

Guide to assessment in GCSE History A

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Introduction

The following guidance has been produced by senior members of the GCSE History examining team. Please note that this resource is provided for advice and guidance only and does not in any way constitute an indication of grade boundaries or endorsed answers. **This guidance does not replace the mark schemes used in the Sample Assessment Material** but will hopefully explain some of the approaches that can be taken with this assessment.

The guidance is based on discussions with teachers and examiners and on small scale trials with groups of students. It should be stressed that no guidance of this sort can replicate the range of responses which will be produced from a full cohort of several thousand students and so it is possible, albeit unlikely, there may be some small points of difference between the guidance here and the final mark schemes and their application.

Please also note the phrasing of the guidance – that answers will ‘typically ...’. These are the types of answers we anticipate and which have been seen so far in trials. Valid, alternative approaches will also be credited **as long as they answer the question being posed**. It is impossible to stress this point strongly enough. Accusations are often levelled at examinations that they require candidates to perform artificial tasks and ‘jump through hoops’. At OCR we believe passionately that, within the realistic restraints imposed by an examination, we are assessing candidates on their ability to perform tasks which all historians would recognise and all teachers would see as a reasonable and desirable element of both lessons.

Paper 1: International Relations

In Questions 1 and 2 we ask candidates to select knowledge relevant to a particular historical issue and deploy it in response to a question. It is difficult to see how this can be seen as anything other than a normal activity for a historian or a student of history. However, we recognise that the time constraints of an examination do impose a certain level of artificiality on the task and that teachers are anxious to give accurate guidance on the depth in which they need to respond. We have given indications of this in the guidance below.

It is a similar picture for Questions 3 and 4. In Question 3; we recognise that candidates who have identified an aspect of an interpretation they consider to be fair or unfair and then deployed knowledge to support this point have achieved something significant and are rewarded accordingly. However, candidates who make the same points but support with stronger evidence in the form of other interpretations or the context of the original interpretation have achieved more and will be rewarded at a higher level. Similarly, in Question 4 candidates who can show how interpretations have differed on a particular issue will be rewarded, while candidates who show how and why they differ will be rewarded at a higher level.

Question 1

This is primarily a factual recall question, but there is a small organisational element in it which is indicated by the use of the word 'Outline' as opposed to 'Describe'.

There is no magic number of points or facts which will guarantee top marks for candidates. Marks are awarded for accuracy and organisation and this cannot be pinned down to a formula. However, teachers looking to advise students revising and preparing for such questions might find it helpful to advise them to think in terms of an overarching 'framing' statement (highlighted on L3 below) followed by two or three examples of what they have just said. The following scheme is based on the new Practice Paper and we hope it will help to further clarify how to assess student responses.

Practice Paper Question 1

Outline the increasing tensions in international relations in Europe in the 1930s.

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically outline the nature or causes(s) of tension in the 1930s and then develop the answer with at least one supporting example e.g.</p> <p><i>The main tension in the 1930s was between Britain and France and German leader Adolf Hitler. In 1936 Hitler broke the terms of the Treaty of Versailles by moving German forces into the Sudetenland. In 1938 he joined Germany and Austria in an Anschluss. This was also banned under the Treaty, which alarmed Britain and France and many other states.</i></p>	4–5
Level 2	<p>Level 2 answers will typically outline one or more example(s) of increasing tension e.g.</p> <p><i>In 1938 Hitler brought about the Anschluss with Austria. This broke the Treaty of Versailles. It also worried Czechoslovakia. The tension got worse when Hitler demanded the Sudetenland region of Czechoslovakia.</i></p>	2–3

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Levels	Indicative content	Marks
Level 1	Level 1 answers will typically outline one or more event with little or no reference to increasing tension e.g. <i>In 1935 Hitler broke the Treaty of Versailles by announcing rearmament in Germany.</i>	1

Important points to note

- In Level 3 one supporting example is an absolute minimum requirement and only very well constructed 'framing' statements along with a very clear and relevant example would reach L3. It would be sensible to advise candidates to think in terms of two examples.
- The guidance on indicative content refers to the **valid** elements of an answer. It is very common for candidates to write a great deal more than is required for each level but for much of the answer to be irrelevant or at a lower level than the parts of the answer which receive credit.
- Other tensions would be acceptable responses, such as the actions of Mussolini in Abyssinia or the responses to the worldwide economic Depression. However, to reach L3 they obviously need to be supporting an appropriate framing statement.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 2**

First and foremost Question 2 is a question which challenges candidates to show an understanding of the main forces and currents in the period study. Particularly important are the ways in which events were shaped by:

- internationalism – attempts at international co-operation
- nationalism or national self-interest
- economic forces
- ideology
- religion.

The SAM question is:

How successful were attempts at international co-operation in the 1920s? Explain your answer.

The main aim of the question is to allow candidates to show their understanding of international co-operation or internationalism in the 1920s. In this particular instance, the most effective way to do this was to ask them to explain how successful they thought internationalism was.

The following scheme should help teachers to assess candidate work on this question.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify at least two examples of attempts at international co-operation that cover different aspects of the argument and explain fully why they think each was a success or failure e.g.</p> <p><i>In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia. The League held a vote which divided the area between Poland and Germany and both states accepted this. The League also succeeded in stopping a dispute between Bulgaria and Greece in 1925. Greek troops invaded Bulgaria after some Greek soldiers were killed. The League ruled against Greece and ordered it to leave Bulgaria and Greece obeyed.</i></p> <p><i>Of course there were also failures in the 1920s. In 1923 Italy attacked the Greek island of Corfu after a dispute involving some of its troops. At first the League of Nations ruled against Italy but the Italian leader Mussolini pressured Britain and France and they agreed to support Mussolini. The League was forced to change its mind and back down. This was a clear failure because it undermined the credibility of the League when faced with a major power like Italy.</i></p>	9-10
Level 4	<p>Level 4 answers will typically identify one example of international co-operation that covers different aspects of the argument and explain fully why they think it was a success or failure e.g.</p> <p><i>In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia. The League also succeeded in stopping a dispute between Bulgaria and Greece in 1925. The League also did really</i></p>	7-8

