be used to confirm the details in Source 6 especially with reference to organisation; knowledge of New Unionism could be used to check what is said in Source 7.</p> <p data-bbox="352 1883 1262 2054">Candidates may use their knowledge to make an informed use of the provenance of the sources, e.g. the Duke of Buckingham in Source 2 obviously biased against the demonstrators because of his class position; in Source 3 Prentice’s position as a radical perhaps means his description of the rioting can be accepted; knowledge of the rivalry</p>	

Question Number	Answer	Max Mark
	<p>and disagreements between Lovett and O'Connor can be used to consider Source 4; Sir Charles Napier's position and experience clearly colours his diary entries; the fact that Source 7 was written by tow of the strikers is clearly a factor although they do criticise the union.</p> <p>Candidates may question the typicality of the material in the sources as a whole including the omission of sources before 1800, the omission of other relevant incidents e.g. the Luddites, Swing, Rebecca, Cooperative Movement and what these tell us about organisation and leadership; the omission of anything about the organised and peaceful nature of the crowd at Peterloo in Source 2, the omission of anything about the extent of Chartist organisation in Sources 4 and 5, the typicality of the arrangements described in Source 6 and the events in Source 7.</p> <p>Candidates may use their knowledge of radicalism across the period to compare their knowledge of patterns of leadership and organisation over time with that suggested by the sources.</p> <p><u>Evidence from sources that can support the interpretation</u></p> <p>E.g. Source 2 – use of language such as 'sedition and turbulence', quality of Hunt's leadership criticised – suggests he is corrupt, lack of organisation implied by the use of force by the crowd. Source 3 – the language used such as 'the mob' and the events described suggest little organisation or leadership. Source 4 – Lovett's criticisms of O'Connor imply poor leadership. Source 5 – Describes poor organisation and leadership. Source 7 – Suggests poor organisation and leadership because of the lack of funds and the lack of support for the strikers.</p> <p><u>Evidence from the sources that can be used to challenge the interpretation</u></p> <p>E.g. Source 1 – phrases such as 'greatest order' reference to leaders, the fact that they seem to have clear, agreed and limited aims, they act as a group and negotiate as a group. Source 2 – some organisation and leadership implied by the planning and size and references to 'military marchings' and Hunt is mentioned as the leader. Source 4 – Lovett presents himself as a good leader and some organisation implied by mention of the Star and the Land Scheme. Source 6 – demonstrates good organisation and implies good leadership. Source 7 – suggests good organisation and leadership by the scale of the strike and other unions joining.</p> <p><u>Evidence for/against change over time</u></p> <p>The sources suggest a general lack of good leadership except at the beginning and at the end but there is no clear pattern. The most that can be said is that it varied from event to event and organisation to organisation.</p>	

Question Number	Answer	Max Mark
	<p><u>Evaluation</u></p> <p>Source 1 uses the heading 'Riot' but then describes something different? The account of Peterloo in Source 2 can be questioned because of the author and the fact he was not there. His 'family documents' are likely to provide a biased account. Source 3 could be taken as accurate as it is a radical and supporter of reform admitting what happened and he clearly does not approve of the events. In Source 4 Lovett clearly has a purpose – use of language is suggestive, Source 5 presents events from a narrow military perspective, much of Source 6 appears to be factual but the speaker does have a purpose – to present the union in the most respectable light possible, the authors were strikers and yet are not afraid to criticise the unions.</p> <p><u>Judgement</u></p> <p>E.g. There is evidence for both sides of the argument as there is scope to interpret and use some of the sources in different ways. There is also some evidence for a more qualified interpretation as there are some examples of good leadership but these are not to be found throughout the sources. There is scope therefore to amend the interpretation or suggest a new one e.g. the quality of leadership varied enormously. There is also scope to reach different judgements about leadership.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>The issue of the perceptions, fears and aims of writers affecting their accounts. Some of these Sources are written by relatively affluent people who were hostile to the radicals. Examples should be drawn from Sources such as 2 and 5 showing, for example, Napier's contempt for the radicals based on the superior weapons available to his cavalry. Source 6 appears to report the view of a working man, but the evidence may be distorted or steered by the questions asked and in the recording process. Examples should be provided: the question asking the union official about strikes leads to a particular example rather than allowing the man to voice more general complaints. On the other hand, Source 7 gives the first hand account of two working class people, and is therefore useful in showing how they perceived the strike to progress. However the leaders may have perceived their problems differently; the problem of collecting union subs from unskilled workers, for example, is not raised. Several of the Sources concern violent protest, yet only Source 4 raises the debate about the efficacy of violent methods vs. peaceful protests.</p>	<p>3(a) [35]</p> <p>3(b) [15]</p>

