

Advanced Subsidiary GCE

GCE HISTORY B

Unit F983: *Using Historical Evidence - British History*

Specimen Paper

Additional Materials: Answer Booklet (8 pages)

F983 QP

Morning/Afternoon

Time: 1 hours 30 minutes



INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer book. Write your answers on the separate answer book provided.

This paper contains questions on the following 4 Study Topics:

- The Impact and the Consequences of the Black Death in England up to the 1450s
- Protest and Rebellion in Tudor England 1489-1601
- Radicalism, Popular Politics and Control 1780-1880s
- The Impact of War on British Society and Politics since 1900

Answer **both sub-questions** from **one** option.

INFORMATION FOR CANDIDATES

- Sub Question **a** question is marked out of **35**.
- Sub Question **b** is marked out of **15**.
- You should write in continuous prose and are reminded of the need for clear and accurate writing, including structure and argument, grammar, punctuation and spelling.
- The time permitted allows for reading the Sources in the one Option you have studied.
- In answering these questions, you are expected to use your knowledge of the topic to help you understand and interpret the Sources as well as to inform your answers.

ADVICE TO CANDIDATES

- Read each question carefully and make sure you know what you have to do before starting your answer.

This document consists of **12** printed pages and **4** blank pages.

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

The social and economic impact on the peasantry.

Read the interpretation and Sources 1-7.

Interpretation: The lives of ordinary people improved as a result of the Black Death.

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

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

[35]

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

[15]

Source 1: A record of a conflict over feudal labour services in Cheshire in 1336.

Be it remembered that in the year 1336 the villeins of Darnall and Over conspired against their lords, the abbot and convent. They had a serious complaint against the abbot, that, whereas they used to be free and held their lands by charter of the King, the abbot had put them in close confinement in shackles, as though they were villeins and forced them to serve him in all villein services. At length, the villeins, finding no place in which they might be concealed, returned to the abbot their lord, submitting themselves and their goods to his grace, and the abbot put them all in fetters as his villeins.

From an entry in The Ledger Book of Vale Royal Abbey for 1336.

Source 2: A chronicler from Kent records the effects of the Black Death.

To our great grief, the plague carried off so vast a multitude of people of both sexes that nobody could be found who would bear the corpses to the grave. There was so marked a deficiency of labourers and workmen of every kind that more than a third of the land in the whole realm was let lie idle. All the labourers, skilled or unskilled, were so carried away by the spirit of revolt that neither King, nor law, nor justice could restrain them.

From the chronicle of William of Dene, a monk from Rochester in Kent.

Source 3: From The Ordinance of Labourers, issued by the King in 1349. This was reinforced in 1351 by parliamentary statute (law).

Every man or woman of our realm of England, free or villein, shall be bound to serve whoever requires him; and take only the wages or salary which were accustomed to be given in 1347, or five or six years before.

If any reaper, mower, or other workman or servant retained in any man's service, do depart from the said service without reasonable cause before the term agreed, he shall have the penalty of imprisonment.

No man shall pay or promise to pay any servant any more wages or salary than were accustomed.

From the Ordinance of Labourers, 1349.

Source 4: A chronicler describes the workers' demands after the Black Death.

The workers were so elated and uncooperative that they did not heed the orders of the king prohibiting higher wages. If anyone wanted to hire them, he had to give them what they desired; he would have to either lose his crops and fruit or grant the selfish and lofty wishes of the workers.

From the chronicle of Henry Knighton, canon of Leicester Abbey, writing in about 1382.

Source 5: A chronicler records the Peasants' Revolt of 1381.

In England, as in other countries, it is usual for the nobles to exercise great authority over the commons and to hold them in a state of serfdom; that is to say, as serfs they are compelled by law and custom to labour on the lords' lands. Thus the noblemen and bishops are served by them, especially in the counties of Kent, Essex, Sussex and Bedford. The unhappy people of these counties began to stir, because they said they were held in great bondage, and in the beginning of the world, they said, there were no bondmen, wherefore they maintained that none ought to be in bondage now.

From Froissart's Chronicles.

Source 6: A chronicler describes the effects of the Black Death on settlements.

After the plague, many large and small buildings in all the cities, boroughs and villages collapsed and were levelled with the earth for lack of inhabitants; likewise many villages and hamlets were deserted. No house was left in them for everyone who had lived in them had died, and it was probable that many such villages were never to be inhabited again.

From the chronicle of Henry Knighton, canon of Leicester Abbey, writing in about 1382

Source 7: A historian discusses the long term impact of the Black Death on women.

One further aspect of the evidence relating to the social impact of population decline in the post-plague period demands mention. There are significant indications that there were new opportunities for women in work. In the records of London we begin to hear, and quite frequently of women trading by themselves, who in that capacity could sue and be sued, and could make valid business contracts.

