

Qualification
Accredited

A LEVEL

Coursework Guide

HISTORY A

H505

For first teaching in 2015

Guide to Unit Y100

Version 1

This is a guide to H505 History A Level Non Examination Assessed Unit Y100. It should be read in conjunction with two important documents. The first is the specification pages 105 to 113 and the second is the JCQ regulations for Non Examined Assessment which is available from <http://www.jcq.org.uk/Download/exams-office/non-examination-assessments/instructions-for-conducting-non-examination-assessments-2015-16>.

This guide explains the formal requirements and also considers how to prepare learners and mark NEA (coursework). However, nothing in the guide can override the requirements of the specification or the official regulations and these must be followed to the letter by centres entering learners for this Unit.

1. Overview of the requirements	4
2. Choosing a topic – Different approaches	6
3. Getting started. Information for learners	7
4. Topic Choice and Assessment Objectives	8
5. Submission of titles	10
6. Research and development	11
7. What should be done at the end of the research process	12
8. Some key points to note	14
9. Sending of work to OCR	15
10. Further guidance	16
11. Appendix - an example of annotated coursework	17
12. Appendix 2	23
13. Appendix 3	24

1. Overview of the requirements

What your candidates need to offer - a summary

The requirement is for an essay rather than a report. This requires continuous prose and a structured argument. The topic can be chosen from any aspect of history, including ancient history. There is no given beginning and end date, but the topic must be based on historical evidence.

The length is recommended. Essays which fall significantly below 3000 words may well fail to deal with the chosen topic in sufficient depth. Essay which go beyond 4000 words are unlikely to demonstrate the skills required any more convincingly than essays which remain within the 3000-4000 word recommended limit. Very long answers are burdensome to both learners and teachers who mark them and should be discouraged. Titles should be chosen which can be answered in sufficient depth in the recommended word limit. Marks will not be deducted for excessive length, but learners may well penalize themselves by offering descriptive rather than analytical and evaluative writing. In later studies and in the world of work learners will have to offer writing within given limits and in broader educational terms, it may be doing them a disservice to discourage them from observing the recommended guidelines here.

In summary coursework should be:

- an extended essay on a topic of the learner or centres choice and not be the same as that chosen for the in-depth interpretation topics studied within Unit Group 3
- an essay arising from independent study and research undertaken by the learner
- a recommended length of 3000-4000 words .

The following information is taken directly from the specification.

Overview

The History A unit Y100 Topic based essay is an independently researched essay of 3000–4000 words in length. This unit is a non exam assessment. The work will be marked by centres and moderated by OCR.

Choice of essay topic

The essay should include an explanation and analysis of different perspectives on a clearly-stated historical issue, drawing on a range of primary and secondary material. It will therefore utilise the skills and understanding developed elsewhere in the course. As an independent enquiry using a range of sources and interpretations, the essay will require students to develop an understanding of how historians work.

The essay must be based on the **independent** investigation of historical issue. The issue may arise from the study of a period or topic in unit groups 1–3, or it may be on a topic, or from a period, that the learner has not studied as part of the A level course. **The topic for this essay cannot be the same as that chosen for the in-depth interpretation topics studied within Unit Group 3.**

Learners should choose their own essay title, but all titles must be checked by OCR. Centres **must** use the Text and task Proposal Form (<http://www.ocr.org.uk/qualifications/by-type/as-a-level-gce-related/as-a-level-gce-history-a-h105-h505-from-2015-related/text-and-task-proposal-form/>) to submit all chosen titles, along with the centre's choice for Unit group 3 to OCR for approval.

Centres must submit their Proposal Form every series even if the titles have been approved previously. There is no restriction on the number of learners choosing the same title, however centres **must** ensure that work is independent (see the 'selection of sources and interpretations' below).

OCR will verify that the in-depth interpretations topics studied by the learners in Unit group 3 have not been used as a basis for the Topic based essay and will confirm to the centres that appropriate essay titles have been chosen. OCR consultants may contact centres requesting further information in order to be able to confirm the appropriateness of the title(s). **Centres must wait until they have received confirmation from OCR that the chosen titles are suitable before learners begin working on their essays.**

More information about the deadlines for submitting the form and expected turnaround times can be found in the OCR *Admin Guide and Entry Codes: 14–19 Qualifications*, which can be downloaded from the OCR website: www.ocr.org.uk

Topic based essay assessment

The unit assesses AO1, AO2 and AO3 through one piece of written work. Half of the marks will be awarded for AO1, and thus the essay should be driven by use of knowledge and understanding to reach substantiated judgements. A range of primary (AO2) and secondary (AO3) sources should be evident and analysed, but formal critical evaluation in itself is less important than the discerning use of evidence to support analysis. Further advice and exemplification is available in the Coursework Guidance booklet.

The non exam assessment topics chosen can add coherence to the overall course in any of the following ways:

Learners may extend their knowledge of aspects of the past already studied. An example of this may be that the French Revolution and Napoleon has been studied for unit group 2, but a learner has a special interest in the War of the Third Coalition, or the Hundred Days War. A learner has studied US Civil rights in unit group 3 but may wish to consider the career of Martin Luther King in greater depth. The reign of Elizabeth has been studied in unit group 1, but a learner may wish to consider the issue of why she did not marry in greater depth. **Learners may not complete non exam assessment on any of the three in-depth interpretations topics they study in unit group 3.**

Learners may wish to build on what they know to study related aspects not specifically required by the specification. An example of this may be that while US Civil Rights has led to the study of rights for women, African-Americans and Trade Unions, a learner is interested in knowing more about gay rights. A learner may have enjoyed studying Elizabeth and may wish to pursue a cultural aspect of the Elizabethan age. A learner may have studied China in unit group 3 between 1839 and 1989 but may wish to know more of Chinese history in an earlier era.

Learners may wish to study a topic which is not related to other topics studied in order to extend the range of their historical knowledge. The focus of their studies may have been the modern period but they may wish to investigate something from an earlier period, or from a different geographical area. Such a study would involve using historical skills but would be a broadening rather than a deepening of knowledge.

Learners may wish to study a topic which involves a different sort of history than they have studied. Thus they may choose an aspect of social history to balance a course which has been more focused on political history. They may wish to study an aspect of local history when their main course has been predominantly based on national history. They may wish to pursue a cultural or intellectual topic – a study of the arts or philosophy or literature in a particular period. They may wish to focus on an economic topic or a scientific topic.

This could well come out of interests and enthusiasms in other disciplines they have been studying. A love of modern languages and history, for example, might be linked by studying an aspect of France, Spain, Italy, China or Russia. This could involve looking at evidence in French, Spanish, Italian, Mandarin or Russian, or merely extending knowledge and understanding of the history of a particular country whose language has been studied.

Learners may have an interest in a particular topic for its own sake. This could emerge, for example, from their family, where they live, a hobby, a place they have visited, something they have seen in an exhibition, or a play, novel or film that has not featured in the main A level History course. Some examples might be the impact of industrial growth on a town or a region; the impact of civil war on a local area; the development of culture in a particular city; the impact of religious or social change on a locality; the significance of a particular person, or events which have impacted on past members of their family.

Selection of Sources and Interpretations Learners **must use a range of both** primary (sources) and secondary (interpretations) material. A 'range' is considered to be 10 to 15 in total; however, where appropriate learners may use more. The balance between sources and interpretations will depend upon the topic studied, but learners should choose a sufficient variety and quantity of each to allow them to explore their chosen topic in sufficient depth.

The topic must be independently researched by the learner. Centres may provide guidance regarding where learners can access appropriate sources and/or interpretations, and discuss the subsequent selection with learners. While learners may inevitably select the same key texts in researching an interpretation, such as AJP Taylor on the Origins of the Second World War, or Goldhagen on The Holocaust, centres may **not** provide learners with pre-selected compilations of sources and interpretations.

Where learners offer the same title, centres must be vigilant in order to ensure that the learners' work is genuinely independent. Moderators will be checking the selections of sources and interpretations, and significant overlap in the material chosen will be considered potential evidence of collaboration.

Please remember, non exam assessment **does not** contribute to the 200 year minimum programme of study requirement.

2. Choosing a topic – Different approaches

There are numerous ways in which a topic could be chosen. We have endeavoured to make this as free a choice as possible within the rules of the specification. Below are some suggested ways in which the choosing of a topic could be approached.