Question Number	Answer	Max Mark
4(a)	<p>The impact of war on British society and politics since 1900</p> <p>Changing attitudes towards war</p> <p>In the years after 1900, the British people accepted the waging of war as a patriotic duty.</p> <p>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.</p>	
4(b)	<p>Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Examples of arguments, evidence and source evaluations that may be included in responses.</p> <p><u>Knowledge and Understanding</u></p> <p>Candidates will be expected to interpret sources in context. This might involve e.g. reference to the general mood of imperial patriotism that accompanied Britain's involvement in the Boer War or later feelings of revulsion at concentration camps (S1); initial euphoria of 1914 but later disenchantment (S2); to the policy of Appeasement and events leading up to the signing of the Munich Agreement (S4); or to the causes and consequences of the Falklands War (S6). They might also be expected to show some knowledge of methods of propaganda used in both world wars (S3) and in this specific example, knowledge of what <i>actually</i> happened at the Somme.</p> <p><u>Evidence from Sources that can be used to support interpretation:</u></p> <p>S1: clear support for the hypothesis – demonstration of patriotic support for Boer War.</p> <p>S2: the mood of 1914 – ‘over by Xmas’ etc. Detailed study shows general euphoria and range of social class (hats).</p> <p>S3: shows how public opinion was manipulated by deliberate distortion.</p> <p>S5: suggests that a minority of men refused the call to arms and that this was viewed with scorn by the rest of the nation – as expressed through the fists of the sergeant.</p> <p>S6: shows that the public could still be enthused about the waging of war in response to an act of direct aggression (albeit 6,000 miles away). Again, there is a sense of public opinion having been manipulated (X-ref S3) by crude appeals to patriotism</p> <p>S7: can be used in support – silence/lack of protest indicates consent – or at least apathy. (does this again suggests media manipulation of public opinion [x-ref S3, S6]?)</p>	

Question Number	Answer	Max Mark
	<p><u>Evidence that can be used to challenge interpretation:</u> S3: could also be used to challenge – i.e. as evidence of the fact that government felt by 1916 that the nation could not be trusted with the truth. S4: reception for Chamberlain reflects national relief at not having to go to war (memories of WW1) and vindication (however brief) of the policy of Appeasement S5: can also be used to challenge - shows that there were some that had the courage to resist the call to fight on grounds of principle during WW2. S7: challenges the interpretation by identifying surprising levels of apathy towards Iraq War – ‘Nothing to do with us – it’s the army’s problem’. May trace this to formation of a permanent, professional – i.e. as opposed to conscript - army</p> <p><u>Evaluation of Sources:</u> S1/3/7: all newspaper articles, and so vulnerable to charges of bias, exaggeration etc., but useful nonetheless as indications of methods used to manipulate public opinion. S2: ‘Staged’ quality about the photograph – number of recruits smiling at camera – may not be reliable, though context suggests typical of general mood in 1914. S3 Clearly unreliable – could be broadened to include other examples of propaganda. S4: again, scene has been ‘staged’ to attract maximum publicity – does not necessarily mean that nation was not relieved. [NB – only after Hitler’s intentions became clear did public opinion turn against Chamberlain] S5: Harrowing, but how typical (hence useful)? S6: Secondary: reliable because of ‘distance’ from the event and balance in argument.</p> <p>Candidates are also likely to comment on the limitations of the sources as a set = e.g. by identifying a range of omissions:</p> <ul style="list-style-type: none"> - Impact of negative facets of Boer War - e.g. concentration camps – came to be seen as last imperialist adventure etc; - The change in mood during WW1 after 1916 - ‘between wars’ attitudes formed by appalling experience of WW1; - Notion of a ‘just war’ (WW2) - Links between attitudes to war and social class; - Impact of Britain’s post war decline (and dependence on US) on attitudes to war. - Impact of development of professional armed force on attitudes to war. <p><u>Judgement:</u> The sources as a whole should lead candidates to a balanced view in respect of the interpretation, from which a judgment can be made based on the relative weight of evidence supporting each side of the argument. There is clearly a change in attitudes to war over the 100 years covered by the sources. Candidates may claim that this was a</p>	