It is noticeable that when, in the later fifteenth century, signs appear that the population level was starting to pick up again, signs also appear of 'male domination' reasserting itself. We hear of women, in a number of northern towns, being excluded from the weaving guilds in the 1450s.

English Society in the Later Middle Ages 1348-1500 Maurice Keen, Penguin 1990, pp44-46

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2 Protest and Rebellion in Tudor England 1489-1601

The Causes of Rebellions

Read the interpretation and Sources 1-7.

Interpretation: Tudor rebellions were caused mainly by economic problems.

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

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

[35]

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

[15]

Source 1: Table showing wage and price levels, 1490-1610. 100 is used as a starting point for comparing the wages and prices.

1490-1510	Prices: 100	Wages: 100
1510-1530	Prices: 117	Wages: 104
1530-1550	Prices: 141	Wages: 114
1550-1570	Prices: 245	Wages: 169
1570-1590	Prices: 302	Wages: 205
1590-1610	Prices: 391	Wages: 219

Source 2: A Chronicler explains the grievances of the Cornish rebels of 1497.

These unruly people, the Cornishmen, inhabiting a barren country and unfruitful, at the first complained that they should be so grievously taxed and burdened by the King's council. The leaders exhorted the common people to follow them in that quarrel to see them punish those responsible for burdening the people with this tax, without any reasonable cause, other than a little trouble with the Scots.

From the Holinshed Chronicle, first published in 1571.

Source 3: The causes of the Pilgrimage of Grace, 1536.

The immediate cause of the insurrection was the saying that the men of Hull have sold their crosses and jewels of their church to prevent the King's commissioners seizing them. They had long begrudged that the King should be Head of the Church and the putting down of monasteries.

Extract from the confession of the Vicar of Louth after the suppression of the Pilgrimage of Grace.

Source 4: The demands of Ket's rebels, 1549.

1. We pray your grace that where it is enacted for enclosing that it be not harmful to such as have enclosed saffron grounds, and that from henceforth no man shall enclose any more.

8. We pray that priests or vicars who are not able to preach and set forth the word of God to his parishioners may be put from his benefice, and the parishioners then to choose another.

16. We pray that all bond men may be made free, for God made all free with his precious blood shedding.

29. We pray that no lord, knight, esquire nor gentleman do graze nor feed any bullocks or sheep if he has a rental income of over £40 a year.

From the Articles of Ket's rebels, 1549

Source 5: From a fictional conversation between a gentleman and a peasant in about 1549.

Peasant: Indeed, these enclosures do undo us all, for they make us pay more for the land we farm. All is taken up for pastures, either for sheep or for grazing of cattle. Because of these enclosures men lack a living and are idle. Moreover everything is so dear that they are unable to live by their daily labour.

From: Sir Thomas Smith, A Discourse of the Common Weal of this Realm of England, 1549(?)

Source 6: A chronicler's account of Wyatt's rebellion, 1554.

Note, that the 25th January 1554 the council was informed that there was up in Kent Sir Thomas Wyatt (and others) resisting the King of Spain, as they said, their aim was this only and none other. They also aimed partly for removing certain councillors from about the queen. They, considering the great and manifold disasters which are like to fall on us if we shall be taken under the rule of the proud Spaniards or foreigners, are here assembled to make resistance of the coming of him or his favourers. For they know right well, that if we should be under their subjection they would, as slaves and villains, rob us of our goods and lands, ravish our wives before our faces, and rape our daughters in our presence.

From: The Chronicle of Queen Jane and of two years of Queen Mary

Source 7: The debts of the conspirators in the Earl of Essex's rebellion, 1601, all figures to the nearest £1000.

	Land sales 1591-1600	Date	Private debts	Total sales and debt
2 nd Earl of Essex	£40 000	1601	£25 000	£65 000
5 th Earl of Rutland		1601	£5 000	£5 000
3 rd Earl of Southampton	£20 000	1601	£8 000	£28 000
5 th Earl of Sussex	£20 000	1601	?	£20 000
3 rd Earl of Bedford	£1 000	1601	£7 000	£8 000
3 rd Lord Sandys	£1 000	1601	£3 000	£4 000
3 rd Lord Cromwell	£10 000	1601		£10 000

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3 Radicalism, Popular Politics and Control 1780-1880s**The nature of nineteenth-century radicalism**

Read the interpretation and Sources 1-7.

Interpretation: **In the period 1780 to the 1880s radicalism was mainly concerned with economic and social issues.**

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

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

[35]

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

[15]

SPECIMEN

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Source 1 A Manchester magistrate writes to the government about his fears.