2.1 One model is that, within the limits imposed by the specification, learners choose any topic they wish. Thus a centre of 25 learners may be submitting 25 different titles with a massive range of topics and periods.

Some centres have favoured this approach in the past and it has advantages and disadvantages, some of which are listed below.

- It may encourage a love for the past.
- It may offer learners who have struggled with the taught units a chance to work on a topic of their own choice in which they might be motivated to do well.
- It may help to prepare learners for future independent research on higher education.

However;

- It may be very difficult for some learners to acquire the necessary background knowledge and understanding about a topic which seems to be interesting, but may require a lot of contextual knowledge to understand.
- There may be problems of resources.
- Teachers may be unhappy at their ability to assess such a range of topics.

2.2 The other end of the spectrum would be where learners are given a number of topics which the centre is sure that it has resources for and is happy to assess and learners make a guided and more restricted choice. Centres may feel that learners would be better doing further research into an area where they have existing contextual and background knowledge.

This has some disadvantages:

- Some learners would flourish more doing topics which engaged their interest and which they really wanted to know about.
- Topics might become 'stale' if they have already been studied.
- Topics studied in the first year would have to be studied in more depth to meet the requirements of NEA rather than examined units.
- This might not pave the way so well for future research.

However there are also advantages:

- Research can begin at a higher level if the basic framework is already known.
- It would prevent rather over-ambitious ideas for research topic proving beyond the capabilities of some learners.
- The centre would be sure that there appropriate debates and research materials accessible.
- The centre would be sure that it could mark the final essays accurately.

2.3 The middle position would be for the centre to have a list of recommended topics but to allow learners to submit proposals to offer a topic in which they were interested which fell outside those proposals and to decide whether to accept it.

For example, a centre might have been studying Tudor England for Unit 1; Twentieth Century Russia for Unit 2 and US Civil Rights for Unit 3. It might have suggested topics from Units 1 and/or Unit 2 which learners might choose from. A learner however had a strong interest in China and wanted to investigate the Great Leap Forward because of interest sparked by reading about this. One way forward would be to ask the learner to offer a proposal showing the question, what the broad lines of discussion between historians were and what resources he or she was going to use. A decision could be made based on that proposal and also on the basis of whether the department was willing to monitor the research and mark the final essay.

Frequently asked questions

1. *Can all learners offer the same title?*
Yes, all learners may do the same title but care should be taken in these instances to ensure the work produced is individual to the learner.
2. *Does it mean that my learners cannot offer essay titles based on their Unit 3 studies?*
No, but they would have to be sure that no relevant material in the essay came from the in-depth studies. In practice, this may be difficult.
3. *Does it matter that we have taught in class a topic that my learners choose as coursework?*
No, because the 3000-4000 word essay will be more developed.
4. *Can my learners use sources studied for the British history Unit 1 enquiry paper for their coursework?*
Yes, there is no bar on this.
5. *Which of the approaches outlined above is the best?*
It depends on a number of factors. These include the policy of the school and the department to independent learning; the interests and abilities of the learners; the resources available; the attitude of the department to assessing a range of topics; previous teaching methods and aims. There is no set answer and the approach may vary from year to year.

3. Getting started. Information for learners

Learners must know some key information:

- 3.1** That centres cannot provide model answers or writing frames specific to the task, such as outlines, paragraph headings or section headings. This is expressly stated in the JCQ regulations.
- 3.2** That you can only give general advice on how to improve drafts. You can read work and give this general advice, but the OCR regulations restrict you to this general advice.
- 3.3** You are not allowed to mark work provisionally and then tell what you think it would get in order for them to improve.

All this is important because it may inform the learner's choice of topic.

- 3.4** Learners should be made aware of how the work is to be marked and JCQ says clearly that this is recommended. It is quite permissible to issue a simplified and learner-friendly version of the mark scheme so that they are quite clear about the requirements.
- 3.5** JCQ regulations require each centre to have a policy on NEA (coursework) so you must be sure that you conform to this policy and also that your learners are aware that you are bound by the policy.

Thus if a learner is expecting you to offer detailed comments on specific elements of a coursework, say, on Mussolini, as opposed to general comments about research, assessment criteria, then this may cause problems. At the start learners must be aware of the independent nature of the research and how it is to be assessed so that they choose the title appropriately.

4. Topic Choice and Assessment Objectives

How the work is going to be assessed may affect the topics and titles to be chosen

There is a very clear link between the assessment objectives and the choice of topics and questions. The questions must allow the learner's work to achieve the highest levels set out in the assessment objectives. Also the learners must understand the nature of the task and how it is going to be marked.

The assessment objectives are set out on Pages 111 and 112 of the specification.

4.1 AO1 deals with knowledge and understanding and refers to traditional essay skills and carries the most marks. It is the assessment objective that 'drives' the Unit's requirements and looks for;

- Focus on the question.
- Detailed and relevant knowledge.
- Understanding of the issues.
- Analysing and evaluating key features of the period.
- A clear and well supported argument.
- A convincing and substantiated judgement.

Thus, if a learner were asking about, say, why Elizabeth never married, a good answer at Level 6 would;

- Stay focused on the explanations and not drift off into general considerations about the reign.
- Include detailed knowledge to support the explanations which would all be linked to the issue of why she did not marry.
- Include more than a description of the possible suitors and what happened; there would be analysis, i.e. the knowledge would be linked to the question and the explanations.
- Also include an evaluation of the explanations, not merely a series of reasons but judgement about the significance and relative importance of each.
- Include a judgement would be clear and would follow from the analysis.

How does this affect the choice of question? If there is evaluation and judgement required, then the question should lead to this. 'Explain why Elizabeth never married' would therefore be less good than 'Assess the reasons why Elizabeth never married'.

The question should lead easily to learners being able to evaluate – i.e. weigh the relative importance of explanations and also to a distinct judgement about an issue.

4.2 AO2 is focused on the assessment of primary sources.

- There should be excellent evaluation of a range of different sources that are primary and/or contemporary to the period.
- There should be detailed and accurate knowledge used to analyse these sources within their historical context.

This means using appropriate relevant primary sources critically. Analysing them involves understanding how they might be used as evidence and evaluating them means assessing their value as evidence by testing them against contextual knowledge. This is not a separate task but should integrate within the essay.

Thus there should be primary evidence used and assessed in relation to the explanations being tested and explained. So if one of the explanations is the attitude of the Council, some primary evidence should be introduced in relation to this factor and that evidence should be evaluated.

A source may be a short extract quoted in a textbook or a secondary work; it is not expected that very long surveys of state papers or parliamentary records will be undertaken. There are many useful online collections of extracts which may be used. There are for some topics useful collections published, or departments may have primary resources of their own. In general learners do not find it difficult to access primary material if the topic is chosen sensibly and with this requirement in mind.

How does this affect the choice of question? However interesting the topic may be, the learner does need to make sure that there is accessible primary evidence about it to support different explanations. Without this, it will be very hard to gain good marks for AO2. This is a fundamental requirement and any learner proposing his or her own question should be able to show the teacher the sources that might be used and where they are going to come from. It is not a reasonable requirement for any department to find primary sources for a topic which interests a learner but about which the learner cannot find sources. However, if a series of questions is suggested to learners then it is reasonable for those learners to be sure that there are sourced readily available in the library, or in the department, or from the internet. The research must be the learner's own work, but he or she should know that evidence is available and the topic has accessible evidence. This is not so say booklets of evidence must be provided for every question, just that sources can be accessed without recourse to going to specialist libraries or buying expensive academic books.

4.3 AO3 concerns assessment of how of how history has been interpreted, where the interpretations considered are later, deliberate constructions (most usually the writings of historians). It is not enough, for this AO, to simply analyse a view, it must be an actual interpretation.

There should be;

- Excellent evaluation of a fully appropriate range of different interpretations of the chosen issue.
- Evidence of detailed and accurate knowledge.
- Different interpretations, that should be analysed and located within the wider historical context.

This means that different interpretations should be explained and assessed. This does not mean a historiographical approach but rather identifying interpretations from the reading and research done and assessing this by using knowledge. The views of historians should be referenced.

In all 10-15 sources should be used. Some of these must be primary and some will be identified secondary evidence.

How does this affect the choice of question?