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	<p>general trend, that there was an acceleration after WW1 (collective security, economic distress, Appeasement etc.) or an acceleration after WW2 (No <i>major</i> conflicts, with the Falklands as the exception in generating patriotic support.; public are 'distanced' from the peace-keeping activities of a smaller, professional army). This in turn may lead some candidates to amend or improve the original interpretation. Another theme that could be highlighted / possible route to amendment is the way in which public opinion has always been difficult to gauge, having been systematically regulated by government propaganda, by the media, or by a combination of both.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>The problem of judging the typicality of Sources may be raised. While knowledge of the period should tell candidates that the scene in Source 2 was typical at the outbreak of war, by early 1916 conscription was introduced. Although this was partly a result of a shortage of volunteers, candidates may also be aware that it gave the government more control in keeping men in reserved occupations.</p> <p>The issue of typicality may also be raised in relation to the treatment of conscientious objectors in World War II (Source 5) given that there was provision for non-combatant roles in some circumstances, and in relation to the description of the Somme (Source 3). However in the case of Source 3 candidates are likely to focus on the status of Gibbs and consequent pressures on him as an official British war reporter. Photographs (examples should be developed from Sources 2 and/or 4) raise the issue of choice of camera angle to skew the impression given. The issue of audience may be raised, perhaps comparing the three extracts from newspapers (Sources 1, 6 and 7). Candidates may raise the point that these Sources may both reflect and form the opinions of the readers.</p>	<p style="text-align: right;">4(a) [35]</p> <p style="text-align: right;">4(b) [15]</p>

F984 Using Historical Evidence - Non British History

Question Number	Answer	Max Mark
<p>1(a)</p> <p>1(b)</p>	<p style="text-align: center;">The Vikings in Europe 790s-1066</p> <p>Reasons for raiding and settling</p> <p>The Vikings journeyed to acquire plunder.</p> <p>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. Remember not to simply take the sources at face value. Use your own knowledge of the period to interpret and evaluate them.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Examples or arguments, evidence and source evaluations that may be included in responses:</p> <p><u>Knowledge and Understanding</u></p> <p>The sources can be used to evaluate the motives for Viking expansion. For example, sources 1, 2 1, 2 & 6 strongly support this view. Other sources give a more rounded set of motives, the creation of working state structures can be found at Sources 3 & 5. Trading was an important motive, at 4. An extra textual factor is population pressure in Scandinavia or raiding as a 'defensive' response to Carolingian expansion.</p> <p><u>Evidence from Sources that can support hypothesis:</u></p> <p>Source 1: balanced account, the Vikings plunder and attack – in part – church property. Source 2: directly supports the hypothesis. Source 6: directly supports the hypothesis.</p> <p><u>Evidence that can be used to challenge hypothesis:</u></p> <p>Source 1: the Vikings also seek to build settlements. Source 5: reference to the establishment of a permanent Viking state in northern France, Rollo as a state builder. Source 7: the Vikings as discoverers and explorers, the motives for this could be examined. Source 3: the Vikings as state builders. Source 6: Leadership was a factor. Source 4: the Vikings as merchants in the heart of Russia.</p>	

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	<p><u>Evaluation of Sources:</u></p> <p>Considerable cross refereeing can be made regarding plunder, see 1, 2 & 6. The veracity of ecclesiastical sources needs attention and a government document is at 3. A saga is at 6 and could be evaluated for its heroic poetic qualities. Source 4 is Islamic in origin and adds another perspective on Viking activity. Source 7 is written considerably after the event. Source 5 is a 13th/14th century chronicle based on 11th century sources who in turn record events from the early 10th century. The nature of the composition of chronicles could also be discussed.</p> <p><u>Judgement:</u></p> <p>The evidence is mixed, and the candidates need to weight it up. The motive for Viking expansion is complex and our interpretation influenced by the nature of the composition of the sources. Candidates need to examine the issue on a case by case basis; plunder was one of many factors and probably was a motive for entire armies. However, Viking raiding also occurred on a small scale level and what of the motives of individual leaders and small groups of men. The Vikings were also very successful state builders with law and complex social organisation. They were explorers and planted settlements not only along the coasts of Western Europe but also in the hinterlands of Russian, Greenland, Iceland and, briefly, North America. Candidates might examine trade as a motive, there is considerable archaeological evidence that can be used here. Population pressure at home and threats to the early kingdom of Denmark could also be considered.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>Candidates could consider the uses and problems regarding types of sources such as chronicles (Sources 1, 2, 4 and 5) and sagas (Sources 6 and 7). Although general points may be made, examples should be drawn from these particular Sources. For example, sagas were oral sources, written down many years later and the tales they recounted were couched in heroic terms. The activities of Svein in Source 6 stress the destruction wrought and battles fought at the expense of describing other activities, reflecting the values of the story-teller.</p> <p>The issues associated with using laws could be explored through the example of Source 3: this reflects what the ruler wanted, but not necessarily what was achieved throughout the land.</p> <p>The typicality of the activities and events described in the chronicles could be explored, bearing in mind that Sources 1, 2 and 5 are ecclesiastical records reflecting the fears and values of the writers. Sources 1 and 2, therefore, recount destruction and Source 1 refers to the killing of the bishop and clergy before that of laymen.</p>	