I have already stated to your Lordship that the unemployed spinners assemble in considerable numbers at the outskirts of the town, and are evidently acting under very excellent organisation. Whether there may ultimately be anything political in their intentions and movements I am not able to state but your Lordship will perceive how easy a matter it might be for the politically disaffected to throw politics in the way of these men and convert what appears to be a gathering into a means for alarming the Government of the country and producing a new order of things under the stale idea of reform, and to insinuate into the minds of these men that this will be the time for a general rising.

An extract from a letter from a Manchester magistrate to the Home Secretary Viscount Sidmouth, July 1818.

Source 2 Samuel Bamford describes events shortly before the Peterloo Massacre of 1819.

By eight o'clock on the morning of Monday, the 16th of August, 1819, the whole town of Middleton might be said to be on the alert: some to go to the meeting, and others to see the procession, the like of which, for such a purpose, had never before taken place in that neighbourhood.

First were selected twelve of the most comely and decent-looking youths, who were placed in two rows of six each, with each a branch of laurel held presented in his hand as a token of amity and peace; then followed the men of several districts in fives; then the band of music, an excellent one; then the colours: a blue one of silk, with inscriptions in golden letters, "Unity and Strength," "Liberty and Fraternity"; a green one of silk, with golden letters, "Parliaments Annual," "Suffrage Universal"; and betwixt them, on a staff, a handsome cap of crimson velvet with a tuft of laurel, and the cap tastefully braided, with the word "*Libertas*" in front.

From Samuel Bamford's autobiography 'Passages in the Life of a Radical' published 1841-43. Bamford was involved in several of the radical movements of the time.

Source 3 Bronterre O'Brien calls for reform.

What a farce the present system is. The present House of Commons does not represent the people, but only those fellows who live by profits - a rascally crew who have no interest in the real welfare of the country. Two thousand brothel-owners in London have votes, but honest folks have none. Every lawyer in the country can vote - every thief of them - yet when did any one of this gang add a penny to the wealth of the nation? Then you have the cotton-lords who possess all the skill and trickery and daring of the pick-pocket, the burglar and the highwayman rolled into one - they all have votes but not the working people.

From a speech by Bronterre O'Brien in April 1839. O'Brien was one of the Chartist leaders.

Source 4 A view from trade unionists.

Fellow-workmen,

We have been content, like too many of our class, to consider those only our enemies who sought to reduce our wages without extending our inquiries to see how far our trade and our wages were dependent on superior influences - those of our political institutions. We firmly believe brethren that our wages have been greatly supported by the union but we have recently realised that the very existence of unions is dependent on the mere whim of an irresponsible government. Why, let us ask, has this system of injustice been permitted so long? Simply, fellow workmen, because the working classes thought that they had nothing to do with politics.

From an article by the West London and Shoemakers Charter Association. It was published in the Charter newspaper in April 1842.

Source 5 A Chartist view of the New Poor Law introduced in 1834.

The abolition of the *legal* relief for the unemployed; the denial of all relief, except on terms that would deter everyone but the soul-destroyed starving slave from accepting it; the institution of the 'workhouse test', its *brand* of poverty; its classification - its separation of man and wife and mother and child; its 'scientific' diet of watery soup, bread and 4ozs. of bacon for a whole week, and a morsel of cheese; its dysentery, killing off its inmates as if stricken with the plague; all this was well calculated to make the labourer *offer his services* for almost any amount of wage, sooner than subject himself to the cruelties that awaited him if he applied for aid in his necessity to those called his '*guardians*'. The Poor Law screw was well adapted to press the labourer down to less and still less comfort.

From the Chartist newspaper, Northern Star, 7 June 1845.

Source 6 Samuel Bamford comments on the changes in radicalism.

On the first of January, 1817, a meeting of delegates from twenty-one petitioning bodies, was held in our chapel, when resolutions were passed declaring the right of every male to vote, who paid taxes; that males of eighteen should be eligible to vote; that parliaments should be elected annually; that every twenty thousand of inhabitants should send a member to the House of Commons; and that talent, and virtue, were the only qualifications necessary. Such were the moderate views and wishes of the reformers in those days. Concentrating our whole energy for the obtainment of annual parliaments and universal suffrage, we did not interfere with the working of factories; nor the corn laws; nor tithes; nor a score of other matters, which in these days have been pressed forward with the effect of distracting the attention, and weakening the exertions of reformers.

An extract from Samuel Bamford's autobiography published 1841-1843.

Source 7 A historian comments on radicalism in the second half of the nineteenth century.

A new period began after 1848 that lasted up to the mid-1880s. Based on a spirit of compromise that replaced class hostility, it was backed up by improvements in the economy and a rise in living standards throughout the 1850s and 1860s. Popular politics was dominated by the artisans (or labour aristocracy) who abandoned the extreme radicalism of the early Victorian period in favour of class collaboration.