The question should give rise to the consideration of different interpretations. Not all issues have intense debates such as the famous Neale debate or that over Cromwell and the Revolution in Tudor Government. However, as historians are naturally argumentative and history depends on the reading of evidence, there are certainly differences in emphasis and explanations on many topics. The chosen topic and question must allow the learner to access and evaluate different historical views, though. Again if a learner is eager to pursue a topic of personal interest, then he or she must be able to show what different interpretations are going to be analysed and evaluated.

Frequently asked questions

1. *Does this mean that only established historical debates must be chosen?*
No, that would be very limiting. However, there must be scope for learners to identify differences in the way that explanations are made.
2. *What if my learners identify different explanations but don't attribute them to specific historians?*
This raises the issue of how your learners know there are different interpretations? Everything they read should be logged. They must have got their views and explanations from somewhere! To gain marks for AO3, actual interpretations have to be analysed, and this clearly will involve identifying them.
2. *Do I have to set special exercises with primary sources and secondary sources – say from 1-15 and then get my students to evaluate them?*
No, this would not be an essay. You should not provide booklets of sources with exercises like that, or the work ceases to be independent in any meaningful sense. 'Source A in my booklet says.....!' is not the correct approach.

A check list when choosing questions

- Is it an 'open question' which allows consideration of different views? 'Explain why German caused World War II' is not an open question 'How far was Germany responsible for World War II' is.
- Is there any real scope for discussion? 'A War which scarred Europe' How far do you agree with this view of World War Two? This is not really disputable. 'Stalin was most responsible for the Cold War' How far do you agree? This could open up a lot of discussion.
- 'How far was the modernization in Meiji Japan for military purposes' is an interesting question, but are there 10-15 sources and interpretations which are accessible by a learner who was interested in doing it?
- 'Assess the development of Civil Rights in the New Deal.' Be careful that this learner is not doing Unit 3 Civil Rights in the USA 1865 to 1992.

5. Submission of titles

To prevent unsuitable questions, centres are required to submit all the titles to be done by the centre to OCR to be checked. Points to note are;

- If the considerations above have been taken into account, this should not throw up any objections.
- Where questions are phrased in such a way as to be unlikely to lead to sustained discussion or are on topics with limited scope for debate and the evaluation of views and evidence, then the consultants will say 'No'.
- There is no explanation offered, so it is important to look at any negative response in the light of the guidance above.
- If it is still not clear why 'No' has been given as a response, please contact history@ocr.org.uk.

This service is intended as a safeguard for centres and learners and is mandatory under the terms of the specification. OCR doesn't need to know the essay title that each of your students has chosen, but does need to check all of the titles being attempted in your centre (i.e. if multiple learners are doing the same title, you only need to submit it once). You must submit titles every year, even if they have been previously approved or come from the pre-approved list at the back of this guide.

6. Research and development

By the time research begins the following should have happened;

- There should have been clear guidance on the nature of the task and what help can be offered.
- Learners should be clear about how the work is to be marked and what is expected.
- The question itself should have been checked by the centre and amended and refined if necessary.
- All questions should have been approved by OCR.

Thus an important part of the teachers' role is in the preparation for research.

Other key elements that should be taught include;

- Planning the project – mapping out the structure and key elements to be considered.
- Managing the project – a series of agreed targets and a timetable.
- Keeping a record of evidence read, analysed and evaluated. This is a requirement set out by JCQ. OCR does not need to see the record of sources consulted, but it is a requirement for all NEA (coursework) in all subjects.
- Referencing material - OCR does not insist on any one method but all evidence used must be referenced. This is a JCQ requirement.
- Plagiarism - Learners must be taught the difference between using material which is acknowledged and referenced and merely using unreferenced material as if it were the learner's own work.
- Note taking from evidence used.

What help can be offered?

Drafts may be read and comments offered, but these must be of a general nature and not specific to the topic. OCR suggests that one review should be sufficient. Any feedback either written or verbal must be general. Thus references to how far the assessment objectives are being met in general terms are acceptable, but detailed advice or input on say the role of the Privy Council in the 1530s is not.

OCR makes it clear that only general advice may be given. Thus the requirements given in the JCQ documentation does not apply. There is no mechanism for recording specific help given and how that help was reflected in the marking because specific help is not allowed.

The JCQ rule that a mark must not be given to work handed in with a view to showing how a learner has performed and therefore what he or she needs to do to improve must be respected. There is no formative marking allowed. This is also true of verbal feedback. Under no circumstances must a learner be told that a draft would get a certain mark as a guide to the learner improving the work.

The type of support which can be offered during the research period

Group Work

Seminars or classes which offer general guidance on key skills involved in the research and writing process. For example a lesson on referencing or a reminder about how to assess evidence. Seminars on good historical writing or reminders about the assessment criteria are good practice. Please do note, this is an individual investigation, and though learners might be doing the same or similar questions, work on their coursework should be completed individually.

7. What should be done at the end of the research process

7.1 Authentication

Learners have to sign to the effect that the work offered is their independent work. Centres are advised that JCQ inspectors may ask to see records of this. OCR requires a declaration from the learner on the cover sheet.

Centres have also to sign to the effect that the work submitted is the independent work of learners. A checklist for teachers undertaking the authentication process should include;

- Comparing the coursework with other work done by the learners.
- Reviewing the records kept by the learners of their research.
- Monitoring of progress to be sure that the work is authentically that of the learner.
- Checking of referencing to ensure that the learner has not submitted the work of others which is unacknowledged.
- Reviewing for similarities between the work of different learners answering the same question.

7.2 Centre marking

Guidance is given on page 109-110 of the specification about marking and internal standardisation.

From the point of view of moderating it is essential that;

- the centre has recognized the correct rank order of merit.
- work is fully annotated by the centre.
- marks are given for all three assessment objectives together with the level, e.g., for AO1 L5/14 marks.
- marks should be added up correctly and correctly transcribed onto the cover sheet.
- there should be an explanation of why the marks have been awarded for each AO and those explanations should be consistent with marginal comments.
- marking should be obviously based on the wording of the OCR mark scheme.

Some things to avoid

- Comments clearly not aimed at the moderator but the learner

John, this is the best work I have seen from you

Fantastic, Jo

This is disappointing

This is worthy of a University

- Marking which is not consistent with marginal comments. Thus if 'irrelevant' appears quite a bit and a high level mark is given for AO1 this would not be in line with the demand that 'There is consistent focus on the question'. If marginal annotation had said 'good evaluation' of primary sources and a mark of Level 2 had been awarded, this would be inconsistent. If the comment were made 'little reference to different interpretations', then a high mark for either AO1 or AO3 would not be justified.
- Obvious variance between different markers in a centre with little evidence of internal standardisation.

Some guidance

It is helpful when marking and also when holding standardisation meetings in a centre to ask some key questions of the work under consideration.

AO1	Issue	Judgement
Are there irrelevant passages?	If Yes, can this be top level?	
If so how many?	Is the lack of focus so poor that it means that the learner is looking more at the general topic than the question?	
Is knowledge being used to analyse and evaluate?	How detailed is it?	
Where have I written that the knowledge is strong?	There may be detail but is it being USED?	
Is there evaluation of different factors/ explanations or is it a list or a 'one way' argument	Can this be Level 3-6 where evaluation is an element? Is it strong enough for top levels?	
How convincing is the judgement?	Look at the adjectives – simplistic to convincing and substantiated – where does it fall?	

A02	Issue	Judgement
How many primary sources are there here?	Even Level 1 requires 2 sources	
Are they being used just to illustrate arguments at face value or is there any critical sense?	This is the key difference between Level 3 and Level 4	
Is there knowledge being applied to test	Without it cannot be higher than L4	
How well is knowledge being used	This is the key for higher levels	

A03	Issue	Judgement
Are there at least two interpretations (not necessarily named)	This is a requirement for Level 1	
Is there a range of interpretations?		
Are they described explained or is there some evaluation?	Level 3 has some evaluation	
How strong is the support for the evaluation?	Excellent evaluation/ (L6) very good evaluation (L5)/ good evaluation (L4)	

Annotation

Marginal annotation is essential for centres to reach an accurate overall judgement. It is not helpful to put 'A01' 'AO2' etc. in the margin – these are overall assessment objectives and the mark must reflect the overall achievement of the learner.