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	<p>Although Source 5 describes quite different activities, there is still an emphasis on the Church – the rebuilding of churches is specifically mentioned.</p> <p>Candidates could use this to engage with the issue of ‘useful for what’, recognising that Sources only become useful when the historian asks questions of them.</p>	<p>1(a) [35]</p> <p>1(b) [15]</p>

Question Number	Answer	Max Mark
2(a)	<p style="text-align: center;">The Italian Renaissance c1420-c1550</p> <p>The Middle Ages and the Renaissance</p> <p>The Italian Renaissance represented a break with the Middle Ages.</p> <p>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.</p> <p>Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p>	
2(b)	<p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p><u>Knowledge and Understanding</u> Candidates will be expected to know about the origins, nature and development of the Italian Renaissance. This will give them access to the issue raised in the hypothesis, which questions the traditional view that it represented a complete break from Medieval values drawing its inspiration instead from the achievements of classical Rome and Greece. The argument is therefore about continuity as much as it is about change. The simple, unqualified use of ‘break’ leaves candidates free to determine the extent to which the break was partial or complete. From the sources or from their own knowledge they can challenge the interpretation with examples of continuities, e.g. by arguing that significant advances took place during the reviled thousand years between 412 and 1412. Candidates will need, besides, to demonstrate knowledge of Renaissance Humanism and of advances in art – e.g. the development of perspective - and of the continuing importance of religious devotion throughout this period.</p> <p><u>Evidence from the sources that can be used to support hypothesis:</u> S1 and S7: taken together, the two paintings show how techniques have developed in the 170 years that separate them. One is ‘primitive’ in style and flat in projection; the other sumptuous and three dimensional – a quality enhanced by the perspective lines of the base of the throne. The Tuscan background also suggests a pride in local achievement, as opposed to the iconography of the earlier painting. S2: Vasari offer the traditional view of things, but some may note that he traces the first shoots of recovery to the building of the church of San Miniato sul Monte to the year 1013 – early in the Middle Ages. Others may cite the example of Cimabue and Giotto – generally recognized as the first great painters of the Renaissance – who were active 100 years before 1420. Some candidates may comment on the mood of conscious reflection that characterized much renaissance writing – again marking it apart from devotional themes of the MA. S3 and S4: Two sources can be taken together as evidence of the self confidence that inspired Renaissance Humanism, drawing inspiration from the cultural achievements of classical Greece and Rome.</p>	