However, this spirit of compromise was shattered by the experiences of the 1880s. The problems of poverty reasserted themselves with concern over 'Outcast London' and other major cities. The word 'unemployment' entered the English vocabulary for the first time. With the success of the match-girls strike at Bryant and May in 1888 and the London dock strike of 1889, unskilled workers began to unionise.

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4 The impact of war on British society and politics since 1900**The impact of war on attitudes towards women**

Read the *interpretation* and Sources 1-8

***Interpretation:* The contribution of women in war had little impact on attitudes to their role in society during the twentieth century.**

- (a) Explain how far sources 1-8 support this interpretation. You may if you wish, amend this interpretation or suggest a different interpretation. If you do this you must use the sources to support the changes that you have made.

Remember not to simply take the sources at face value. Use your knowledge of the period to interpret and evaluate them.

[35]

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

[15]

Paper Total [50]

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Source 1: The employment of women, 1901-1931

	1901	1911	1921	1931
Female population (millions)	16.79	18.62	19.81	20.83
Women employed (millions)	4.17	4.83	5.06	5.60
Women employed (as a percentage of the female population)	24.8%	25.9%	25.5%	26.9%

Source 2: A Labour MP supports a Bill in 1910 to give women with property the right to vote.

This question has been before the House of Commons for more than forty years. During that forty years women have proved their capacity for public service in a hundred different ways. Women have carried off against men the highest honours the universities can offer, and they have served the State with advantage and honour in many ways. The united suffrage organisations of the country demand the enactment of this Bill, not as a favour, but as an act of justice far too long delayed. I appeal to the men of this House to rise above political prejudice and masculine bigotry, and to honour themselves by honouring and respecting the womanhood of this nation.

From: a speech made by Philip Snowden MP in the House of Commons, 12 July 1910.

Source 3: Instructions to members of the Women's Land Army during the First World War.

You are doing a man's work and so you are dressed rather like a man; but remember that because you wear a smock and trousers you should take care to behave like an English girl who expects chivalry and respect from everyone she meets. Noisy or ugly behaviour brings discredit, not only on yourself but upon the uniform, and the whole Women's Land Army. When people see you pass show them that an English girl who is working for her Country on the land is the best sort of girl.

Source 4: An argument for equal suffrage presented by a deputation to the Prime Minister in 1927.

I desire only to make a single point. The great majority of women who work for their living, in industries or professions, are among the disenfranchised. Every year Parliament considers Bills, such as your own Factories Bill which vitally affect the conditions under which those women earn their livings. Whatever the merits of this legislation, it is dangerous that the women it concerns should be without the means of influencing Parliament which male workers possess. There is rivalry between men and women workers in many occupations. It cannot be said that in this matter the already enfranchised women adequately represent the unenfranchised. The majority of the enfranchised are wives and mothers, who may look at these questions of sex competition from the point of view of their husbands and sons, rather than of their unenfranchised sisters.

*From: 'Notes of Deputation from the Equal Political Rights Campaign Committee',
14 March 1927.*

Source 5: A housewife's comment in her diary during the Second World War.

I thought of the stacks of dirty dishes to tackle after tea, of furniture that was once polished every week, and now done when I had the time. I wondered if people would ever get back to the old ways. I cannot see women who have done worthwhile things settling to trivial ways.

From a housewife's diary, 1942.

Source 6: A 1950s advertisement for a cooker

BLACKWOOD MORTON KILMARNOCK

Mine's a
CANNON

—the wonderful cooker with the Exclusive Foldaway Eye Level Grill!

A MARVELLOUS OVEN —takes a 22 lb. turkey!
4-BURNER HOTPLATE with automatic lighting
WARMING DRAWER for plates and dishes
FOLDAWAY PLATE SHELF

It Grills:—

- 8 Chops
- 2½ lbs Sirloin
- 2 Small Chickens
- 4 Large Fish Fillets
- 4 Large Steaks
- 4 Pigeons
- ½ lbs Sausages

—and dozens of other dishes never before possible on an ordinary cooker!

What about yours?

—so easy to own for a small deposit on extended terms . . . but don't delay— place your order soon!

HOME SERVICE ADVISER: CANNON (GA) LTD., DEEPFIELDS, BILSTON, STAFFORDSHIRE.
Please supply FREE Presentation Full-colour Brochure describing "BRITAIN'S BEST COOKER"

NAME _____
ADDRESS _____
(Town) _____
M14 (County) _____

SEE IT AT YOUR GAS SHOWROOMS!

From: a women's magazine in the 1950s

Source 7: Women in the labour force, 1951-1981.