A01

As focus on the question is important, it is helpful to indicate if this is not strong; 'IRR' and 'LACKS FOCUS' are good annotations. As analysis, and not description or narrative, are required, then if these appear, it is helpful to note 'D' or 'NARR'.

Where there is analysis of a factor or possible view or explanation then 'ANAL' is helpful. Where there is evaluation of a factor/explanation/view, then 'EVAL of expl.' is good. Where knowledge is being used then 'Good detail USED' is helpful. A comment on the overall judgement in terms of the mark scheme – e.g. 'Convincing J' or 'some J but not supported'.

AO2

When a primary source appears in the essay it is helpful to indicate PS - When there is some evaluation, it is helpful to comment – PS EVAL, OK to support or PS EVAL BUT NO SUPPORT'. If there is no inclusion of any primary sources, this should be noted as a terminal comment.

When there is reference to interpretations, this should be shown INT. Where there is some evaluation then this should be indicated e.g. 'EVAL but no support' 'EVAL good support' etc.

The marginal annotations should be consistent with overall comments which should explain the mark given for each AO.

E.g. AO1 All relevant, enough detailed support for EVAL for B5 but judgement not entirely convincing L5 14.

AO2 Not many primary sources, some attempt to analyse and evaluate but not well supported L2 2.

AO3 Mostly based on secondary sources – very good evaluation using OK L5 7 Total 23.

7.3 Standardisation within the centre

- This is essential. Learners may be disadvantaged if marking standards are not uniform throughout the centre.
- Moderators have to recommend accepting or adjusting the centre's marks.
- If there is adjustment it will be applied to the moderator is looking at the accuracy of the centre's application of the mark scheme so this must be applied uniformly by all markers.
- Standardisation must be based on the requirements of the mark scheme.
- While it is good if all the markers can agree on a common standard, ultimately it is the responsibility of the Head of Department to submit work which is marked to a common standard, as if marked by one person.
- Centres within a consortium must retain evidence that internal standardisation has been carried out.

8. Some key points to note

The brackets at the end of each point detail whose requirement this is.

- Centres must submit all titles for approval (OCR).
- The centre should ensure that learners understand the assessment criteria and if necessary produce a student-friendly mark scheme (JCQ)
- A centre policy for all Non Examined Assessment is required and department practice must conform to this overall policy (JCQ)
- Learners are required to keep a record of all evidence used (JCQ).
- Any written or oral feedback must be general and not specific (OCR).
- Records of learners signing to say that the work is their own must be retained and can be inspected by JCQ (JCQ).

9. Sending of work to OCR

- Marks must be submitted to OCR.
- Requested samples must be sent to the moderator in accordance with OCR instructions.
- OCR Cover sheets should be filled in
- All work sent must be annotated clearly and contain three separate marks and an overall mark.
- No covering letters should be sent to the moderator. If there are matters of concern then these should be raised directly with OCR.
- JCQ regulations require that work should be fastened together. Loose sheets should not be sent. Each learner's work should be fastened securely and the learner index number and name should be on every sheet. Pages should be numbered.
- Work should not be sent in bulky folders as a JCQ requirement.
- Work should not be inserted into plastic folders either for individual learners or for the centre work as a whole.

10. Further guidance

There are essay questions for the previous coursework Unit (F965) which centres may find helpful when suggesting questions to learners. These can be accessed via www.cpdhub.ocr.org.uk

There is guide for learners available from OCR that can be downloaded at <http://www.ocr.org.uk/Images/268462-independent-study-guide-.pdf>.

OCR runs face to face training on History Units, including Y100. More information can be found at www.cpdhub.ocr.org.uk.

Centres can contact history@ocr.org.uk for advice from the subject team.

11. Appendix 1

Assess the view that religion was the main cause of the Western Rebellion.

The Western Rebellion has traditionally been seen by historians, such as Rose-Troup, as being primarily a religiously motivated rebellion and this view is even clearer in its alternative name, the Prayer Book rebellion. This interpretation has been based on the list of grievances drawn up by the rebels and the symbols used, the religiously conservative nature of the West Country in 1549 and the role of the clergy within the rising, particularly that of Robert Welsh. Moreover, the timing coincided with the introduction of Cranmer's First Prayer Book, which introduced a more Protestant element to services. However, this ignores other issues, particularly social and economic, and fails to place the rebellion in the context of the other 24 counties afflicted by unrest in the summer of 1549. More importantly, the emphasis on religious factors ignores the actions of the rebels, which were more socially and economically driven. The traditional interpretation also fails to take account that the demands studied by many historians are the second set published by the rebels, whereas the first had a much greater emphasis on economic problems and that religion in the West Country may not have been as conservative as was once thought. As a result, although the timing may be the direct result of religious change, the underlying causes are much more rooted in the social and economic issues that pervaded not only Devon and Cornwall, but also East Anglia and resulted in the other great rising of 1549, Kett's rebellion.

It is the nature of rebel's demands, with fourteen of the sixteen grievances apparently centred on religious issues, which appear to be the most convincing argument for the importance of religion as a cause of the rising. This view is further supported by Sturt who argued that the 'Western Rebellion of 1549 has often been described as the most formidable opposition to the English Reformation that England saw' as the rebels were particularly concerned about the ceremonial aspects of Catholicism that had been attacked and demanded their restoration. This is clearly supported by a closer examination of the demands that called for 'the Sacrament hange over the hyege aulter', 'holy bread and holy water made every sondaye' and 'oure olde servuce of Mattens, masse, Evensong and procession in Latten not in English'. As Sturt suggests, the changes the rebels demanded would have resulted in the reversal of many aspects of the Henrican and Edwardian Reformations. The demands show clearly that the rebels were infuriated by the abolition of the Latin Mass and the use of an English service, as they claimed that they could not understand English. This resentment is given further weight by the rebels calling the change 'lyke a Christmas Game', and their claim that 'we Cornishmen utterly refuse this new English' shows their contempt for the change which was not welcome. However, the extent to which they represent the motives of the rebels has to be questioned as the demands were drawn up by the clergy and are therefore more likely to have a religious emphasis.

However, despite the apparent dominance of religious grievances in the final set of demands, drawn up during the siege of Exeter, with the call for the return of Pole in Article 12 it also shows an indication of other complaints, perhaps in an attempt to broaden the appeal of the rising. Although they demanded his return from exile, it was not as cardinal but as a member of the King's Council. The rebels did not call for the removal of Archbishop Cranmer, as one might have expected if it was solely a religious rising and his replacement by Pole as Archbishop of Canterbury as one would assume their vehement hatred of the new liturgy would see them want. Perhaps the rebels hoped that having a religious conservative on the Council would allow their grievances to be considered by the King, but it might even be that Pole's Yorkist connections were a last desperate attempt at dynastic rebellion to restore the crown to the Yorkists.

Question opens up chance to discuss views
INT

Knowledge to support

EVAL of INT - supported

Alternative INT

EVAL of INT using PS

Developed evaluation of INT

PS some eval

PS

EVAL of INT

¹ Sturt J, *Rebellion In The West*, Devon Books, 1987, pg 3

² Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, Documents, pg 152.

³ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, Documents, pg 152.

⁴ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, Documents, pg 152.

⁵ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, Documents, pg 152.

⁶ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, Documents, pg 152.

⁷ Fellows N, *Disorder and Rebellion in Tudor England*, Hodder and Stoughton, 2001, pg 53

However, it is also vital to consider that this set of grievances were written by the clergy who were more likely to stress religious concerns as they were the ones particularly affected by the changes and therefore the demands may not reflect the real grievances of the rebels who were largely peasants, further supporting the view that this was not simply a religious rising. The wider concerns of the peasantry is even clearer if the first set of grievances are examined as they contain more economic and social demands, with particular complaints about enclosure and new taxes, suggesting that religion was not the only cause of unrest.