<p>2(b)</p>	<p>S5: Evidence from Rucellai's memoirs supports the notion of the essentially secular development in artistic patronage, built on the wealth of Florence and reflecting pride in the city – and in their own achievements – a far cry from the humble devotion of the MA represented in S1.</p> <p>S6: Part of S6 confirms the negative consequences of the actions of men such as Rucellai.</p> <p>S7: Though Raphael takes a religious theme, the landscape is that of Tuscany and the composition shows the technical discovery of perspective.</p> <p><u>Evidence that can be used to challenge hypothesis:</u></p> <p>S1 and S7: These paintings, separated by almost 200 years, can be used to challenge the interpretation, showing continuity in the use of religious themes as still the dominant motif in Renaissance art. Candidates may draw on further examples, such as Donatello's 'David' (classical nude/biblical theme) or Masaccio's 'Holy Trinity' (use of perspective/biblical theme) to show the interplay/cross-fertilization of classical and renaissance ingredients over time.</p> <p>S2: Vasari's acknowledgement of a debt to medieval precedent has already been noted.</p> <p>S3 and S5: Sources that can also be used to challenge the interpretation. In S3, Mirandola places no bounds on man's potential – but <u>under God</u> (who speaks the words). Similarly, in S5, Rucellai's endowments are '<u>for the honour of God</u> as well as the honour of the city'.</p> <p>S6: Savonarola, who led what has been termed the 'counter-renaissance', brought Florence, for a time, forcibly back to medieval piety (book burning etc) in the early 16th Century.</p> <p><u>Evaluation of Sources:</u></p> <p>S1 and S7 can be cross-referenced, either to support or challenge the interpretation (i.e. show continuity as well as change in painting – see above). Their limitations as evidence may be discussed in terms of e.g. their typicality (time / place) as works of art.</p> <p>S2, S3 and S4: In common with most Florentine writers of the Quattrocento (e.g. Petrarch, Bruni, Bisticci, Ficino) Vasari, Mirandola and da Vinci exaggerate the qualities of their city, of the new learning and of the achievements of their contemporaries. However, they are genuinely carried along with excitement at the limitless opportunities released by 'the spirit of the age'. The sources, therefore, though in no way balanced, are useful for defining 'the spirit of the age'.</p> <p>S5: The same can be said of Rucellai: self-advertising but reflective of the patronage of bankers and merchants that gave the Florentine Renaissance its distinctive energy and sustained it for so long.</p> <p>S6: Strongly biased in the opposite extreme, but again useful in telling us about the excesses of self-indulgence that led to Florence's decline and about the conservative reaction that followed.</p> <p>Some candidates may indicate omissions in the evidence: for example, most of the sources (except S1 and S7) refer to Florence, whereas it can be argued that developments in, say, Venice, had different influences, took on a different form, and were characterized by different kinds of achievement. It is valid to question, therefore, whether developments in Florence, as related in the sources, were typical of those in, say, Venice or Rome or other regions. Similarly, there is a</p>	
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	<p>weighting in favour of painting and fewer references to architecture, sculpture or music; the complementary development of printing is ignored, as are developments in literature or history, represented by Boccaccio, Petrarch and/or Brunni</p> <p><u>Judgment:</u> The hypothesis can be both supported and challenged by evidence provided in the sources. Clearly, there was extensive enthusiasm for the re-discovery of the cultural achievements of the classical world – as evident in most of the sources; however, there is also sufficient evidence to suggest that this did not amount to a ‘complete rejection’ of the cultural achievements of the intervening period – indeed, many religious themes in particular were retained in the arts, whilst patronage tended to be directed to the glorification of God as much as the individual. This could obviously clear the way for an improved interpretation, to the effect that medieval beliefs and attitudes were never completely relinquished despite the pervasive influence of the ‘new learning’.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>The paintings need considerable contextual knowledge to interpret them fully: Source 7 appears more representational and naturalistic than Source 1, but is similarly stylised, as can be seen, for example, in the angling of the Virgin’s head. The throne in a landscape in Source 7 and the grouping of the saints with the Virgin simply creates a different kind of image from the figures on a gold ground. The changing taste of the patrons is reflected in these paintings. This may be compared or contrasted with Leonardo’s ‘Vitruvian Man’ – the alternative interpretation of all three images presents problems in terms of characterising them.</p> <p>The problem of conflicting views may be raised by comparing Sources 2 and 6 regarding Renaissance art.</p> <p>The issues of the differing aims and intentions of individuals may be raised, for example Rucellai and Savonarola.</p> <p>The issue of reading sources in context may be raised in relation to Mirandola regarding the way in which he presents the relationship between God and man.</p> <p>The set of Sources largely concerns art – the Renaissance was a far wider phenomenon.</p>	<p>2(a) [35]</p> <p>2(b) [15]</p>
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Question Number	Answer	Max Mark
<p data-bbox="220 510 272 544">3(a)</p> <p data-bbox="220 779 272 813">3(b)</p>	<p data-bbox="448 277 1182 311" style="text-align: center;">European Nationalism 1815-1914: Germany and Italy</p> <p data-bbox="352 344 1225 378">The role of great men in nineteenth century Germany and Italy</p> <p data-bbox="352 412 1238 477">Great men were vital to the development of the nation states of Germany and Italy.</p> <p data-bbox="352 510 1257 645">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.</p> <p data-bbox="352 678 1206 743">Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p> <p data-bbox="352 777 1230 842">Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p data-bbox="352 875 759 909"><u>Knowledge and Understanding</u></p> <p data-bbox="352 943 1273 1686">E.g. candidates may use their knowledge to develop/explain the evidence in the sources that support/challenge the interpretation. Knowledge could be used to explain the context of 1815-1820 in relation to German nationalist hopes in Source 1- the impact of French rule, Metternich, the nature and purpose of the German Confederation, the growing student movements, the Carlsbad Decrees. Knowledge of the situation in Italy in 1848 could be used to explain the choices the Pope faced and the references to war with the Austrians in Source 2. In Source 3 knowledge of the events will enable candidates to explain references to Rome being 'overcome by brute force' and to the Roman Republic and to explain what Mazzini was hoping to achieve. In Source 4, knowledge of the events leading up to the war with Austria can be used to explain the source and in particular the importance of the Ems telegram. In Source 5, knowledge of the achievement of German unification and the role of Bismarck after 1871 could be used to explain the painting and why he was being given a more central role. There are various points in Source 6 that could be explained: the reference to Garibaldi being a dictator, his rule of Naples and Sicily and the claim that he was better suited to the battlefield than to Parliament. In Source 7, knowledge of the circumstances of Bismarck's resignation can be used to interpret the message.</p> <p data-bbox="352 1720 1278 2054">Candidates may use their knowledge to check the claims being made in the sources e.g. knowledge of the period could be used to question the claims made in Source 1 – was nationalism in Germany this strong? Knowledge of the situation in Italy in 1848 could be used to explore how Source 2 represents a change of mind for the Pope – why had he been known as the liberal Pope and why did nationalists rest their hopes on him? In Source 3, knowledge can be used to check the claims made by Mazzini – was he being realistic? Knowledge can be used to check Bismarck's claims about his role in engineering the war with Austria in Source 4. In Source 5 knowledge of Bismarck's role in</p>	