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<i>important work in other fields. For example, the League's Refugee Committee succeeded in returning over 400,000 displaced persons to their homes after the First World War.</i>	
Level 3	Level 3 answers will typically identify at least one example of success or failure but description and explanation will be limited or it will only cover one aspect of the argument e.g. <i>In many ways international co-operation was very successful. The most obvious example was the League of Nations. During the 1920s the League was able to sort out several disputes. For example, in 1921 the League successfully resolved a dispute between Germany and Poland over Upper Silesia.</i>	5-6
Level 2	Level 2 answers will typically contain description of events linked to the issue in the question e.g. <i>The League of Nations was the most important attempt at international co-operation in the 1920s. It had an assembly and a council and these were used to discuss international disputes.</i>	3-4
Level 1	Level 2 answers will typically make general points or name events mostly unrelated to the question e.g. <i>The League of Nations was set up in 1919 and was based in Geneva.</i>	1-2

Important points to note

- It is vitally important to explain to candidates that complete and full coverage of all of the events of the period, or indeed all examples of international co-operation is not needed. Candidates can reach L5 with well written consideration of two examples though it would be sensible to advise most candidates to think in terms of three examples.
- As in Question 1 the guidance on indicative content refers to the **valid** elements of an answer. It is very common for candidates to write a great deal more than is required for each level but for much of the answer to be irrelevant or at a lower level than the parts of the answer which receive credit. For example, candidates rarely reach Level 4 by having only covered one example. More typically they would explain one example effectively (thus reaching Level 4) while only describing another example and not explaining why it was a success or failure.

Question 2 may also take the form of a question which starts with 'Explain'. Such questions are marked to the same standards as the exemplar here but clearly they have a slightly different focus. The question and mark structure for Q2 in the Practice Paper 1 is set out below.

Explain why al-Qaeda emerged as a powerful force in the 1990s.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically identify at least two reasons for the emergence of al-Qaeda which cover different aspects of the argument and explain them fully.	9-10
Level 4	Level 4 answers will typically identify one reason for the emergence of al-Qaeda which covers different aspects of the argument and explain it fully.	7-8
Level 3	Level 3 answers will typically identify at least one reason for the emergence of al-Qaeda but description and explanation will be limited or it will only cover one aspect of the argument.	5-6

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
Level 2	Level 2 answers will typically contain description of events linked to the issue in the question.	3-4
Level 1	Level 1 answers will typically contain general points.	1-2

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 3**

The primary purpose of Q3 is to allow candidates to demonstrate the ability to construct an argument which evaluates the strengths and weaknesses of a historical interpretation. Based on trials of the SAMs and the new practice papers we have revised the guidance on indicative content and we hope that the following scheme may help teachers to assess responses to this type of question.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically address the question through fully developed analysis and evaluation of Interpretation A, supported by relevant references to other interpretations or the context of Interpretation A.</p> <p>Key points to note for this level:</p> <ul style="list-style-type: none"> • While it is not a requirement, we strongly advise candidates to set out what they see as the main argument of Interpretation A. In most cases this can be done in one or two sentences. This helps the candidate to focus their answers and it helps examiners to see what the candidate is trying to achieve if they get confused or muddled. In short, candidates at this level should be explaining what aspect(s) of Interpretation A they consider to be fair or unfair and then go on to support their views. • To reach Level 4 or 5 candidates must evaluate the interpretation. Evaluation of interpretations can be through comparison with other historians or the context in which the interpretation was written. • Knowledge of particular historians or schools of thought is not required but such knowledge will be credited. Many teachers have told us that they find that candidates find the issue of interpretations more accessible if they look at historians and schools of thought. • As a word of caution, candidates will not reach Level 5 simply by naming historians or schools of thought or with cursory comments about them. Such responses are more likely to be marked at Level 1. • Answers which are one-sided (i.e. wholly critical or wholly supportive) can be rewarded at L5 if they are sufficiently developed and supported. 	21–25
Level 4	<p>Level 4 answers will typically address the question through analysis and evaluation of Interpretation A, supported by a relevant reference to other interpretations or the context of Interpretation A.</p> <p>Key points to note for this level:</p> <ul style="list-style-type: none"> • The main difference between Level 4 and Level 5 will 	16-20

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Levels	Indicative content	Marks
	<p>be the clarity of the argument and the depth of support for that argument.</p> <ul style="list-style-type: none"> Candidates who make relevant points in evaluating Interpretation A but fail to clarify exactly what aspects of Interpretation A they feel are fair or unfair will tend to be marked at Level 4. 	
Level 3	<p>Level 3 answers will typically address the question through some analysis and evaluation of Interpretation A and support this with relevant factual knowledge or consideration of other interpretations to address the question.</p> <p>Key points to note for this level:</p> <ul style="list-style-type: none"> Trials so far suggest that many candidates instinctively prefer to use their own knowledge to evaluate Interpretation A rather than draw on other interpretations or the context of the Interpretation. While valid, such approaches will not move beyond Level 3. 	11-15
Level 2	<p>Level 2 answers will typically contain some analysis of Interpretation A and support this with limited factual knowledge or consideration of the content of the interpretation.</p>	6-10
Level 1	<p>Level 1 answers will typically contain general points or assertions about Interpretation A accompanied by basic knowledge or undeveloped references to other interpretations.</p>	1-5

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 4**

The primary purpose of Q4 is to allow candidates to show their knowledge of the range of ways in which the particular issue in Interpretation B has been interpreted. As with Question 3, the guidance below is based on trials of the SAMs and the new practice papers and we have again revised the guidance on indicative content in the hope that the following scheme may help teachers to assess responses to this type of question.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically explain how and why historian(s) and commentator(s) from more than one period have disagreed with Interpretation B.</p> <p>Key points to note for this level:</p> <ul style="list-style-type: none"> • The critical element for L4 and L5 is that candidates explain the reason(s) for the difference(s). This is most likely to be based on the context of the interpretations referred to although it could also refer to evidence used. • The critical differentiating element between L4 and L5 is that candidates show that there are several competing interpretations, not just the one in Interpretation B and one other. • Although the guidance indicates ‘interpretations from more than one period’, candidates who take an approach based on particular historians or schools of thought would in all likelihood meet this requirement. Candidates will not be required to spell out the periods listed in the specification (e.g. post WW2, Cold War etc.). 	17-20
Level 4	<p>Level 4 answers will typically explain how and why historian(s) and commentator(s) from one period have disagreed with Interpretation B.</p>	13-16
Level 3	<p>Level 3 answers will typically explain how historian(s) and commentator(s) have agreed OR disagreed with Interpretation B.</p> <p>Key point to note for this level:</p> <ul style="list-style-type: none"> • The key word in the guidance here is how interpretations differ. If candidates are explaining why as well as how in a valid way they will be marked at L4 or L5. 	9-12
Level 2	<p>Level 2 answers will typically focus on events which have led historian(s) to agree or disagree with Interpretation B.</p>	5-8
Level 1	<p>Level 1 answers will typically make general assertions about Interpretation B or about views which support or oppose it.</p> <p>Key point to note for this level:</p> <ul style="list-style-type: none"> • Candidates who simply explain reasons for differences without explaining what the differences are will probably only reach Level 1. 	1-4

Paper 1: World Depth Studies

The OCR Specification contains seven World Depth Study Options. All of the papers use the same format and structure and while there can never be complete parity between the difficulty of the questions we strive to make the papers as similar as possible in terms of challenge.

