

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2014

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

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

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Question	Answer	Mark	Guidance
1 a	<p><u>Knowledge and Understanding</u></p> <p>Candidates could use their knowledge of the impact of the Black Death on the clergy, with large numbers dying in some but not all monasteries and records of many new appointments to benefices, to interpret and evaluate sources such as 2 and 5. They could use their knowledge of the wealth of the church, its land-holdings and management, to interpret Sources 1, 3 and 7. Sources 5 and 7 provide evidence of continued lay support of church finances (chantry priests and re-built parish church) and candidates could use their knowledge to assess the typicality of these sources.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: the wealth of the Church decreased. • Source 2: initially there was a reduction in the number of monks/lay brothers. • Source 3 refers to money problems because of lack of tenants caused by plague. • Source 4 shows hostility to clergy being in high government office, suggesting a challenge to their political power. • Sources 5 and 6 indicate criticisms of the clergy are taking place, challenging their authority: a loss of power may therefore be inferred. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Some sources show continuing wealth and power: these are generally later in the period. • Source 7 shows a parish church probably rebuilt at the expense of local merchants. • Source 6 describes a wealthy monk who is used to the good life. • Source 5 shows that the clergy found ways round their financial problems. 	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups (e.g. secular and regular clergy) this should be rewarded at Level 2 and above.</p>

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	<ul style="list-style-type: none"> • Source 3 indicates other causes of loss of wealth, while source 2 shows that numbers in monasteries recovered somewhat in the 15th and early 16th centuries. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • Ecclesiastical records of land values are probably reasonably accurate: Source 1 shows evidence of careful assessments using jurors. However, Source 3 is based on evidence from the abbot who is likely to exaggerate the impact of external problems to explain/justify himself. • Source 4 shows that the power of the church was challenged, but candidates could use their knowledge of individuals such as William of Wykeham and Simon Sudbury to question whether the political power of the clergy was really diminished. • Source 5 states that clergy are more intent on maintaining their wealth than on undertaking the cure of souls, and implies that the Church authorities cannot control this. However, as with Source 4, the evidence is based on the testimony of (resentful?) laymen. Given the challenges to Church teaching that followed the Black Death, this may not reflect a change. • Source 6 is a piece of literature ‘written to entertain’ (this is not adequate for AO2 L2 evaluation), but candidates should be aware that the audience would need to recognise the character ‘type’, suggesting that the pilgrim monk did reflect contemporary perceptions a wealthy (corrupt) Church. <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. This could reflect change over time, for example that initial problems with wealth and power were at least partially overcome in the long term. They may distinguish between regular and secular clergy, or</p>		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p> <p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given</p>

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		distinguishing between power and wealth. Conclusions at level 2 will stop short of a judgement, for example recognising the mixed fortunes.		interpretation should be rewarded at Level 1 (AO2b 9-10 marks) To be rewarded, judgements must rely on reliable evidence inferred from the sources.
1	b	<p>Candidates might suggest that the sources are useful for answering questions about the longer-term impact of the Black Death compared with short term. Historians' questions could also concern the causes of changes in opinions about the Church</p> <p>The typicality of the figures in Source 2 may be questioned, as Cistercian monasteries were built in remote places, so may have been affected in a different way from monasteries situated in or near urban centres. Source 7 is typical of many East Anglian parish churches, but is it typical of the country as a whole?</p> <p>Candidates may question the reliability of Source 1, where the priest has a vested interest in down-playing his income. Similarly with Source 3.</p> <p>Candidates may evaluate these sources in relation to reliability based on a consideration of purpose. Source 1 is a valuation in the context of the transfer of the property: each party in the transfer has an interest in the level of the valuation.</p> <p>Candidates may suggest other sources that would be useful or confirming or challenging the evidence in the sources. Figures showing the income of different manors held by monasteries, for example.</p>	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example of reliability/typicality/purpose used for it to be rewarded in AO2a/L3.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians' questions: do not reward those who identify content topics e.g. "Source 7 could help historians to find out about the design of church buildings". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