Question Number	Answer	Max Mark
	<p>unification could be used to consider how far he deserved the central position. In Source 6 knowledge could be used to check claims made about Garibaldi – was he a dictator, was he better suited to the battlefield than to Parliament?</p> <p>Candidates may use their knowledge to make an informed use of the provenance of the sources e.g. the youthful enthusiasm of the student in Source 1 can be considered especially in relation to the student movements at the time and the purpose of this source. In Source 2 the situation and motives of the Pope can be considered while in Source 3 Mazzini's purpose is crucial in that particular context. In Source 4 it is necessary to ask what Bismarck is up to writing this account in the 1890s – is he trying to show himself as the master planner?</p> <p>Source 5 provides an opportunity to explore the reasons for changing the painting particularly in the context of Bismarck's role in Germany after 1871. The closeness of Crispi to Garibaldi is clearly a factor to be considered but also Garibaldi's criticisms of those who ruled Italy after unification need to be taken into account. Candidates may question the typicality of the material in the sources as a whole including the omission of sources before 1848 for Italy and the lack of sources about 1848 for Germany. The absence of Cavour must also be mentioned as well as the absence of factors such as the Zollverein.</p> <p>Candidates may use their knowledge of the role of individuals and other factors in Germany and Italy across the period to compare with the pattern suggested by the sources. The patterns considered could be across time and between Germany and Italy – are their patterns different?</p> <p><u>Evidence from sources that can support the interpretation</u></p> <p>E.g. source 2 – there is a suggestion that much was expected from Pius IX – so a possible for great men is suggested, but Pius refuses. Source 3- this source suggests that Mazzini was playing an important role in the nationalist movement (the establishment of the Roman Republic) but the importance of his contribution is limited by his defeat. Perhaps his role as a great man is represented by his ideals and rhetoric and the emotional contribution he made to the development of nationalist feelings.</p> <p>Source 4 – at face value this source clearly supports Bismarck's role as a great man, a master planner who made a crucial contribution to the achievement of unification.</p> <p>Source 5 – the fact that a new version of the painting was demanded giving Bismarck more prominence suggests his important role in the achievement of unification.</p> <p>Source 6 – there is plenty of evidence here of Garibaldi being a great man and making a great contribution, but there are qualifications.</p>	