Question 5

This is mainly a recall question. One mark is awarded for identifying a relevant event or development and a second mark for describing that event. Here are some examples.

Practice Paper Germany Question 5

Describe one example of the impact of the Depression in Germany 1929-33.

One example of the impact of the Depression was very high levels of unemployment.

[identifying example – 1 mark]

By 1933 there were at least 6 million Germans unemployed and some historians think there were more than 6 million. [describing example – further mark]

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 6**

Question 6 requires an explanation of an important event or development. It may often be a question about the causes or consequences of such events or developments, although format will vary slightly. For example, in the examples below you can see a straightforward explain question but also a slightly different ‘Explain the importance of X in Y’ format.

Based on trials of the SAMs and practice papers we have attempted to provide some further guidance on what students might be expected to do to be awarded the various levels. However, the earlier caveats must be applied. These trials are small samples and the following points are guidance only.

It may be helpful to see the 10 mark explain question in a similar way to the 10 mark explain question on Section A of the paper. A similar level of conceptual understanding and explanation is required. The example below is from the SAM question on the USA 1945-74 and illustrates this parity.

Question 6 SAM USA 1945-74***Explain why McCarthy became important in the 1950s.***

The main aim of the question is to allow candidates to show their understanding of the factors which allowed McCarthy to achieve prominence and how these factors resulted in that prominence. There is no one set way to approach the question or indeed a definitive set of reasons. The structure below should be helpful in providing some pointers to help students.

The following scheme should help teachers to assess candidate work on this question.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify at least two reasons why McCarthy became important and explain fully how these reasons helped him e.g.</p> <p><i>Firstly, McCarthy became important because of atmosphere of the ‘Red Scare.’ There was a perceived threat from Communist USSR. The USA was determined to stop the spread of Communism, so McCarthy’s claim that he had a list of over 200 Communists in the US government generated a lot of publicity, hysteria and it gave him prominence.</i></p> <p><i>A second reason he became important was linked to the first reason. McCarthy exploited the fears of Communism with his bullying methods and targeted high profile figures. This in turn made people fear him more which gave him more power. Even President Eisenhower did not want to clash with McCarthy and he refused to back his old friend Senator Marshall when McCarthy accused him.</i></p>	9-10
Level 4	<p>Level 4 answers will typically identify one reason why McCarthy became important and explain fully how this reason helped him e.g.</p> <p><i>Firstly, McCarthy became important because of atmosphere of the ‘Red Scare.’ There was a perceived threat from Communist USSR. The USA was determined to stop the spread of Communism, so McCarthy’s claim that he had a list of over 200 Communists in the US government generated a lot of publicity,</i></p>	7-8

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Levels	Indicative content	Marks
	<p><i>hysteria and it gave him prominence.</i></p> <p><i>A second reason was that he also bullied lots of people and targeted high profile people.</i></p> <p>At Level 4 it should be noted that many candidates will attempt to explain several reasons but only explain one reason to the required standard.</p>	
Level 3	<p>Level 3 answers will typically identify at least one reason and describe it. Explanation of how or why it made McCarthy more prominent will be implicit e.g.</p> <p><i>McCarthy became important because of the ‘Red Scare.’ The Cold War made the USA determined to stop the spread of Communism. Also, his bullying methods created more fear and hysteria and his ‘witch– hunts’ led to people’s lives and careers being ruined.</i></p>	5-6
Level 2	<p>Level 2 answers will typically contain description of events linked to the issue in the question e.g.</p> <p><i>McCarthy was in charge of a committee to investigate Communist activities. He blacklisted hundreds of people who worked in Hollywood. He even tried to attack the army.</i></p>	3-4
Level 1	<p>Level 1 answers will typically make general points or name events mostly unrelated to the question e.g.</p> <p><i>McCarthy blacklisted hundreds of people who worked in Hollywood.</i></p>	1-2

Important points to note

- The principal ingredient in a good answer is a focus on identifying reasons and explaining why they are reasons. Candidates can reach L5 with well written consideration of two examples, although usually only the very best candidates are able to do this.
- As in Question 1 the guidance on indicative content refers to the **valid** elements of an answer. It is very common for candidates to write a great deal more than is required for each level but for much of the answer to be irrelevant or at a lower level than the parts of the answer which receive credit. For example, candidates rarely reach Level 4 by only covering one example. More typically they would explain one example effectively (thus reaching Level 4) while only describing another example and not explaining why it was a success or failure.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 7**

Question 7 involves the use of two sources. There are two broad formats: one involves two sources, with a separate 5 mark question on each source; the other is a 10 mark question which asks candidates to compare the two sources in some way.

Single source questions

These questions will cover a range of possibilities but for the most part will be familiar types, such as reliability, utility, purpose or message. Having tested a range of questions in the field it seems that the questions which tend to cause most difficulties are the utility and reliability questions. Above all, students need to get into the historian's mindset. Historians do not generally ask *whether* a source is useful or reliable, they ask what a source is *useful or reliable about*. This is reflected in the example below.

Question 7a SAM Germany 1925-55

Study Source A. Explain how this source is useful to a historian studying Nazi Germany?