The treatment of the clergy, particularly Robert Welsh, by royal forces after the rebellion initially appears to suggest that it was a religious rising. He was symbolically hung from his parish steeple where 'in chains hanged in his popish apparel, and had a holy water bucket and sprinkler, a scaring bell, a pair of beads and such other popish trash about him'⁸, suggesting that the government wanted to portray it as a religious rising. This view is given further credence by the government's attitude during the rising, reflected in the printed royal declarations and in the sermons drafted during the rising by Archbishop Cranmer to be read in all churches which stated were 'to preserve the people in their obedience and to set out the evil and mischief of the present disturbances'⁹ in which they stressed the religious motivation of the rebels. However, the extent to which this reflected the actual grievances of the rebels has to be questioned as the government did not want to admit there were social and economic problems that needed attention as it would have forced them to abandon policies such as debasement and therefore the war in Scotland. Therefore, the government's, and Cranmer's portrayal of the rebellion as religiously motivated needs to be treated with caution as it deliberately ignores the social and economic tensions within the South-West which were clearly identified in a letter written to the Council of the Justices of the Peace of Devon in 1549 which acknowledged the resentment towards the proposed sheep tax through 'the delay of tyme for th'execution of the statute of the levy of the sheep and cloth'¹⁰.

It has also been suggested by historians such as Rose-Troup that because Devon and Cornwall were religiously conservative it is not surprising they rose in defence of traditional ceremonial religious practices. This view is given further credence by Whiting's study of wills in Devon and Cornwall which showed that before 1550 there was only one Protestant preamble in a will in the whole of the southwest of England¹¹. A.L Rowse has taken this interpretation further arguing that it was religion that 'united the small towns with a maritime and superstitious heritage'¹². The overwhelming devotion to St Petroc the favourite Saint of Cornwall¹³ re-iterates the superstitious nature of the South-West and explains why changes to the practices of the church caused such animosity. Rose-Troup re-enforces the significant impact the Edwardian changes had on a small provincial town like St Keverne arguing that 'the slow moving countrymen conservative by nature resented the suppression of the monasteries and the desecration of all that they held sacred'¹⁴. However, the view that the South-West was conservative in their religious beliefs is not that simple. At grass roots there were signs that the Henrican Reformation had made some inroads into traditional religious practices, which suggests that the area was less likely to rise in defence of the old religion. Parish records, confirm this as they show that the two counties were not as ardent in their beliefs, 'the southwest the Bede Roll

EVAL of PS

PS to support INT

PS to support INT

PS to support INT

Support for INT by evidence

EVAL of INT

⁸ Caraman P, *The Western Rising 1549 The Prayer Book Rebellion*, Westcountry Books, 1994, pg 96.

⁹ Caraman P, *The Western Rising 1549 The Prayer Book Rebellion*, Westcountry Books, 1994, pg 68

¹⁰ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, pg 155.

¹¹ Whiting R, *Local Responses To The English Reformation*, MacMillan Press LTD, 1998, pg 82.

¹² Arthuson I, *Fear and Loathing in West Cornwall: Seven New Letters on the 1548 Rising* pg 84

¹³ Caraman P, *The Western Rising 1549 The Prayer Book Rebellion*, Westcountry Books, 1994, pg 22.

¹⁴ Rose-Troup F, *The Western Rebellion of 1549*, Smith and Elder, 1913, pg 71.

recitations usually ended in 1548 and that prayers and masses for the dead had finished by 1549¹⁵, similarly parish records indicate that during 1534 there was not one donation made to a religious establishment¹⁶. These records were compiled at the time and have no reason not to reflect the genuine beliefs of the ordinary people and therefore provide a reliable account of the changing beliefs of the area, suggesting that the area was gripped by religious apathy rather than the zeal needed to rise in rebellion. Perhaps confused by the regularity of religious change many had abandoned their traditional faith, even if they had not embraced the new religion. However, even if the West Country had still held traditional religious beliefs this does not prove that they rose for religious reasons. The timing may show that the introduction of the Prayer Book was the trigger, but it ignores other underlying problems in West Country society.

The murder of the government commissioner William Body in 1548, whose job it was to 'destroy images and conduct inquiries into church property and jewels'¹⁷ appears, at first sight, to suggest that religious tensions were sufficient to provoke unrest. He had been responsible for the destruction of Chantries and Guilds in Cornwall. However, put into context of the declining support for guilds, the murder of Body should be seen as an attack on the infringement of local privileges and resentment at the attempts of centralisation by the crown in an ardently parochial area, replicating the resentment shown in 1497 to the infringement of the powers of the Stannary.

Perhaps the most convincing evidence to support the view that that rising was religiously motivated is provided by the symbols and the timing. The 'traditionalist religious rhetoric'¹⁸ under which the rebels marched, was similar to that used in the Pilgrimage of Grace and the rising of the Northern Earls: all used the banner of the Five Wounds of Christ as a symbol of their devotion to the Catholic faith.

It would also be very difficult to deny that the timing and initial actions of the rebels at Sampford Courtenay suggest that religious grievances were the trigger for unrest. The outbreak coincided with the introduction of the Prayer Book on Whitsunday 1549. The actions of the rebels towards William Harper, the rector of Sampford Courtenay who, by the 1549 Act of Uniformity had to preach in English on Whitsunday does suggest that their protests were religiously motivated. He was violently cornered and coerced by a tailor from the village into reverting to preaching from the old Prayer Book so much so that John Hooker, an eye-witness of the siege and writing in his 'Description of the City of Exeter' recounts that 'he yielded to their wills and forwith ravessheth (clothed) himself in his old popish attire and sayeth mass and all such services as in times past accustomed'¹⁹. However, Hooker's account has to be treated with caution as, although he was twenty four at the time of the siege and may remember events, he was converted to Protestantism when he visited Strasbourg where he met Peter Martyr and this bias is evident in his account.

Eval of PS

EVAL of evidence for INT

PS to support EVAL

Supported eval of PS

¹⁵ Whiting R, *Local Responses To The English Reformation*, MacMillan Press LTD, 1998, pgs 74-75

¹⁶ Whiting R, *Local Responses To The English Reformation*, MacMillan Press LTD, 1998, pgs

¹⁷ Williams P, *The Tudor Regime*, Clarendon Press, 1979, pg 324.

¹⁸ MacCulloch D, *Tudor Church Militant*, Allen Lane Penguin Press, 1999, pg 120.

¹⁹ Fletcher A & MacCulloch D, *Tudor Rebellions Fifth Edition*, Seminar Studies, 2004, pg 58.

However, even if religious grievances explain the timing of the unrest and provided symbols behind which the rebels marched, it does not explain the underlying causes of unrest. The most convincing argument that there were other issues involved is provided by Guy who argued 'the revolts of 1549 were the closest thing that Tudor England saw to class war'²⁰. He suggests that both social and economic issues had a significant role to play in the outbreak and this is supported by the first set of demands and the actions of the rebels during the unrest. Pollard gives further support to this view citing the cries of 'Kylle the Gentlmen' as proof of a deep-seated class antagonism. The status of the hostages taken by the rebels at St Michael's Mount where '4 lords, 8 knights, 12 squires and 10 yeomen'²¹ were incarcerated further suggests social cleavage was an issue. Moreover, the murder of William Hellyons, the only member of the gentry to defy the rebels, is further evidence of the social tensions prevalent in the West Country. Similarly accounts from the gentry also indicate there were deep-seated grievances between the classes. One contemporary member of the gentry described the rebels as 'a band of theves who wolde have no State of anye Gentlemen'²², and this view is supported by the actions of the rebels at Trematon Castle where they violently attacked the gentry who had stayed loyal and their wives, from who they stole jewellery so that 'several suffered broken fingers as gold and silver rings were unceremoniously removed'²³. Although written by a Devonshire gentleman, who is more likely to portray the rebels as thieves, it is supported by Cranmer, who in a sermon during the rebellion described the rebels as 'ruffians and sturdy idle fellows' and Udall who, when writing in a pamphlet for the government described the rebels as 'idle loitering ruffians that will not labor nor can by any other ways get anything to maintain them withal but by an open and common spoil'. Although the purpose of both Cranmer's sermon and Udall's pamphlet may suggest that their comments are simply for propaganda purposes and just reflect the government's view, they are supported by the actions of both the rebels and government forces. The widening gulf between the social classes was made even more apparent by the burning of the barns by royal forces at Crediton. Hooker's account of the chaos supports this view suggesting that 'the common people noised and spread it abroad that the gentlemen were altogether bent to overrun, spoil and destroy them'²⁴. The burning gave the rebels a cause to inspire the commons to join and act against the gentry who had resorted to 'burning them out of their homes like vermin'²⁵. Such violent antagonism between the classes is also prevalent in Kett's rebellion, particularly during the siege of Norwich, where the houses of the rich were burnt.