Question Number	Answer	Max Mark
	<p><u>Evidence from the sources that can be used to challenge the interpretation</u></p> <p>E.g. Source 1 – this source suggests the role of broader forces such as nationalism. Great men are not mentioned – although the early date of the source might explain why. Source 2 – the refusal of Pius IX to take a leading role with the nationalist movement means that he did not play a major contribution as a great man but the possibility is still there. Source 3 – Mazzini’s defeat and the fall of the Roman Republic suggests his role was not a crucial one. Source 4 – Questions need to be asked about how far this is Bismarck in the 1890s manufacturing an image for himself as a great man who planned and brought about unification. Source 5 – This source could be read as an attempt to create an image for Bismarck as a great man making a great contribution – but this could be seen as being manufactured for other purposes and not reality. Source 6 – This source makes qualifications about Garibaldi’s greatness and the importance of his contribution – he was not a politician and the implication is that he had little to offer Italy after unification was won on the battlefield. Source 7 – This source suggests Bismarck was not indispensable.</p> <p><u>Evidence for/against change over time</u></p> <p>The sources suggest an uneven picture as regards the role of great men. There are contributions from great men from 1848 and they appear to become more important in the years just before the achievement of unification. However there are qualifications to be made for the claims to be made for all the great men.</p> <p><u>Evaluation</u></p> <p>Source 1 provides an idealistic view of the importance of nationalism in 1820 – probably due to youthful enthusiasm. It does not mention great men (because of the early date?) and sees the people as the important factor – but exaggerates the importance of this and nationalist sentiment. Given the context of source 2 and the previous behaviour of Pius IX it is not clear if these are his real sentiments but he had by this stage decided not to throw in his lot with the nationalists. The fact that he changes his policies and refuses to support the nationalists at the crucial movement can be used to suggest he was not a great man – but he does influence events. In source 3 Mazzini is making a desperate appeal for support. His hopes are unrealistic but he did make some contribution to developments towards unification. By 1867 Mazzini’s influence has faded. However, some of his criticisms of Garibaldi still need to be considered. Source 4 also needs to be used carefully as this could be seen as an attempt by Bismarck to create the image of himself as the master planner.</p>	

Question Number	Answer	Max Mark
	<p>Source 5 needs to be considered in terms of the purpose of changing the position and prominence of Bismarck. Did the change reflect his true role or was it an attempt to manufacture a particular version of events for political reasons. Does it try to create a myth of the 'Great Man'. In source 6 Crispi's position as Garibaldi's secretary needs to be considered especially in relation to his praise of Garibaldi – this suggests Garibaldi's contribution was crucial. However, he also makes important qualifications about Garibaldi's role although he was criticised by Garibaldi when the latter criticised post-unification government of Italy.</p> <p><u>Judgement</u></p> <p>E.g. there is evidence for both sides of the argument as there is scope to interpret and use some of the sources in different ways. There is evidence for a more qualified interpretation as there are some sources that do suggest there are important drawbacks in using some of these sources as evidence of the importance of great men. In fact it would be possible to defend an interpretation that questions any significant role for great men – although there is an absence of other factors in these sources.</p> <p><u>Issues that could be raised in (b) include:</u></p> <p>Issues associated with public pronouncements such as Sources 1, 2 and 3 might be raised. The need to consider the purpose of the Source and the intended audience could be raised in relation to these Sources. Specific examples should be cited.</p> <p>The issue of the image of an individual (in this case Bismarck) created by his own memoirs (Source 4), the painting (Source 5) and the cartoon (Source 7) could be raised. Candidates might compare and contrast the issues associated with these three Sources for an historian investigating the role of the individual. Similarly this issue could be addressed in relation to Garibaldi (Source 6). In each case, candidates might address the issue of 'useful for what' by identifying the questions these Sources could help to answer and those for which they are less useful.</p> <p>The problems associated with Sources making theoretical points in conjunction with those describing these ideas in practice might be raised, for example by comparing the ideas in Source 1 with the actions encouraged by Mazzini (Source 3).</p>	<p>3(a) [35]</p> <p>3(b) [15]</p>