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically make a valid inference from the source, developed with effective use of content, provenance or context to support the inference e.g.</p> <p><i>The source is useful to the historian because it gives really strong evidence about why opposition groups found it difficult in Germany. The source comes from the opposition to the Nazis and makes clear how difficult they were finding life. The source tells us that the Nazis controlled the press and radio stations. We also see that people are affected by propaganda – they are too afraid to complain. The fact that the opposition is telling us how strong the Nazis are, rather than the Nazis, makes it strong evidence about the effectiveness of Nazi control.</i></p>	4-5
Level 2	<p>Level 2 answers will typically argue the source is useful or not useful based on reliability or will make a valid but more generalised assertion about the value of the source, e.g.</p> <p><i>The source is not useful because it was written by the Socialists who opposed the Nazi regime so it is not reliable. They were suppressed along with the Communists in 1934.</i></p>	2-3
Level 1	<p>Level 1 answers will typically assert that the source is useful/not useful because of selections from it or provenance e.g.</p> <p><i>The source is not useful because it was written by the Socialists.</i></p>	1

Important points to note

The key principle in the questions is that a source cannot simply be useful or reliable. It can only be useful or reliable as evidence *about* something. This is the inference which will take candidates to the higher levels. Note in this answer how the candidate at Level 3 explains how the bias of the source makes it a useful piece of evidence. This is a clear step up from the answer in L2 who dismisses the source for being unreliable but does not explain what it is unreliable about.

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As with single source questions, two source questions focus on a variety of issues, most commonly similarity, reliability or utility. For reliability and utility questions the same basic principles apply as to the single source questions – candidates should focus on how sources are reliable or useful about something in particular. Questions which ask candidates to consider how similar two sources are should be encouraged to think in terms of a hierarchy along the lines of the example below.

Q7 Practice Paper 1 USA 1945-74

Study Sources A and B. How similar are these two sources?

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically identify the similar purpose of the sources (to criticise and turn people against the HUAC) and support this with reference to the sources e.g.</p> <p><i>Sources A and B have a similar purpose. They are both critical of the methods used by the House of Un-American Activities Committee and are trying to turn people against it. Source A shows the committee is out of control and is hurting innocent people due to their guesswork. Source B was critical of their methods as being too expensive and ineffective as they don't investigate properly or fairly. The author was clearly disgusted by what was happening and condemned HUAC in his autobiography in an attempt to persuade others to the same view.</i></p>	7-10
Level 2	<p>Level 2 answers will typically compare the message of the two sources or argue similarity or difference based in general comments about provenance or generalised summary of source e.g.</p> <p><i>Sources A and B are quite similar. They are both about the House of Un-American Activities Committee and criticise their reckless methods. One source says that innocent people are getting hurt while the other source says that it is a waste of money as they don't look into things properly.</i></p> <p>OR</p> <p><i>Sources A and B are different. Source A says that the committee is out of control while Source B says it is too expensive and ineffective as it didn't result in any convictions.</i></p>	3-6
Level 1	<p>Level 1 answers will typically compare elements of the content of each source compare the type of source e.g.</p> <p><i>Source A and B are not similar at all. Source A is saying the HUAC is out of control and Source B is saying it costs too much and is having no impact.</i></p> <p>OR</p> <p><i>The two sources are not really similar. Source A is a cartoon from 1947 and Source B is from an autobiography in 1945.</i></p>	1-2

Important points to note

- This is above all a comparison question. In the stress of an examination candidates can sometimes make intelligent comments but forget to actually state whether the points they are making are points of similarity or difference. Such answers will usually be marked at Level 1. This is only fair to candidates who have indicated how and why the sources are similar and by doing so have, of course, answered the question.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 8**

This question is a fairly traditional style essay question requiring candidates to develop an extended answer to a question which is usually structured around a statement. Field testing of the SAM and practice papers has revealed that candidates usually demonstrate good knowledge in such questions but they sometimes struggle to marshal this knowledge effectively into an argument. The following structure might prove helpful in structuring a relevant argument.

Levels	Indicative content	Marks
Level 5	Level 5 answers will typically construct a well-supported argument which reaches a valid conclusion e.g. <i>Overall, I agree that Black Consciousness was the most significant aspect of resistance. This was because it provided the ideas and the political education for many black Africans. Many ANC members became ANC members because of the influence of Black Consciousness. This is also true of SAOS members. For this reason I think it is more significant.</i>	15–18
Level 4	Level 4 answers will typically construct a well-supported argument e.g. <i>In many important respects life improved for many workers under Stalin in the period 1928-41. For skilled workers, for example, the expansion of industry in the five Year Plans brought steady and stable employment and good wages which could be boosted further if targets were met. In fact unemployment was virtually non-existent and there were new opportunities for women to work with the state providing child care. The state also provided health care and education became free and compulsory.</i>	11–14
Level 3	Level 3 answers will typically construct a supported argument e.g. <i>In many important respects life improved for many workers under Stalin in the period 1928-41. There was a large expansion of industry in the five Year Plans. The state provided child care. The state also provided health care. On the other there was a lot of discipline and harsh treatment.</i>	7-10
Level 2	Level 2 answers will typically identify and describe points related to the question e.g. <i>There was a lot of industrial development so living standards for workers improved during the 1930s, and so they were better off. However, many people suffered too.</i>	4–6
Level 1	Level 1 answers will typically make general assertions e.g. <i>In the countryside farms were put together under government control.</i>	1–3

Important points to note

- There is no requirement for a conclusion to reach Level 5. However, credit will be given within the appropriate levels for an effective conclusion (which could be at L5, L4 or even L3).
- An argument which supports one side but takes the alternative argument into account (e.g. to argue why it is weak) can be considered balanced and rewarded at L5.

HISTORY A (EXPLAINING THE MODERN WORLD)

- The term 'explicit' means that supporting evidence is used in such a way that the candidates clearly demonstrate how the evidence supports the argument being made. The term 'implicit' refers to a supported argument in which the supporting evidence is valid and relevant but there is no explanation of how the evidence supports the argument, or it is vague or implied.

Paper 2: British Thematic Studies

The OCR Specification contains three British Thematic Studies. All of the papers use the same format and structure.

Question 1

The aim of this question is to be a simple and easy introduction to the paper. This can be seen from the example below.

SAM Migration to Britain c.1000 to c.2010

Describe two of the measures taken by the authorities to control migrant groups between c.1000 and 1603.