	1951	1961	1971	1981
As a % of the total labour force	31	33	37	40
As a % of women aged 20-64	36	42	52	61
Part-time as a % of the total labour force	12	26	35	42
% of all married women aged 15-59 in the labour force	36	35	49	62

Source 8: The role of women in the armed forces in the 1990s.

Women have played a vital role in the armed forces since at least the Second World War, when they were employed in a wide variety of roles, many of which exposed them to extreme danger. The early 1990s saw the most dramatic peacetime changes in their duties, with women serving in surface ships, as aircrew for the first time, and also in a much greater range of posts in the Army. Around the same time women's roles were fully integrated into the three main Service branches – the Royal Navy, Army and Royal Air Force. Today, the contribution of Servicewomen to the combat effectiveness of the Armed Forces is essential. More women are serving in a greater variety of posts than ever before, many of them front line.

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Copyright Acknowledgements:

Sources:

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

Source 7: English Society in the Later Middle Ages 1348-1500 Maurice Keen, Penguin 1990, pp44-46

The impact of war on British society and politics from 1900

Source 5: Colin Shephard, Andy Reid, Keith Shephard, Peace and War, John Murray, 1993. Source 28, p 169

Source 6: From a women's magazine in the 1950s. <http://webukonline.co.uk>

Source 8: © Crown Copyright, from the Ministry of Defence website, 2007

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The maximum mark for this paper is **50**.

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

Maximum mark: 35

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

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 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
1(a)	<p>The Impact and Consequences of the Black Death in England up to the 1450s. The lives of ordinary people improved as a result of the Black Death.</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>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding Candidates may observe the lack of reference to the lives of women other than in Sources 2 and 7 and question the validity of making a judgement about 'ordinary people' without more specific reference to both genders. Candidates may use knowledge of depopulation to interpret the content of Source 6, perhaps questioning whether this occurred as a result of the Black Death or later visitations of plague. They may also refer to the use of marginal land for farming in the first half of the 14th century, deducing the benefits of abandoning this land and hence only farming more fertile soils.</p> <p>Candidates should demonstrate knowledge of the impact and consequences up to the 1450s.</p> <p>Evidence from Sources that can support the interpretation: Source 1: Villeins were ultimately unable to resist the demands of the lords before the Black Death. Source 2: Workers had more control over their lives after the Black Death; those in authority had less control over them. Source 3: Suggests that immediately after the Black Death workers' wages had risen. Source 4: The workers had more confidence, suggesting they were more optimistic. Source 5: Making demands so confident Source 6: Infers that there was more land available for farming and/or that marginal land was no longer under arable farming, so that work done was more productive. Source 7: Women were able to set up business by themselves</p> <p>Evidence that can be used to challenge the interpretation: Source 1: Villeins had little control over their conditions of work. Source 2: Indiscipline and idleness meant that the harvest was not collected, necessary working in a subsistence economy was not completed and hence there were shortages and high prices immediately after the Black Death. Source 3: Those in power quickly set about re-establishing their authority over the workers/ordinary people. Source 5: Suggests that ordinary people were still harshly treated by the lords in 1381.</p>	

Question Number	Answer	Max Mark
<p>1(a) cont'd</p>	<p>Source 6: Suggests a reduction in the housing stock and that many people had to move from their homes. This may be interpreted as a negative effect.</p> <p>Source 7: The improvements for women were shortlived.</p> <p>Evaluation of Sources:</p> <p>Cross referencing of Sources that refer to villeinage and bondage (1, 3, and 5) may lead candidates to make inferences about change and continuity in the status of ordinary people in the 14th century. Candidates may question the reliability and typicality of material in chronicles on the grounds, for example, that Froissart probably obtained his information on a visit to England in 1395, some 14 years after the events to which he refers.</p> <p>Judgement:</p> <p>The evidence is mixed, and candidates will need to weigh up the evidence, for example of harsh treatment on the part of the lords against the relative success of resistance. While the chroniclers suggest that the lords remained in control, evaluation of the Sources in the context of the candidate's knowledge of the period may suggest that this is an overstatement of the extent of the government's and the lords' control over the ordinary people after the Black Death. Equally, they may conclude that there were other factors affecting the socio-economic status of ordinary people besides the impact of the Black Death, and that these were of greater significance. For example, uses the reference to ideas of equality and links this with Lollard beliefs, suggesting that these ideas, more than the effects of the Black Death, influenced the people to rebel and encouraged them to demand more rights.</p>	<p>[35]</p>
<p>1(b)</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>Knowledge and Understanding</p> <p>Candidates should demonstrate knowledge of the main aspects of the social structure at the time and how it changed across the period. They should also demonstrate knowledge of the main features of the immediate impact of the Black Death and of its longer term consequences up to the 1450s. They should demonstrate knowledge of the tensions in society, and the grievances of particular groups, across the period. This knowledge should be used to comment on the sources e.g. in terms of purpose or typicality. They might show awareness of other important factors that had a significant impact on society during this period.</p>	