Question Number	Answer	Max Mark
4(a)	<p style="text-align: center;">Race and American Society 1865-1970s</p> <p>The struggle for equality for African Americans</p> <p>African American Civil Rights leaders were more divided than united.</p> <p>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.</p> <p>Remember not to simply take the Sources at face value. Use your knowledge of the period to interpret and evaluate them.</p> <p><u>Knowledge and Understanding</u></p> <p>Candidates may use their wider knowledge of the contribution of the African American leaders quoted in the sources, and of any other African American leaders in evaluating the sources and constructing their argument. The context of the sources may also prove useful in evaluating the sources in relation to the interpretation.</p> <p>For example, in the years immediately following Reconstruction the southern states began to erode the rights of African Americans, as acknowledged in Source 1. Knowledge of early Jim Crow laws would help to establish the likely effectiveness of Douglass. Candidates may refer to the fraud committed by Marcus Garvey leading to his expulsion from the USA and the consequent loss of reputation of his organisation. Knowledge of the effectiveness of Dr Martin Luther King Jr. in various incidents in the southern states could be used to counter the criticism levelled at him and his methods by Malcolm X. Candidates may suggest that both King and Malcolm X were less effective because they were assassinated.</p> <p>Knowledge of the support for the Nation of Islam by young, militant, urban African Americans could be used to challenge Stokely Carmichael's claim.</p> <p>Knowledge of change and development in King's thinking about the central problem of poverty could be used to contextualise Source 7.</p> <p><u>Evidence from Sources that can support the interpretation:</u></p> <p>Source 1: Different approaches to the fight for civil rights are implicit in Douglass's tone.</p> <p>Source 2: Washington's justification of his approach to education implies that he is compromising more than others would like.</p> <p>Source 3: The Niagara movement states that the government should provide education, in contrast to self-help.</p> <p>Source 4: Garvey's method was clearly different from that of previous leaders in advocating a return to Africa.</p> <p>Source 5: Malcolm X is clearly frustrated by King's approach, suggesting that he should blame whites for the condition of African Americans.</p> <p>Source 6: Carmichael clearly states the limitations of other Civil Rights leaders in failing to attract or mobilise the energies of militant young urban African Americans and in failing to provide leadership at national level.</p>	

Question Number	Answer	Max Mark
4(b)	<p><u>Evidence that can be used to challenge the interpretation:</u> Sources 2 and 3: WEB Du Bois's Niagara Movement has similar aims to those stated by Washington. Source 7: It is clear that King is more conciliatory and sympathetic towards other leaders and methods in the last months of his life than he had been when first involved in the CRM. Note: challenge to the interpretation from the sources may be based largely on cross-referencing.</p> <p><u>Evaluation of Sources:</u> For example: Source 1 is from a speech to African Americans which may affect the stance taken by Douglass. Sources 2, 4 and 6 show Washington, Garvey and Carmichael trying to justify their approaches. Candidates may refer to the different dates of the sources and hence the different contexts and periods to explain the differences in the approaches advocated. Source 3 is a statement of principle and hence aims and so does not show the actual work and approach of the Niagara movement. Source 5 is a report of an incident that, unlike the other sources, was not public, hence reflecting more genuinely the leader's views. On the other hand it may report an atypical response to a particular circumstance. Source 7 is from an historian who – as may be deduced from the title of his book - questions the effectiveness of the Civil Rights Movement, yet he notes the changed approach of King and reports a more united movement in the late 1960s. However, this change should be evaluated in the context of King's assassination less than a year later.</p> <p><u>Judgement:</u> Candidates should weigh up the evidence for and against the statement, taking into account their evaluation of the sources. No set answer is to be expected, and provided that the judgement is sustainable in the light of the sources it should be accepted. There are a number of possible conclusions, based, for example, on whether the candidate considers that different methods at different times constitutes disagreement as such, or the extent to which the candidate stresses different aims or different methods.</p> <p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Issues that could be raised include:</p> <ul style="list-style-type: none"> • Lack of evidence about the work of groups using the courts to attempt to get justice – especially in the case of the Niagara Movement and the NAACP. • The failure to take into account the different circumstances of African Americans in different parts of the country e.g. Jim Crow laws in the South compared with urban deprivation as a more serious issue in the North. • The failure of the writers to take account of the need for changing tactics over time as circumstances and attitudes changed. 	[35]

Question Number	Answer	Max Mark
	<ul style="list-style-type: none">• The failure of the writers to take account of the tactics used and consequent adaptation in the light of experience.• The lack of evidence about successes achieved by different methods, and of other reasons for success/failure.• The issue of whether the national movement apparently advocated by Carmichael was either desirable or realistic.	[15]

Grade Thresholds

Advanced GCE History B: H108/H508
January 2009 Examination Series

Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F981	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
F982	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
F983	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0
F984	Raw	50	40	35	30	25	20	0
	UMS	100	80	70	60	50	40	0

For a description of how UMS marks are calculated see:

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