Levels	Indicative content	Marks
N/a	<i>In this period the authorities brought in many measures to control migrant groups. One example was in 1275 when Jews were banned from collecting any interest on loans. This deprived them of income. Another example was in 1440 with the Alien subsidies. Basically this was a tax on foreigners living in the country.</i>	4

Important points to note

- Perhaps the key advice for candidates in this question is to not 'over-answer' it. Candidates cannot gain more than four marks! The example above is perfectly acceptable for full marks.
- Candidates need to identify and briefly describe two measures. Description could involve elaboration on the action taken or the reasons behind it.
- A maximum of two marks can be awarded for identifying measures however many are identified.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 2**

This is an explain question, and it should be seen as similar to the corresponding explain questions in the International Relations and World Depth Studies even though they are worth 8 marks rather than 10 (and so have only 4 levels). So, as with those questions, there will most commonly be a question about the causes or consequences of such events or developments, although format may vary slightly. Based on trials with students we expect this type of question to be assessed along the following lines.

Question 2 SAM War and British Society c.790 to c.2010

Explain why the feudal relationship between king and barons broke down in the reign of King Stephen (1135–1154).

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically identify at least two reasons for the breakdown in feudal relations and explain fully how these reasons contributed to the breakdown e.g.</p> <p><i>The main reason why feudal relations broke down under Stephen was war. For most of his reign, Stephen had to fight against opponents who believed he had stolen the throne from Mathilda, the daughter of Henry I. Stephen's enemies invaded in 1139 and Stephen was unable to defeat them. This led many barons for example, Miles of Gloucester, to renounce their loyalty to Stephen and defect to his enemies because they thought Mathilda had a better claim to the throne.</i></p> <p><i>Another reason why some Barons went against Stephen was that they wanted to increase their own wealth and power. While Stephen was fighting his enemies many barons took the opportunity to seize lands or build castles without permission because the king was unable to enforce his authority.</i></p>	7-8
Level 3	<p>Level 3 answers will typically identify at least one reason for the breakdown in feudal relations and explain fully how this reason contributed to the breakdown e.g.</p> <p><i>The main reason why feudal relations broke down under Stephen was war. For most of his reign, Stephen had to fight against opponents who believed he had stolen the throne from Mathilda, the daughter of Henry I. Stephen's enemies invaded in 1139 and Stephen was unable to defeat them. This led many barons for example, Miles of Gloucester, to renounce their loyalty to Stephen and defect to his enemies because they thought Mathilda had a better claim to the throne.</i></p> <p>At Level 3 it should be noted that many candidates will attempt to explain several reasons but only explain one reason to the required standard.</p>	5-6
Level 2	<p>Level 2 answers will typically identify at least one reason and describe it but explanation of how or why it caused the breakdown in feudal relations will be implicit or absent altogether e.g.</p> <p><i>The main reason why feudal relations broke down under Stephen was war. For most of his reign Stephen had to fight against opponents who believed he had stolen the throne from Mathilda, the daughter of Henry I. Stephen's enemies invaded in 1139 and Stephen was unable to defeat them.</i></p>	3-4
Level 1	<p>Level 1 answers will typically contain description of events linked to the issue in the question e.g.</p> <p><i>In 1135 Henry I died and he had no son. Stephen was Henry's nephew and he decided to take the throne. Not everyone accepted this, including Mathilda's powerful husband, Geoffrey of Anjou.</i></p>	1-2

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 3**

This question is likely to be new territory for many students and teachers. The key is to get students to consider the criteria they use to decide how far they think an event is significant. In the majority of questions, the issue of significance will be closely related to the issue of change. For example, the significance of an event might be measured by the scale, extent or longevity of a change. It might also be measured by the number of people affected and how deeply they were affected. Question 3 will not always be about change, but the same principle of finding criteria by which to judge significance will be the most important. Such criteria might include (but this is not an exclusive list):

- What impact(s)?
- What did people at the time think?
- How many people were affected and how?
- How big an effect?
- Did it affect everyone the same way?
- Were the effects local, national, international?
- Were the effects short term or long lasting?
- Did it lead to other important events or changes?
- Is it still significant today?

The example below provides a structure which demonstrates how candidates can organise an effective response.

Question 3 Practice Paper 1 Power: Monarchy and Democracy in Britain c.1000 to 2014

How significant was the 1945 General Election?

Levels	Indicative content	Marks
Level 4	<p>Level 4 answers will typically identify two ways in which the General Election was (or was not) significant and explain these points fully e.g.</p> <p><i>The General Election of 1945 was significant because it resulted in a Labour government which made major changes to many aspects of Britain.</i></p> <p><i>The election of a Labour government showed that the nation had shifted its focus from war to creating a better future for everyone. Labour nationalised industries like coal mining, gas and electricity and the railways. The idea was to run these industries for the benefit of the whole nation and not just for a few, a big shift from earlier attitudes.</i></p> <p><i>Another reason why the election was important was that the new government set up the National Health Service and other elements of a welfare state, focusing on Social Security. This was also a huge shift from the interwar period when there had been a lot of hardship but government did little to help. The National Health Service Act of 1946 gave all citizens free medical, dental and optical care. This was particularly important because before the war many people could not afford to go to the doctors or to hospital.</i></p> <p><i>[Alternatively candidates might argue that the election was not significant</i></p>	11-14

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<i>e.g. by pointing to the limitations of certain programmes or the re-election of the conservatives in 1951.]</i>	
Level 3	<p>Level 3 answers will identify changes brought about by the 1945 General Election, explaining how at least one was significant e.g.</p> <p><i>The General Election of 1945 was significant for a number of reasons. One reason was that the new Labour government set up the National Health Service. The National Health Service Act of 1946 gave all citizens free medical, dental and optical care. This was particularly important because before the war many people could not afford to go to the doctors or to hospital. This development was to lead to big improvements in the medical care and health of people across the country. However, free care in all aspects did not last long. In 1950 charges for spectacles and dental work were introduced.</i></p>	7-10
Level 2	<p>Level 2 answers will typically contain description of events that is linked to the changes brought about by the 1945 election e.g.</p> <p><i>The 1945 General Election was important for many reasons. It brought about lots of changes. People were able to go to the doctors without having to pay. People who had never seen a doctor before flocked to see their doctor and the doctors were overwhelmed. Lots of new houses were built and many people had decent houses for the first time. Many of these houses were council houses where the rents were not too high. Families with children were given family allowance.</i></p>	4-6
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>The 1945 election was important because the government introduced lots of things that made life better for people. This new government was the Labour Party and they wanted to make the lives of all people better now that the war had ended.</i></p>	1-3

Important points to note

- Responses to Question 3 need not be significantly longer than responses to Question 2. The higher mark tariff on Question 3 compared to Question 2 is a reflection of the greater challenge involved in thinking about and organising a response around the concept of significance.
- There is no requirement for a balanced argument in this question, but at the same time candidates will not be penalised if they take this approach.
- The mark ranges within levels are designed to allow candidates to gain marks for the quality and development of their answers and for features such as effective conclusions or clinching arguments.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 4**

This question is also likely to be unfamiliar to many students but again it follows the same broad principles as Question 3 in that candidates are required to construct an argument based on factors which support and or oppose the proposition being put forward. They are required to address the question below with regard to two of the periods set out in the specification. Typically candidates have taken approaches such as:

- agree and disagree with statement for each period
- agree with statement for one period and disagree for other period
- agree or disagree with statement for both periods but acknowledge counter argument and explain why they do not accept it.