Question Number	Answer	Max Mark
<p>1(b) cont'd</p>	<p>Ways in which the sources are useful. These could include: examples of the useful evidence covering views and actions of different classes across a period of time and how this can be inferred from the sources; examples of how sources can be cross-referenced to support each other or to question each other; contextual knowledge can be used to interpret and confirm the sources; some range in the types of sources presented; some of the sources appear to have no explicit political purpose e.g. 1 and 3; mentions that chroniclers were trying to simply tell what happened; suggests ways in which sources could be useful to answer a range of different questions. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g. Source 5. Better answers might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: many of the sources come from landowners or the literate classes so, even if sub-consciously, represent a particular perspective; there is nothing here directly giving us the view of the peasants; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; the sources only represent certain part of the country; contextual knowledge used to judge how representative of what happened particular sources are; there is little evidence here of the period after 1400; we are not sure what evidence the historian in 7 used. Explains the limitations of the sources in terms of what they do not tell us about e.g. the impact of war during this period.</p>	<p>[15]</p>
<p>2(a)</p>	<p>Protest and Rebellion in Tudor England 1489-1601</p> <p>Interpretation: Tudor rebellions were caused mainly by economic problems.</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>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding Candidates may question the typicality of the material presented in the Sources, including knowledge of omitted items from the demands of, for example, Ket's rebels. Candidates may distinguish between the different causes on the basis of class interest: perhaps the lower orders were more likely than the wealthy to have economic aims? Knowledge of literacy levels might be used to evaluate the aims of the rebels as recorded both in their demands and by chroniclers.</p>	

Question Number	Answer	Max Mark
<p>2(a) cont'd</p>	<p>Knowledge of Elizabeth/Essex relationship to 1601 to suggest relative importance of financial predicament of Essex as a cause of rebellion. Candidates should demonstrate knowledge of the various causes of the protests and rebellions 1489-1601</p> <p>Evidence from Sources that can support the interpretation: Source 1: Wages were not keeping pace with prices hence rebellion is likely. Source 2: Tax demands caused rebellion. Source 3: Wider knowledge of context suggests this source only tells part of the story ... Source 4: Enclosures etc. Source 5: Suggests poor are desperate. Source 6: Spanish actions include enslaving, etc. Source 7: Personal financial predicaments of conspirators.</p> <p>Evidence that can be used to challenge the interpretation: Source 1: Cannot assume that people worse off – may have worked more days for example. No causal link established. Source 2: May be use to which tax is put rather than tax <i>per se</i>. Source 3: Religious cause for rebellion. Source 4: Religious issues. Source 6: Xenophobic issues</p> <p>Evaluation of Sources: e.g. Source 1 gives information, but can draw different conclusions from it – not enough by itself to endorse hypothesis. Data is too generalised to draw firm conclusions. Source 3: post hoc analysis by someone questioned by authorities ... Sources 3,4 and 6: Demands of rebels tend to be drawn up by higher class among rebels, so may distort. Source 7 – need to assume causal relationship between debts and rebellion – may be other factors were more significant, e.g. Essex's treatment by Elizabeth.</p> <p>Judgement: 'against' evidence points to a range of reasons – need to weigh up evidence, for example is economic issue at centre of protest and religion a side-issue? 'for' evidence in most rebellions represented here: is enough to validate generalisation in interpretation.</p>	<p>[35]</p>

Question Number	Answer	Max Mark
2(b)	<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>Knowledge and Understanding Candidates should demonstrate knowledge of the main aspects of the social structure at the time and how it changed across the period. They should also demonstrate knowledge of the different causes of Tudor protest and rebellion. They should demonstrate knowledge of the tensions in society, and the grievances of particular groups, across the period. This knowledge should be used to comment on the sources e.g. in terms of purpose or typicality.</p> <p>Ways in which the sources are useful. These could include: examples of the useful evidence covering views and actions of different classes across a period of time and how this can be inferred from the sources; examples of how sources can be cross-referenced to support each other or to question each other e.g. Sources 2, 3 and 4 on the causes; contextual knowledge can be used to interpret and confirm the sources; there is some range in the types of sources presented; some of the sources appear to have no explicit political purpose e.g. 1 and 7; mentions that chroniclers were trying to simply tell what happened; suggests ways in which sources could be useful to answer a range of different questions. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g Source 2. Better answers might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: several of the sources come from landowners or the literate classes so, even if sub-consciously, represent a particular perspective - this also might give us a partial view of the grievances of the rebels particularly in the light of the kind of people who usually drew up the petitions and lists of demands; there is nothing here directly giving us the view of the peasants; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; the sources only represent certain parts of the country; contextual knowledge used to judge how representative of what happened particular sources are; the limitations of statistical sources could be discussed; problems associated with Source 5 might be discussed - because it is fictional does this mean it is of no use? Explains limitations of sources in terms of e.g. the rebellions or causes not mentioned.</p>	[15]