Although the final set of demands were largely religious, even they attacked the privileges of the gentry, further reflecting the antagonism between the classes. This is most noticeable in Article 14: 'that no Gentyلمان shall have anye mo servantes then one to wayte upon hym may dispende one hundreth marke land and for every hundredth marke we thynke it reasonable, he sould have a man and no mo'²⁶. This attack on the privileges of the gentry over the number of servants they have reflects the common's dislike of how the landholding class were abusing their social position and failing to fulfil the concept of 'good lordship'²⁷.

Support for EVAL of INT

PS

PS eval by OK

PS EVAL Excellent OK

PS to support view

PS

²⁰ Guy J, Tudor England, Oxford University Press, pg 208

²¹ Wall A, Power and Protest in England 1525-1540, Hodder Headline Group, 2000, pg 174.

²² Wood A, The 1549 Rebellions and the Making of Early Modern Europe, Cambridge University Press, 2007, pg45.

²³ Beer B, Rebellion and Riot: Popular Disorder In England During the Reign of Edward VI, The Kent State University Press, 2005, pg 51

²⁴ Fletcher A & MacCulloch D, Tudor Rebellions Fifth Edition, Seminar Studies, 2004, pg 54

²⁵ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005, pg 55.

²⁶ Fletcher A & MacCulloch D, Tudor Rebellions Fifth Edition, Seminar Studies, 2004, Documents, pg 152.

²⁷ Williams P, The Tudor Regime, Clarendon Press, 1979, pg 324

Economic grievances were of serious concern and this is made clear in Somerset's letter of 26th June which addressed the plea from the rebels to 'delay of a tyme for th'execution of the statute for the live of the sheep and cloth'²⁸ This is supported by complaints about the proposed tax on sheep which formed the basis of the first set of demands: 'The payment for shepe they should paie for theyre geese and pigs and such like'²⁹ This concern is also given credence by Guy who placed emphasis on economic grievances, particularly those surrounding rumours of new taxes. It is hardly surprising that the rebels should have been concerned by this as the area was heavily dependent on sheep farming and this is made even clearer by the concerns expressed about enclosure. But such complaints were not just confined to the first set of demands, the local contemporary historian, the anonymous, R.L gives this view credence when he spoke of the rebels 'plucking down enclosures and enlarging commons'³⁰ and Stow who spoke 'that the enclosures might be disparted'³¹. Despite this, Rose-Troup argues that 'prior to 1549 there had been little complaint from the South-West about enclosure'³² which suggests that agrarian concerns by themselves didn't provoke the rebellion but instead heightened tensions. This view is supported by Beer who shows that the same distress about enclosure could be seen in Gloucestershire and Dorset both of which remained peaceful throughout the tumultuous period³³. However, a better explanation can be found in a link between enclosures and the gentry. It was after all the gentry who were usually the beneficiaries of enclosure and the peasants the losers. Somerset's response to the enclosure commission appeared to show empathy for the peasants and spurred them on believing that the government was on their side against their evil landlords who were enclosing and not practising the principles of 'good lordship' and 'hospitality'. This interpretation is given further weight by Parliament's response to the insurrection 'because the amendment thereof will help so many as well as lords and gentlemen as **all** other commoners, no man having cause repine against it, but such as gather, not to spend an improve their livings, not for their charges, as many gentlemen have done, but for their coffers'³⁴ reflecting the abandonment of the poor by their landlords. This view is given further credibility by Hooper who argued that 'The people are sorely oppressed by the marvellous tyranny of the nobility'³⁵ reflecting the neglect of the poor by their landlords.

When put into context of the economic and social climate of the period, where the harvest in 1548 had been the worst of the century, leaving Cornwall barren and in further impoverishment it is not surprising that tensions were frayed as the main commodity apart from tin was cloth and with enclosure cordoning off the common land used for farming, many were forced into penury, reflected in the condition of their houses with 'walls of earth, low thatched roofs and few partitions'³⁶ suggesting that any further taxation would be calamitous.

PS

Supported by other PS

Support for INT

PS used to support INT

²⁸ Documents: The Council to the Justices of the Peace of Devon 1549- Tudor Rebellions Fletcher and McCulloch

²⁹ Fletcher A & MacCulloch D, Tudor Rebellions Fifth Edition, Seminar Studies, 2004, pg 59.

³⁰ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005, pg 71.

³¹ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005, pg 71.

³² Rose-Troup F, The Western Rebellion of 1549, Smith and Elder, 1913, pgs 111-112.

³³ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005, pg 69.

³⁴ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005 pg 70.

³⁵ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005 pg 71.

³⁶ Beer B, Rebellion and Riot: Popular Disorder in England during the Reign of Edward VI, The Kent State University Press, 2005, pg 41.

The importance of the class divide is even apparent in the final set of apparently religious articles where the rebels demand 'that halfe parte of the Abbey landes and Chantrye landes, in every mans possessions, how so ever he cam by them be geven again to two places'³⁷ is, according to Fellows, less a request for the restoration of monasteries and chantries, but a further attack on the gentry. Those gentry who had gained from the dissolution were often those attacked³⁸, evident in the actions towards Sir Richard Grenville who had gained former monastic land in Cornwall from the crown as a reward for his services on the battlefield and as a result was put in Launceston gaol for the duration of the rebellion.

The claim that religion was the main cause of the insurrection does need revising, it ignores the complex social and economic tensions that were ultimately at the heart of the rebellion, such as the proposed sheep and cloth taxes, which were at the forefront of the first set of demands and were the main subject of letters between Somerset and the rebels. It also fails to take account of the actions of rebels who targeted many of the gentry who were failing in their traditional role or exploiting their position. The introduction of the Prayer Book was the trigger for the rebellion, sparking as it did fierce demonstrations in Sampford Courtenay. But, with Catholicism already in decline in the South-West, shown in Bede Roll recitations and money bequeathed to churches, it was not a sufficient cause alone. Most convincingly, 'from the beginning to the end the Western Rebellion found the commons fighting on one side and the leading gentry families on the other'³⁹ as underlying social tensions finally came to a **head**.

PS

Convincing judgement

Word Count: 3246

Examiner commentary

AO1 Well focused, analytical, different explanations evaluated

Top L 6 20

A02 Full engagement with a range of sources. Some excellent evaluation of primary material L6 10

A03 Very strong evaluation of range of different interpretations Top L6 10

40/40 Strong well researched essay with developed critical sense.

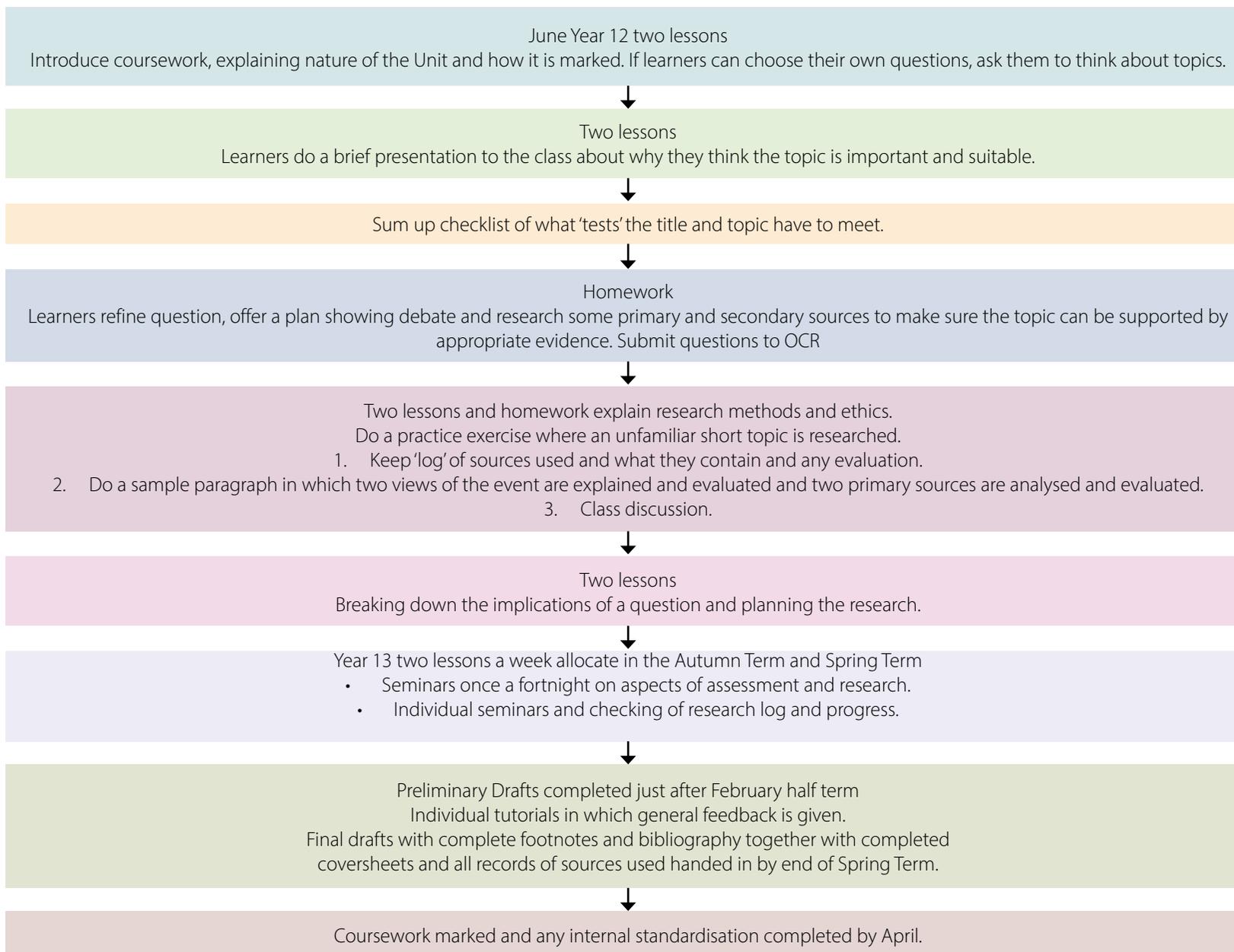
³⁷ Fletcher A & MacCulloch D, Tudor Rebellions Fifth Edition, Seminar Studies, 2004, Documents, pg 152.