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2 a	<p><u>Knowledge and Understanding</u> Candidates will need to interpret the sources in the context of their knowledge of religious changes and objections to them, for example the Dissolution of the Monasteries and the moves towards Protestantism in the reigns of Edward and Elizabeth. They will also need to use their knowledge of associated issues such as the succession from the 1530s onwards, the Church as landowner and provider of charity for the poor.</p> <p>Candidates will need to use their knowledge and understanding of different kinds of sources – chronicles, trial transcripts and the questioning of rebels, and letters to evaluate sources.</p> <p>Candidates should use their knowledge of the rebellions referred to in the sources, that is the Amicable Grant, the Pilgrimage of Grace, the rebellions of 1549, Wyatt’s rebellion, the rising of the Northern earls and Essex’s rebellion to inform their reading of the sources.</p> <p><u>Evidence from the sources that can support the interpretation.</u></p> <ul style="list-style-type: none"> • Source 1 shows that the first to refuse to obey the Cardinal were the clergy – the source hints at closely guarded privileges of the Church – the clergy had to approve tax demands. At a basic level clergy=religion. • Source 2 shows clear evidence that the rebellion is a response to religious policy – the suppression of the monasteries, and the lack of religious services and teaching without the monasteries in the northern part of England. • Source 3 mentions religion as a cause in Cornwall and Norfolk. • Source 4 does not directly mention religion, although candidates may infer that part of the fear of the Spaniards is because of their Catholicism. 		<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups (e.g. nobility and commoners) this should be rewarded at Level 2 and above.</p>

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	<ul style="list-style-type: none"> • Sources 5 and 6 refer to religion as a factor – 5 states that it made it difficult to suppress the rebellion, while the Earl states reintroduction of Catholicism as a primary reason for the rebellion. Knowledge could be used to infer that the issue of the succession was religious. • Source 7 does not refer to religion in relation to the Earl of Essex’s rebellion, although other sources state he would have allowed Catholics to worship freely. <p><u>Evidence from the sources that can challenge the interpretation.</u></p> <ul style="list-style-type: none"> • Source 1 suggests that it was the methods used by Wolsey and Suffolk that provoked the rebellion (political rivalry, factional jealousies). • Source 2 indicates that the monasteries had a wide social and economic role and so it can be inferred that closing them provoked rebellion for a range of reasons. • Source 3 says that most of the unrest in 1549 was not caused by religious grievances. • Source 4 seems more concerned with influence on the queen and the danger to English women posed by Spaniards. • Source 5 suggests that ordinary people were easily influenced – given that they are described as ignorant and superstitious it seems they did not have much religious faith. • Source 6 The Earl of Northumberland focuses on the succession issue – the wisdom of naming an heir and the failure of Elizabeth’s ministers to persuade her to this course of action. • Source 7 refers simply to Essex’s bid to seize power. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • Sources may be grouped and generalisations made – 2 of the rebellions are pro-Catholic and 2 anti-Catholic. 		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<ul style="list-style-type: none"> • Those in Elizabeth's reign are clearly by men who felt excluded from power, and Wyatt fears the loss of influence over the Queen from English advisers. • The reliability of those being questioned by the authorities may be challenged – candidates will need to use their knowledge to reach the higher levels rather than simply making generic comments about the motives of those questioned. • In the case of Source 3 candidates may challenge the sources of evidence used by Charles V's ambassador and his understanding of the situation in England. However, his letter does reflect what is known from the demands of the rebels. • Sources 5 and 6 are about the same rebellion, so can be compared and contrasted. <p><u>Judgement</u> The interpretation cannot be totally rejected, but candidates could add other factors (AO2b Level 2), identify periods when religion was a greater factor such as the mid-Tudor years(AO2b L1) or establish a relationship between religion and other factors, especially influence from abroad and succession issues, but also socio-economic ones (AO2b L1).</p>		<p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p> <p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks) To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
2	b	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p>

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	<p>reliability of the statements.</p> <p>They could assess the reliability of Source 3, written by a foreigner observer, using their knowledge of the causes of unrest in 1549.</p> <p>They could question the typicality of the role of monasteries as described by Robert Aske, in the light of criticisms made of monasteries at this time.</p> <p>They might suggest other sources – there are no lists of rebel demands and this could be viewed as a weakness of the set. It is difficult to know how accurately those in power assessed the grievances of the rebels.</p>		<p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians' questions: do not reward those who identify content topics e.g. "Source 2 and 6 could help with a question about how rebels were treated". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
3	<p>a</p> <p><u>Knowledge and Understanding</u> Candidates will need to use their knowledge and understanding of governments' aims and actions in order to use the sources in relation to the interpretation. Knowledge and understanding of the laws which aimed to restrict radicals at different times and the interpretation of the law. Candidates could use their knowledge and understanding of the demands of the radicals (e.g. Source 5 – Chartists) in relation to the changes made to electoral and other laws. The changing context, as some changes were made to electoral and other laws, should also be considered, as radical demands changed and different methods were used by radicals.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> The earlier sources are generally more supportive of the interpretation: source 1-4 show the judiciary, the legislature and the armed forces' hostility to radicals – 	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding is used to identify/recognise differences between groups (e.g. those wanting constitutional change and those wanting an improvement in working or living conditions) this should be rewarded at Level 2 and above.</p>