Question Number	Answer	Max Mark
3(a)	<p>Radicalism, Popular Politics and Control 1780-1880s</p> <p>Interpretation: In the period 1780 to the 1880s radicalism was mainly concerned with economic and social issues.</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>Examples of arguments, evidence and source evaluations that may be included in responses:</p> <p>Knowledge and Understanding</p> <p>Candidates may use their knowledge to develop/explain the evidence in the sources that support/challenge the interpretation.</p> <p>Candidates may use their knowledge to check the claims being made in the sources.</p> <p>Candidates may use their knowledge to make an informed use of the provenance of the sources.</p> <p>Candidates may question the typicality of the material in the sources as a whole including the omission of sources for the end of the eighteenth century. They may explain the nature of radicalism in these years - how far was it similar to radicalism in the nineteenth century? They may explain about other examples of radicalism e.g. the campaign in the early 1830s for electoral reform.</p> <p>Candidates may use their knowledge of the 1850s-1880s to argue that patterns of radicalism changed.</p> <p>Candidates may use their knowledge of radicalism across the period to check for any correlation between radical activity and the periods of high prices and lower living standards.</p> <p>Evidence from Sources that can support the interpretation:</p> <p>Source 1 - the spinners are gathering to protest because they are unemployed</p> <p>Source 4 - unions formed to protect wages, according to this source this has been their main concern for some time</p> <p>Source 5 - opposition to the Poor Law</p> <p>Source 6 - the claim that radicalism has turned to social and economic matters</p> <p>Source 7 - explains that radicalism decreased and then increased because of the economic position</p> <p>Evidence that can be used to challenge the interpretation:</p> <p>Source 1 - the activists want reform, a new order of things - political</p> <p>Source 2 - political references to e.g. 'Liberty' and 'Suffrage'.</p> <p>Source 3 - emphasis on winning the vote</p> <p>Source 4 - a plea to turn to political issues - but no evidence that this was acted upon</p> <p>Source 6 - evidence that in 1817 the concerns were just political</p> <p>Source 7 - suggestions that radicalism revived because of class tensions - this can be seen as political</p>	

Question Number	Answer	Max Mark
<p>3(a) cont'd</p>	<p>Evidence for/against change over time Sources 1, 4, and 7 all provide evidence for the concerns of the radicals changing over time.</p> <p>Evaluation Opportunities for cross-referencing e.g. Sources 2 and 6 support each other to some extent about changes in concerns, Sources 1 and 4 suggest some support but needs to be qualified, Sources 1 and 4 appear to contradict Source 6 about change over time. Informed use of provenance of sources - e.g. knowledge of the post-war context and fears of the authorities re. French Revolution may explain the fears in Source 1 and suggest that they are exaggerated; knowledge of the Chartists and their aims and development to comment on Sources 3 and 5. Knowledge of the period to check the claims being made in 7.</p> <p>Judgement There is evidence on both sides but also some evidence for the concerns of the radicals changing over time. However, the evidence for the latter is contradictory. Some of the evidence for increasing political interests is provided by enemies of the radicals - but not all. However Bamford suggest the opposite. Not enough clear evidence here to totally support the hypothesis. There is scope to amend the hypothesis especially bringing in change over time.</p>	<p>[35]</p>
<p>3(b)</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>Knowledge and Understanding Candidates should demonstrate knowledge of the main aspects of the social structure at the time and how it changed across the period. They should also demonstrate knowledge of changes and developments in radicalism across the period and how the authorities reacted. They should demonstrate knowledge of the tensions in society, and the grievances of particular groups, across the period. This knowledge should be used to comment on the sources e.g. in terms of purpose or typicality.</p> <p>Ways in which the sources are useful. These could include: examples of the useful evidence covering views and actions of different classes across a period of time and how this can be inferred from the sources; examples of how sources can be cross-referenced to support each other or to question each other e.g. Sources 2, 3 and 4 on the causes; contextual knowledge can be used to interpret and confirm the sources; there is some range in the types of sources presented; some of the sources appear to have no explicit political purpose e.g. 1 and 7;</p>	