³⁸ Fellows N, Disorder and Rebellion in Tudor England, Hodder and Stoughton, 2001, pg 55

³⁹ Beer B, Rebellion and Riot: Popular Disorder In England During the Reign of Edward VI, The Kent State University Press, 2005,pg.70

12. Appendix 2

Coursework process; a possible scenario



13. Appendix 3

The following list contains pre-approved questions that you might wish to consider using with your learners for the coursework element of the A Level. They are based on previous OCR coursework topics and are a guide to the type of questions which would be suitable and do not attempt to cover the range of possible questions. There are no, cultural, African or Asian, ancient history etc. questions but you should feel free to encourage a broad range where appropriate and can adapt the questions as they see fit. Any adaption of questions must be submitted as if they are not on the pre-approved list.

The Age of Justinian

- How convincing is the view that Justinian's military priority was the reconquest of the western parts of the old Roman Empire?
- Assess the view that Justinian's wars were motivated mainly by religious objectives.
- Assess the view that the Byzantine Empire became weak in the second half of Justinian's reign.
- How strong was Justinian's empire at his death?
- How successful were Justinian's domestic reforms?
- How important a figure was the Empress Theodora in the shaping of policy in Justinian's reign?
- To what extent can Justinian be viewed as a conservative emperor?
- How useful is Procopius as a source of information on the reign of Justinian?

The reign of Charlemagne 768-814

- Assess the view that Charlemagne's wars were motivated mainly by religious objectives.
- To what extent was Charlemagne's empire on the defensive militarily in his later years?
- Assess the view that Charlemagne's wars had a more negative than positive impact on his empire.
- How great a military leader was Charlemagne?
- Assess the view that the coronation of 800 made little difference to the ways in which Charlemagne ruled his lands.
- How far was Charlemagne's personal interest the main factor in his promotion of culture and learning?
- How united was Charlemagne's 'Empire' after 800?
- How important was the Church to the effective government of Charlemagne's empire?
- To what extent was Charlemagne's empire unified by the force of his personality?
- Assess the view that the period 800-814 was one of dissolution and decay for Charlemagne's empire.

Alfred the Great 871-899

- How successful was Alfred's government of Wessex?
- Assess the view that the most significant achievement of Alfred's reign was the cultural and educational revival he inspired.
- Assess the view that Alfred's educational and cultural activities amounted to a renaissance.
- Assess the view that there was limited unity in the areas of Anglo-Saxon England ruled over by Alfred.
- How great were the achievements of Alfred in ruling over Wessex?
- How strong was Wessex at the death of Alfred in 899?

The reign of King John 1199-1215

- Assess the view that the civil war of 1215-16 was the result of the actions of the barons than those of John.
- Assess the view that John's personality was the main factor in the breakdown of his relations with the barons.
- Assess the view that the main cause of the struggle between John and his barons was the failure of his grand plans of 1214.
- How far do you agree with the view that superior French resources were the main reasons for the loss of Normandy?
- Assess the view that the conflict between John and Pope Innocent III was a conflict more about personalities than high principles.
- How far do you agree with the view that the protracted nature of the conflict between King John and Innocent III shows how much support John had in England?
- How effective was John's domestic policy?
- How far do you agree with the view that John's ability as an administrator was not matched by his ability as a military and political leader?
- How far can Magna Carta be seen as a commentary on feudal practices?
- How accurate is the representation of John by the monastic chroniclers?

The Wars of the Roses 1450-85

- Assess the view that the Wars of the Roses came about as a result of 'an escalation of private feuds'.
- How important was failure in the war against France in causing the outbreak of the Wars of the Roses?
- How valid is the judgement that the most important factor in the rift between Edward IV and Warwick was disagreement over foreign policy?
- Assess the accuracy of the view that Richard of Gloucester's usurpation of power in 1483 is best explained by his fear of the Woodvilles.
- How convincing is the evidence that Richard III was responsible for the murder of the Princes in the Tower?
- Assess the importance of the part played by France and Burgundy in the instability of England in the period 1470 to 1471.
- Assess the view that Edward IV's personal qualities best explain why he lost his throne in 1470 and why he regained it in 1471.
- How far do you agree that In gaining the throne in 1461, Edward IV owed everything to the power and influence of the Earl of Warwick?
- To what extent was the English monarchy weakened by the Wars of the Roses?
- How seriously did the Wars of the Roses affect economic and social life in England?

Elizabeth I 1558 – 1603

- How far was Elizabeth's failure to marry the result of the attitude of her Council?
- How far were the Puritans able to alter the Elizabethan Church? (prefer Did Puritans or Catholics present the greater threat to Elizabeth I)
- Assess the view that the Elizabethan Court was a centre of corruption and intrigue and little else.
- Assess the view that William Cecil, later Lord Burghley, was the main influence in decision-making in Elizabeth's government.
- Assess the view that Elizabeth I agreed with her House of Commons more often than she disagreed.
- How consistent was the foreign policy of Elizabeth I.

Oliver Cromwell 1599-1658

- How great a commander was Oliver Cromwell?
- Assess the accuracy of the view that Cromwell's rise to political power is explained mainly by his military success.
- With what justification may Cromwell be regarded as a radical in the period 1640-49?
- Assess the view that by crushing the Levellers in 1649 Cromwell brought an end to the English Revolution.

- How far do you agree that Cromwell was offered the crown in 1657 mainly because of the need to avoid a military dictatorship?
- Assess the view that Cromwell refused the crown in 1657 because he believed that to accept would be against God's will.
- How well does Cromwell deserve his reputation as a champion of religious toleration?
- Assess the view that Cromwell's principal aim as Lord Protector was to carry out a programme of 'Godly Reformation'?
- How accurate is the view that as Lord Protector Cromwell relied entirely on the army?
- How far do you agree that Cromwell failed in his attempt to govern in partnership with the Parliaments of the Protectorate?
- How effective was Cromwell's foreign policy?

Peter the Great 1689-1725

- How far do you agree with the view that Peter the Great's religious policies represented a decisive break with the past?
- To what extent can it be argued that Peter the Great transformed the economy of Russia?
- How widespread was the opposition in Russia to Peter the Great's reforms in government and administration?
- Assess the view that the Russian nobility was mainly responsible for the opposition to Peter the Great.
- How far do you agree that Russia had already been 'westernised' at the accession of Peter the Great in 1696?
- Assess the importance of Peter the Great's military and naval reforms in strengthening Russia.
- Assess the view that Peter the Great's foreign policy was essentially defensive.
- Assess the view that Peter failed to establish a sound educational system in Russia.
- Assess the view that Peter the Great's foreign policies were an over-reaction to external dangers.
- Assess the claim that Peter I can be described as 'Great' more for what he attempted than for what he achieved.