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	<p>implying unwillingness to concede to their demands.</p> <ul style="list-style-type: none"> • Source 5 also shows hostility to radicals, although candidates may question whether or not it reflects the government's view. • Source 7 may also be interpreted to support the interpretation, as it shows politicians vying with each other to attract the votes of lower class voters by adopting programmes previously associated with radicals. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 6 appears to challenge the interpretation, suggesting that the 2nd reform bill was passed in response to violence etc. • Candidates will need to use the provenance or their contextual knowledge to question the extent to which other sources support/challenge the interpretation. The radicals in Source 1 were not convicted. The combination laws were repealed and the labourers in Source 4 had their sentences commuted. • Sources 6 and 7 both show the government adopting elements of the radicals' programme. • Source 5 states overtly that there has been reform, with reference to the free press, and rights of meeting and association as well as to the Great Reform Act's measures. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • Sources may be grouped in relation to the aspect of radical demands they represent (electoral reform, workers' rights). • Source 4 is an account of workers who had fallen foul of laws on the taking of oaths and of methods of wage-negotiation. • Although the law in Source 2 had been repealed by the 		<p>Reward grouping of sources at Level 4.</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a</p>

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	<p>time of the Tolpuddle martyrs' case, many of the attitudes it represents were still in place.</p> <ul style="list-style-type: none"> The sources regarding electoral reform show a reluctance on the part of the rulers to acknowledge that radicals should be allowed to influence their decisions – Sources 1 and 5 indicate that it should be parliament's decision to alter the electoral rules, although they may have felt pressure from the 'feverish anxiety to settle the question' referenced in Source 6. Candidates will need to judge the purpose and audience of the pictorial sources. Source 3 conforms to the official version of events at Peterloo, while Source 7 seems to mock the adoption of social improvement programmes by the main parties. <p><u>Judgement</u> Candidates may balance the evidence in general agreement or disagreement with the given interpretation, but are unlikely to regard it as adequate in accounting for all the evidence. They may reach a conclusion that qualifies the original. This is likely to be rewarded at Level 2. They may produce a more sophisticated amendment that recognises some change over time, although the government never acknowledged that it had 'given in' to radical demands.</p>		<p>source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p> <p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks). Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks) To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
3	<p>b</p> <p>These sources could be used for a number of enquiries: candidates may suggest that they provide evidence for historians to trace changing attitudes to democracy (Sources 1, 5 and 6).</p> <p>Sources 2 and 4 provide evidence of how laws about agreements among working men were interpreted, although candidates may argue that as the sentence of the Tolpuddle martyrs was overturned in late 1830s, this limits the value of George Loveless's account.</p>	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p>

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	<p>Candidates may consider the typicality of the views expressed in Source 5 in the light of their knowledge of moral force Chartists and those who advocated violence as well as knowledge of opposition to the extension of the franchise and other reforms demanded by the Chartists.</p> <p>Candidates may consider the purpose of Source 1: to encourage the jury to find the defendants guilty. Yet the defendants in question were acquitted. So the source provides reliable evidence of the attitudes of the judiciary, but not of the jury.</p>		<p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians' questions: do not reward those who identify content topics e.g. "Sources 3 and 7 could help an historian find out how cartoons were drawn in the 19th century". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
4	<p>a</p> <p><u>Knowledge and Understanding</u> Candidates should use knowledge of the period to interpret the sources and evaluate the evidence they contain. In times of total war it has been in the government's interest to mobilise public opinion (Sources 3, 4) but this has been harder in modern wars fought in full media coverage. Students could have knowledge of the Home Front as evidence of patriotism and actions taken to strengthen patriotism (royal visits to blitzed areas in World War 2, cheering ships into port in the Falklands Conflict, actions taken in the 'War Against Terror' to commemorate fallen soldiers). Conscientious objection would be relevant here to show the amount of opposition to wars and the development of anti-war groups.</p>	35	<p>Knowledge and understanding should be rewarded in so far as they support interpretation and evaluation of the sources. Where knowledge and understanding is used to identify/recognise differences between groups this should be rewarded at Level 2 and above.</p> <p>Where knowledge and understanding take into account change and/or continuity over time, this should be rewarded at Level 2 and above.</p>