The following example should help to clarify the assessment process as used in trials with students.

Question 4 SAM Power: Monarchy and Democracy in Britain c.1000 to 2014

‘Between c.1000 and 1750 monarchs relied on co-operation with their subjects rather than conflict’. How far do you agree with this statement?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically select two or more examples from each period which support OR contradict the statement and explain fully how they do so and reach a valid conclusion e.g.</p> <p><i>Medieval kings like Edward I understood the importance of co-operating with his subjects. Although he was one of England’s most powerful monarchs he knew he had to keep the good will of his barons. For example, in 1297 he re-issued Magna Carta to show his barons he would obey its principles. In the Tudor period, Elizabeth I was a good example of a monarch who co-operated with her subjects. Her policies on religion were generally supported by Parliament, and MPs mostly supported her on issues such as the treatment of the poor.</i></p> <p><i>A good example of a medieval monarch who preferred conflict to co-operation was John. He was notorious for imposing high taxes and harsh punishments on his barons. In the end it backfired and he faced a rebellion and had to agree to Magna Carta in 1215. From 1629-1640 Charles I needed money but he refused to call Parliament because MPs kept arguing with him and criticising him. By 1640 Charles’ policies on taxes and religion made the situation very tense between himself and Parliament and by 1642 Charles faced a civil war which eventually resulted in his execution in 1649.</i></p> <p><i>Overall, it could be argued that it was the successful kings and queens who favoured conflict over co-operation. Of course all monarchs did not conflict or co-operate all of the time with their subjects but it is reasonable to say that the more a ruler co-operated with his or her subjects the more successful they were.</i></p>	19-24
Level 4	<p>Level 4 answers will typically identify examples of conflict or co-operation from across both periods but their argument is fully supported with two fully explained examples for one period e.g.</p> <p><i>In the medieval period Edward I knew he had to keep the good will of his</i></p>	14-18

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<p><i>barons. In the Tudor period, Elizabeth I was a good example of a monarch who co-operated with her subjects.</i></p> <p><i>A good example of a medieval monarch who preferred conflict to co-operation was John. He was notorious for imposing high taxes and harsh punishments on his barons. In the end it backfired and he faced a rebellion and had to agree to Magna Carta in 1215. From 1629-1640 Charles I needed money but he refused to call Parliament because MPs kept arguing with him and criticising him. By 1640 Charles' policies on taxes and religion made the situation very tense between himself and Parliament and by 1642 Charles faced a civil war which eventually resulted in his execution in 1649.</i></p>	
Level 3	<p>Level 3 answers will typically identify examples of conflict or co-operation from one period. The argument will be supported with one fully explained example for each period e.g.</p> <p><i>In the Tudor period, Elizabeth I was a good example of a monarch who co-operated with her subjects. Her policies on religion were generally supported by Parliament, and MPs mostly supported her on issues such as the treatment of the poor.</i></p> <p><i>From 1629-1640 Charles I needed money but he refused to call Parliament because MPs kept arguing with him and criticising him. By 1640 Charles' policies on taxes and religion made the situation very tense between himself and Parliament and by 1642 Charles faced a civil war which eventually resulted in his execution in 1649.</i></p>	10-13
Level 2	<p>Level 2 answers will typically identify examples of the monarchy losing power from either the medieval or the early modern era.</p>	6-9
Level 1	<p>Level 1 answers will typically demonstrate simple knowledge.</p>	1-5

Important points to note

- This is a thematic study involving a broad brush approach and so candidates DO NOT need to cover the entire period in their responses. The aim of this question type is to allow candidates to show their understanding of the issue highlighted in the question and select relevant examples and deploy them effectively.
- There is no set or required answer structure. Balanced or one-sided arguments are acceptable as long as they address the question and acknowledge that there are possible alternative arguments.
- The mark ranges within levels are designed to allow candidates to gain marks for the quality and development of their answers and for features such as effective conclusions or clinching arguments.

Paper 3: British Depth and Studies and Study of the Historic Environment

The OCR Specification contains three British Depth Studies and two options for the Study of the Historic Environment. All of the papers use the same format and structure.

Question 1

This is an explain question, and it should be seen as similar to the corresponding explain questions in the International Relations and World Depth Studies. The questions will most commonly be a question about the causes or consequences of such events or developments, although format may vary slightly. Given that this is a depth study there may also be questions which focus more closely on explaining features of the period and there may well be questions which ask candidates to 'explain how' as well as 'explain why'. Based on trials with students we expect this type of question to be assessed along the following lines.

Question 1 SAM Personal Rule to Restoration 1629-1660

Explain why there was opposition to the rule of the Major Generals.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify at least two reasons for opposition and explain them fully e.g.</p> <p><i>There were many reasons for opposition to the rule of the Major Generals in the 1650s.</i></p> <p><i>One reason for the opposition was that the Major Generals wanted to improve manners. They enforced laws against drunkenness (which included closing alehouses), swearing and entertainments like bear-baiting or horse racing. Not surprisingly, clamping down on many traditional entertainments made the rule of the Major Generals very unpopular.</i></p> <p><i>Another form of opposition to the Major Generals came from local officials, particularly magistrates or Justices of the Peace. They resented the Army interfering in local issues such as the Poor Law or collection of taxes. This was often made worse by the fact that the Major Generals often came from humble backgrounds and were not important nobles like many of the Justices were.</i></p>	9-10
Level 4	<p>Level 4 answers will typically explain one reason for opposition that contains a range of description and explanation e.g.</p> <p><i>One reason for the opposition was that the Major Generals wanted to improve manners. They enforced laws against drunkenness (which included closing alehouses), swearing and entertainments like bear-baiting or horse racing. Not surprisingly, clamping down on many traditional entertainments made the rule of the Major Generals very unpopular.</i></p> <p><i>Another form of opposition to the Major Generals came from local officials, particularly magistrates or Justices of the Peace. They resented the Army interfering in local issues such as the Poor Law or collection of taxes. This was often made worse by the fact that the Major Generals often came from humble backgrounds and were not important nobles like many of the Justices were.</i></p>	7-8