Question Number	Answer	Max Mark
<p>3(b) cont'd</p>	<p>mentions that chroniclers were trying to simply tell what happened; suggests ways in which sources could be useful to answer a range of different questions. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g Source 2. Better candidates might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: several of the sources come from landowners or the literate classes so, even if sub-consciously, represent a particular perspective - this also might give us a partial view of the grievances of the rebels particularly in the light of the kind of people who usually drew up the petitions and lists of demands; there is nothing here directly giving us the view of the peasants; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; the sources only represent certain parts of the country; contextual knowledge used to judge how representative of what happened particular sources are; the limitations of statistical sources could be discussed; problems associated with Source 5 might be discussed - because it is fictional does this mean it is of no use? Explains limitations of sources in terms of e.g. the rebellions or causes not mentioned.</p>	<p>[15]</p>
<p>4(a)</p>	<p>Examples of arguments, evidence and source evaluation that may be included in responses:</p> <p>Knowledge and Understanding Candidates may question the typicality of the material presented in the Sources, for example the view of the Labour MP in Source 2. Candidates may use their knowledge of the kind of work undertaken by women in the early twentieth century, including during the First World War, to aid interpretation of Source 1, which appears to indicate gradual change. Candidates may use their knowledge of changes in the franchise affecting women to explain the context of Source 4.</p> <p>Evidence from Sources that can support hypothesis: Source 1: Does not indicate any significant impact of WWI within the changing numbers of women working. Source 2: Suggests that despite their contribution to the country before the First World War, women were not given the vote/seen as politically equal. Source 3: Indicates a traditional attitude to women and work. Source 4: Suggests continued inequality for women was prevalent in 1927. Source 5: Suggests the traditional role of women in the house was not altered. Source 6: Shows that 1950s advertisers had a very traditional view of women. It also shows one of a range of labour-saving domestic appliances becoming available during the period which it might be argued</p>	

Question Number	Answer	Max Mark
<p>4(a) cont'd</p>	<p>had more impact on women's role than war did. Source 7: The large number of part-time women workers suggests continued lack of equality and emphasis on domestic roles.</p> <p>Evidence that can be used to challenge hypothesis: Source 1: more women were working in 1921 than in 1901 Source 2: suggests that women's contribution to the country provided an important lever in bringing them greater political power. Source 3: gives a very positive image of women's contribution to the war effort. Source 5: suggests that women themselves felt empowered by their contribution to wartime work. Source 8: gives a very positive image of women's contribution in the armed forces.</p> <p>Evaluation of Sources: For example: may question the typicality of a number of the views expressed, e.g. in Source 2 (Labour MP – a minority party in 1910 in context of internal evidence that Bills for female suffrage were consistently rejected). May question ways in which statistics in Sources 1 and 7 can be interpreted – e.g. reasons for part-time work; what this indicates about wages. May question if there is any link between changes in employment indicated and impact of war. May cross reference Source 5 against changes in employment. May group Sources 3, 5 and 7 to indicate continuity of traditional attitudes to women.</p> <p>Judgement: 'for' evidence is clearly more prevalent in these Sources, with traditional attitudes present until at least the 1950s. However, as Source 4 indicates there had been a change in the political position of women post WWI and knowledge of the 1918 and 1928 Acts may be used to confirm this judgement. Source 8 may be used to demonstrate changing attitudes in a traditionally conservative area of employment, perhaps as a result of earlier contributions during wartime.</p>	<p>[35]</p>
<p>4(b)</p>	<p>Explain how these sources are both useful and raise problems and issues for a historian using them.</p> <p>Knowledge and Understanding Candidates should demonstrate knowledge of the main developments across the period in relation to the impact of war on different aspects of society and politics, in particular the impact on attitudes towards the role of women. This knowledge should be used to comment on the sources e.g. in terms of purpose or typicality.</p> <p>Ways in which the sources are useful. These could include: examples of the useful evidence covering views and actions of different classes across a period of time and how this can be inferred from the sources e.g. the view of a house wife in Source 5; examples of how sources can be cross-referenced to support each other or to question each other e.g. attitudes not changing in Source 3; contextual knowledge</p>	

Question Number	Answer	Max Mark
<p>4(b) cont'd</p>	<p>can be used to interpret and confirm the sources; there is some range in the types of sources presented; ways in which statistical information can be read and be useful. Examples of how some sources can be read 'against the grain' to provide evidence not intended by the author e.g Source 7. Better answers might explain how some of the problems relating to these sources could be resolved.</p> <p>Problems and issues about the sources. These could include: the fact that many of these sources are official sources, there is little to show the attitudes of ordinary people; some of the sources appear to provide conflicting evidence about certain issues; some sources are open to different interpretations; contextual knowledge used to judge how representative of what happened particular sources are; the limitations of statistical sources could be discussed. Explains limitations of sources in terms of e.g. there have been many other areas where attitudes towards the role of women may have changed more/less, other factors other than war and not mentioned here may have contributed to bringing about change.</p>	<p>[15]</p>
Paper Total		[50]

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