Louis XIV 1661-1715

- How absolute was the rule of Louis XIV.
- How far do you agree that Louis XIV's policies towards the nobility made for more effective government by the monarchy?
- How far did Colbert achieve his economic objectives?
- How far do you agree that the gains for France outweighed its losses in the War of the Spanish Succession?
- How successful was Louis XIV's religious policy?
- Assess the view that Louis XIV's policies towards the Papacy caused more problems than they solved.
- Assess the view that the Revocation of the Edict of Nantes was necessary because the Huguenots presented a serious problem to the French monarchy.

Napoleon I 1795-1815

- Assess the view that the Civil Code was the greatest achievement of the Consulate.
- How far is it appropriate to refer to Napoleonic France as a 'police state'?
- To what extent did Napoleon's successes as a general before 1807 owe more to the mistakes of his enemies than his own abilities as a commander?
- Assess the view that the main reason for the defeat of Napoleon at Waterloo in 1815 was Wellington's leadership
- Assess the view that the 'Spanish Ulcer' was the main reason for Napoleon's downfall.
- Assess the view that the Hundred Days stood no chance of success.
- To what extent was Britain responsible for the fall of Napoleon?
- With what justification can Napoleon be seen as a significant figure in the growth of nationalism in Europe?
- Assess the view that the success of the coup of Brumaire owed little to Napoleon's personal abilities.
- To what extent does a study of any one region confirm the view that
- To what extent did Napoleon's Empire benefit his subjects outside France?

Gladstone and Disraeli 1865-86

- Assess the view that the Second Reform Act of 1867 illustrates Disraeli's consistent commitment to parliamentary reform.
- How valid is it to argue that Disraeli brought back Peace with Honour from the Congress of Berlin in 1878?
- How far did the domestic reforms of Gladstone's first ministry disappoint his supporters?
- Did Gladstone lose the 1874 election or did Disraeli win it?

- How far were the domestic reforms of Disraeli's second ministry 'piecemeal and opportunist'?
- How well did Gladstone deal with the problems of Ireland 1868-1886?
- Were there more similarities than differences in the overseas policies of Gladstone and Disraeli

America between the wars 1918-41

- How isolationist was American foreign policy in the period 1920-41?
- How convincingly can it be argued that Roosevelt's foreign policy was in the best interests of the USA in the period 1933-41?
- How prosperous was the USA in the 1920s?
- Assess the view that the policy of National Prohibition (1919-33) created more problems than it solved.
- How effective was the New Deal in bringing about recovery?
- How justified was opposition to the New Deal?

The Causes of World War II, 1918-4

- Assess the view that the Peace Treaties of 1919-20, which dealt with the former Austria-Hungary, were misguided.
- Assess the view that the main fault of the Treaty of Versailles was leniency rather than severity.
- Assess the view that the League of Nations was doomed to fail.
- Assess the view that the Locarno Agreements of 1925 did more harm than good to the hopes of lasting international peace.
- Assess the view that appeasement was the only realistic option for British policy towards Germany between 1936 and 1938.
- To what extent was Hitler pursuing a purely ideological foreign policy between 1935 and 1939?
- How far can Hitler be blamed for the outbreak of war in 1939?
- Assess the view that the German occupation of Bohemia and Moravia in March 1939 marked the end of appeasement.
- Assess the view that the outbreak of war in the Pacific in 1941 was more the fault of the USA than Japan.
- To what extent did Roosevelt's policies towards Germany make it inevitable that the USA would enter the war in Europe?

The Cold War 1941-56

- Assess the view that the disagreements about the Second Front were the most significant cause of tension between Russia and the West between 1941 and 1945.
- Assess the view that Stalin's suspicions of his western allies between 1941 and 1945 were justified.
- To what extent was Marshall Aid merely a policy of American self-interest?
- To what extent was Containment a policy based on the desire to defend freedom?
- To what extent was Stalin responsible for the Korean War?
- How far was US policy in Asia between September 1945 and 1953 driven by economic considerations?
- How important was the arms race in the Cold War between 1949 and 1956?
- Assess the view that the prospects for peaceful coexistence were less likely in 1956 than they had been in 1949.
- Assess the view that Stalin's policies in Eastern Europe in 1945-7 were brutal and expansionist.
- How far was Stalin to blame for the Berlin crisis 1948-9?

The war in Vietnam 1955-75

- Assess the view that the main reason the US became increasingly involved in Vietnam between 1955 and 1965 was the fear of successive presidents that they would be labelled as weak by their domestic opponents.
- Assess the view that Kennedy lacked a clear policy about US involvement in Vietnam.
- Assess the view that Lyndon Johnson had no choice but to send US troops to Vietnam in 1965.
- To what extent has the importance of the Tet Offensive of 1968 been over-rated?
- Assess the view that the Vietnam War was a pointless, costly failure.
- Assess the view that the American 'hearts and minds' strategy in South Vietnam never had any chance of success.
- To what extent can the programme of Vietnamisation be defended?
- To what extent was the Vietnam War lost because of the hostility of much of the American media?
- How far can it be argued that Nixon's peace negotiations sacrificed the chance of victory in South Vietnam?

The development of rights for women in Great Britain 1867-1918

- Assess the view that working opportunities and conditions for the working-class woman changed little before 1900.
- Assess the view that the actions of the WSPU were responsible for the delay in women obtaining the vote.

- How valid is the view that the work of women during World War I was the reason for them achieving the vote in 1918?
- How significant was the work of Millicent Fawcett in advancing the rights of women?
- Assess the view that the argument over female suffrage was won by 1914 but the war held up its implementation.
- Has the impact of World War I on women's employment been exaggerated?
- Assess the view that education for women before 1900 was aimed at improving their domestic accomplishments and little else.
- How far was education for women before 1900 aimed at improving their domestic accomplishments?

Nazi Germany 1933-45

- To what extent did Hitler rely on coercion in maintaining power in Germany after 1933?
- Assess the view that the role of propaganda in maintaining the Nazi regime in power after 1933 has been exaggerated.
- How successful were Nazi policies in winning support among industrial workers?
- Assess the view that divided aims were the main reason why internal opposition to the Nazi regime was ineffective.
- To what extent was Hitler 'a weak dictator'?
- Assess the view that the Holocaust was the result of a predetermined plan by the Nazi regime.
- Assess the view that the German people were active and enthusiastic supporters of the Holocaust.
- To what extent did women's status improve in Nazi Germany?
- How effectively did Nazi policies towards young people achieve their goals?
- To what extent did the Nazis succeed in reducing class barriers in Germany?

Britain under Margaret Thatcher, 1979-90

- How far did Thatcher reduce the power of the Trade Unions?
- Assess the view that Thatcher achieved a 'social revolution'.
- Assess the view that the Thatcher government deliberately provoked the Miners' strike.
- Assess the view that Thatcher's electoral success in the period from 1979 to 1989 was the result of Labour weakness, rather than Conservative strengths.
- How effective was Thatcher's handling of the Falklands crisis?
- How well did Thatcher manage relations with the USSR?
- How far was Thatcher's policy dictated by ideology?
- Assess the view that the events of 1990 were the main reason for the fall of Thatcher.
- How far was New Labour influenced by Thatcher?

Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

Call us on
01223 553998

Alternatively, you can email us on
support@ocr.org.uk

For more information visit

 **ocr.org.uk/qualifications/resource-finder**

 **ocr.org.uk**

 **facebook.com/ocrexams**

 **twitter.com/ocrexams**

 **instagram.com/ocrexaminations**

 **linkedin.com/company/ocr**

 **youtube.com/ocrexams**



OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2022 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA. Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#). You can copy and distribute this resource freely if you keep the OCR logo and this small print intact and you acknowledge OCR as the originator of the resource.

OCR acknowledges the use of the following content: N/A

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.

We really value your feedback

Click to send us an autogenerated email about this resource. Add comments if you want to. Let us know how we can improve this resource or what else you need. Your email address will not be used or shared for any marketing purposes.



Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation's website for a direct search.