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically identify reason(s) that Charles called Parliament, e.g.</p> <p><i>There was opposition because the Major Generals closed down alehouses, fined people for swearing and banned and entertainments like bear–baiting or house racing. The Major Generals also got involved in local issues such as the Poor Law or collection of taxes.</i></p>	5-6
Level 2	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g.</p> <p>Cromwell put Major Generals in charge of different areas of the country.</p> <p><i>The Major Generals closed down alehouses, fined people for swearing and banned and entertainments like bear–baiting or house racing.</i></p>	3-4
Level 1	<p>Level 1 answers will typically contain general points, e.g.</p> <p><i>Because they were Puritans.</i></p>	1-2

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 2**

This question is primarily a source evaluation question. Candidates are presented with a statement and are then asked how far the sources convince them that the statement is correct. In the trials, one of the key issues emerging was that of candidates effectively ignoring the question and explaining whether they thought the statement was correct. Although related, this is clearly not what the question is asking. It is perfectly legitimate to use knowledge to evaluate the sources but not to ignore the sources. The example below should help clarify this.

Question 2 SAM The English Reformation c.1520 – c.1550

Study Sources A–C. ‘The Dissolution of the monasteries was a popular measure.’ How far do Sources A–C convince you that this statement is correct? Use the sources and your knowledge to explain your answer.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of two or more sources. Evaluation might consider such factors as why the purpose, context, provenance or other features of each sources makes the source convincing evidence for or against the statement to construct a well-supported argument that reaches a valid conclusion e.g.</p> <p><i>Source A partly convinces me that the statement is correct. It describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy so when the king came along and closed down these bad monasteries it would have been popular. On the other hand, I am not totally convinced by this source because it was from a report which was produced by Thomas Cromwell. He wanted to reform the church in England. So it is possible that these reports were untrue or exaggerated to give Henry VIII an excuse to close down the monasteries.</i></p> <p><i>Source B also partly convinces me that the statement is true. It also talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other about people being angry about the monasteries. However, there are reasons to doubt this source.</i></p> <p><i>Clearly Source C goes against the statement and convinces me that the dissolution was not a popular measure. Robert Aske says the monasteries are much loved. He also talks about how losing the monasteries has hurt the poor. This is an emotive source written by a rebel but actually this makes it a reliable source about how some people reacted to the dissolution. Aske was one of the leaders of the Pilgrimage of Grace. This was a massive uprising protesting against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536 so we can say that Aske was not a one off troublemaker.</i></p>	17-20
Level 4	<p>Level 4 answers will typically explain how each source supports or contradicts the statement based on valid and relevant evaluation of at least one source and the content of the others. Evaluation might consider such factors as why the purpose, context, provenance or other features of each source makes the source convincing evidence for or against the statement to construct a well-supported argument e.g.</p>	13-16

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<p><i>Source A partly convinces me that the statement is correct. It describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy so when the king came along and closed down these bad monasteries it would have been popular. On the other hand, I am not totally convinced by this source because it was from a report which was produced by Thomas Cromwell.</i></p> <p><i>Source B also partly convinces me that the statement is true. It also talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other about people being angry about the monasteries. However, there are reasons to doubt this source.</i></p> <p><i>Clearly Source C goes against the statement and convinces me that the dissolution was not a popular measure. Robert Aske says the monasteries are much loved. He also talks about how losing the monasteries has hurt the poor. This is an emotive source written by a rebel but actually this makes it a reliable source about how some people reacted to the dissolution. Aske was one of the leaders of the Pilgrimage of Grace. This was a massive uprising protesting against the dissolution of the monasteries. Historians estimate that around 40,000 people marched in protest to Lincoln in October 1536 so we can say that Aske was not a one off troublemaker.</i></p>	
Level 3	<p>Level 3 answers will typically explain how each source supports or contradicts the statement based on the content of the sources e.g.</p> <p><i>In some ways Sources A and B do convince me that the dissolution of the monasteries was popular. Source A describes all kinds of bad behaviour by monks and nuns and even an abbot taking a share in the proceeds of piracy. This would have angered people at the time to see monks and nuns behaving so badly so that when the king came along and closed down these bad monasteries it would have been popular. Source B also partly convinces me that the statement is true. It talks about the bad behaviour of the monks and nuns so that means that Sources A and B support each other. The king, Thomas Cromwell and many MPs were in favour of this measure.</i></p> <p><i>On the other hand Source C shows us that many people were opposed to the dissolution of the monasteries. The monasteries provided work and helped the poorer members of society. Source C shows that people were extremely angry about what was happening to the monasteries because they were much loved and the monasteries can no longer help the poor. The Pilgrimage of Grace was a massive protest against the dissolution.</i></p>	9-12
Level 2	<p>Level 2 answers will typically explain how one or two sources support or contradict the statement based on the content of the sources e.g.</p> <p><i>The statement is correct. Dissolution was popular because so many monks and nuns were corrupt. They were not serving God properly and were getting up to mischief like selling worthless religious items or having children as it shows in Source A. We can see from Source B that Parliament wanted to dissolve the monasteries because it would make the monks and nuns behave better. So the</i></p>	5-8

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<i>statement is correct because the people in Source C cannot be trusted because they were rebels.</i>	
Level 1	<p>Level 1 answers will typically use details from the source(s) and demonstrate simple knowledge of the Dissolution, e.g.</p> <p><i>The dissolution of the monasteries came about because so many monasteries were too rich and corrupt. Some of the monks and nuns had children which they were not supposed to. They were not religious enough.</i></p>	1-4

Important points to note

- It is important that candidates focus their answers on the question. In other words they should address how far the source makes the statement convincing rather than trying to evaluate the reliability of the sources in a generalised way. Thus, for example, in Level 5 we see that the candidate evaluates the provenance of Source A in such a way that the answer explains why the source is not convincing about the statement.
- The allocations of marks are, in line with other OCR papers, designed to allow for flexibility to award quality of development and explanation and the possibility of an effective conclusion.

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 3**

This is another explain question, and its structure is the same as the equivalent questions on other papers. This can be seen from the structure below, which is again based on live trials of the questions with students in centres. Please note, the following are examples drawn from our specimen material. The sites have now been fixed and for more details please see the specification.

Question 3 SAM Urban Environments: Patterns of Migration

Explain why Ancoats [area of Manchester] attracted large numbers of migrants in the 19th and early 20th centuries.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify at least two reasons for emigration that contain a range of more detailed description and explain will them fully e.g.</p> <p><i>There were several reasons why Ancoats attracted large numbers of immigrants. The area grew significantly as a result of the economic and industrial expansion of Manchester in the late 18th century. Textile mills, using emerging technologies (e.g. steam-driven machinery) and related industries attracted immigrants like the Irish. In 1851 almost half of Ancoats' population had been born in Ireland. Ancoats' economic opportunities were attractive to many Irish people, particularly those affected by famine in the 1840s.</i></p> <p><i>Ancoats later became known as 'little Italy' due to the influx of Italians from 1865–1900. Their initial motivation was to move away from harsh political and economic circumstances in Italy. Families prospered in the Catholic area, and the established community attracted more Italians. The ice cream industry, in particular, prospered.</i></p>	9-10
Level 4	<p>Level 4 answers will typically explain one reason for emigration that contains a range of description and explanation e.g.</p> <p><i>Growth of industry from the eighteenth century is the most important reason, as the mills and factories provided opportunities for economic migrants from Ireland in the 1840s. However, later Ancoats became known as Little Italy, due to the high levels of immigration from Italy. Italians established industries, notably ice cream manufacture, and were attracted by the relative comfort of the area and its Catholic tradition.</i></p>	7-8
Level 3	<p>Level 3 answers will typically identify reason(s) for emigration e.g.</p> <p><i>Ancoats was the first industrial suburb, meaning there were opportunities for economic migrants. There were cotton mills and good housing, and later the Italians set up new industries, such as ice cream.</i></p>	5-6
Level 2	<p>Level 2 answers will typically contain description of events that is linked to the issue in the question, e.g.</p> <p><i>There had been a famine in Ireland and so many Irish people had to leave their homes and settle abroad. Later many Irish immigrants arrived and set up businesses like ice cream.</i></p>	3-4
Level 1	<p>Level 1 answers will typically contain general points, e.g.</p> <p><i>Ancoats was 'little Italy' due to the high amounts of Italian immigration. Irish people also settled in Ancoats, looking for work. The Irish and Italians usually got on well, but sometimes there was tension between them.</i></p>	1-2

HISTORY A (EXPLAINING THE MODERN WORLD)**Question 4**

Teachers and students will find it helpful to think of Question 4 in similar terms to the two source question in the World Depth Studies. However, in Question 4 on this paper the focus is always on the utility of the two sources provided. Candidates should be encouraged to think in positive terms i.e. how each source is useful – and not engage in fruitless speculation about how it is not useful. A conclusion is not required, but in trials many candidates made sensible comments about one source being more useful for one line of enquiry while the other was more useful for a different type of investigation. This would be good advice for candidates, and can be seen in the example below.

Question 4 Practice Paper 1 Castles: Form and Function c.1000 - 1750

Study Sources D and E. Which of these sources is more useful to a historian studying the history of Framlingham Castle?

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically make inferences from both sources to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time. The response will also reach a valid conclusion about the relative value of each source, e.g.</p> <p><i>Both sources are extremely useful to historians studying Framlingham Castle. Source D is useful because it shows us that Framlingham was significant during a turbulent time in England's history. Hugh Bigod was ruthless and ambitious and changed sides during the civil wars which raged in England from the 1130s to the 1150s. He then rebelled against the king in 1173. Source D shows us that his rebellion was taken very seriously by the king who made an official order for Framlingham to be demolished and ordered an actual engineer and promised the amount he would be paid. This was a very large sum of money in medieval times. Clearly the king was not making an idle threat.</i></p> <p><i>Source E is also useful for several reasons. Firstly it can tell us about what the wealthy liked to do for their leisure pursuits in the 1700s. It also shows us what Framlingham looked like after it was rebuilt by Roger Bigod in the 1190s through to the 1200s. Obviously this was after the demolition described in Source D. We can see the rebuilt walls and of course the chimneys which were added by the Tudors. This drawing is also useful evidence that there was no further work done to Framingham's walls after 1724 as the castle looks the same today from the outside.</i></p>	9-10
Level 4	<p>Level 4 answers will typically make inferences from one or both sources to explain how they can be used as evidence of the role, impact, importance of the castle or possibly its significance in the wider events of the time, e.g.</p> <p><i>Both sources are extremely useful to historians studying Framlingham Castle. Source D is useful because it shows us that Framlingham was significant during a turbulent time in England's history. Hugh Bigod was ruthless and ambitious and changed sides during the civil wars which raged in England from the 1130s to the 1150s. He then rebelled against the king in 1173. Source D shows us that his rebellion was taken very seriously by the king who made an official order for Framlingham to be demolished and ordered an actual engineer and promised</i></p>	7-8

HISTORY A (EXPLAINING THE MODERN WORLD)

Levels	Indicative content	Marks
	<i>the amount he would be paid. Clearly the king was not making an idle threat.</i>	
Level 3	<p>Level 3 answers will typically point to details within each source and explain how historians will find these useful or possibly how they might present an incorrect or misleading picture, e.g.</p> <p><i>Both sources are can be useful to historians studying Framlingham Castle. Source D shows us that Hugh Bigod was being punished for rebelling against the Crown. This is accurate because we know Hugh rebelled in 1173.</i></p> <p><i>Source E is not really useful because by 1724 there was a poor house inside Framlingham Castle and this image does not show us that because it is of the outside.</i></p>	5-6
Level 2	<p>Level 2 answers will typically juxtapose two descriptions, supported by some knowledge or detail from sources but with comparisons implicit rather than explicit, e.g.</p> <p><i>Source D is useful because it shows you the position of the castle on high ground. Source E is useful because it shows how much it cost to demolish a castle.</i></p>	3-4
Level 1	<p>Level 1 answers will typically describe one or both sources without addressing usefulness, e.g.</p> <p><i>Source D tells us that Henry II got the castle demolished. Source E shows us what the castle looked like in 1724.</i></p>	1-2

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