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	<p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1 refers directly to the ‘patriotism exhibited by the great mass of the nation’ and suggests that this was shown by workers being prepared to fight despite their poor treatment. The emotional impact of their actions on the author could also support the interpretation. • Source 3 emphasises a patriotic message – ‘your war... you decided... you wage it’. • In Source 4 Churchill refers to a national mood and names a variety of people who stand together against the Nazi threat. • Source 5 contains numerous examples of jingoistic slogans and actions designed to whip up popular support • According to Source 6 support for the Iraq War appeared evenly split in the initial stages of the campaign. • Source 7 refers to the Falklands campaign as a national interest and to that author’s emotional response to seeing the Task Force return - ‘stirred beyond an ability to put into words’. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • According to Source 2 the number of strikes in key wartime industries was higher during World War 1 and especially in World War 2 than in the inter-war period. The number of strikes in 1943-44 was more than the total for the inter-war years. • The need for such a document as Source 3, setting out how to inspire patriotism in wartime, might suggest government concerns about the level of public support, especially when placed in context (during the ‘phoney war’). Other messages to win support are also suggested – anti-German feeling, the end of a way of life etc. • It is clear from the end of Source 5 that the actions of the newspaper were not to everyone’s taste. 		

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	<ul style="list-style-type: none"> • According to Source 6 support for the Iraq war trailed away alarmingly across the different opinion poll dates. • In Source 7 the author admits differing views on the Falklands campaign – that some see it as ‘crass nationalism’. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • Cross-referencing: Source 1’s claims about support could be cross-referenced to the data in Source 2. Source 3 suggests some of the principles of wartime propaganda that can be seen in Source 4, weakening the latter as evidence of genuine support. • Source 5’s very patriotic view of the war can both be confirmed and challenged by Source 7. • References to union / worker attitudes to war can be traced through Sources 1, 2. • Provenance: Source 1 is by someone who has had a conversion because of wartime experiences and could be exaggerating the extent of loyalty. • Source 2 needs to be treated with great care – all it tells us is the number of strikes. Crucially, it does not tell us how long any of them lasted or how many people were involved. Many of the strikes referred to were very brief and located in specific factories rather than nationwide. • Source 5 - candidates should be aware that the Sun supported the Conservative Government in the war and at the same time was in a circulation war with rivals. • Source 6 also needs to be examined for the quality of evidence provided – the sample size is only 600-1000 and we are not told whether it is the same people being asked on each occasion (though we might assume it is). 		<p>Reward grouping of sources at Level 4 (e.g. Sources 1,2 and 4 all support the interpretation)</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p> <p>To reach L2 in AO2a candidates must <u>either</u> evaluate a source using its provenance <u>or</u> undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>

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	<p><u>Judgement</u> Candidates may recognise that the interpretation makes huge generalisations about 'people' and all wars. This could be a starting point for amending it. For example, there is evidence in the source to show that workers / the unions were less supportive of wars (Source 2, possibly Source 6 if a representative sample is taken) than other classes (the publisher in Source 1 and the author of Source 7). Change over time could also be explored – some of the strongest evidence to challenge the interpretation comes from the later wars (Sources 6 and 7).</p>		<p>Judgements that simply add extra factors to the existing interpretation, or make slight changes of degree should be rewarded at Level 2 (AO2b 7-8 marks).</p> <p>Judgements that recognise change or continuity over time, or make other more sophisticated changes to the given interpretation should be rewarded at Level 1 (AO2b 9-10 marks).</p> <p>To be rewarded, judgements must rely on reliable evidence inferred from the sources.</p>
4	<p>b</p> <p>Candidates will need to assess a number of issues to access high marks in this answer. Only one good example of each of the following is needed:</p> <p>Typicality: Source 5 is about the actions of the largest mass circulation newspaper of the time which might suggest that it represents a typical view, but the audience is still relatively small and this may be an instance of the media forming rather than reflecting public opinion</p> <p>Reliability: Source 6 could be reliable because the sampling will reflect the population statistically, but issues could be raised about sample size, the timing of the polls etc.</p> <p>Purpose: candidates could consider why Churchill made the speech in April 1941. He is reflecting on a year of blitz and may be exaggerating the determination of the people (compared to Source 2) to maintain morale</p> <p>When explaining how historians might use the sources to answer questions candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. For example, historians would be interested</p>	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation.</p> <p>Reward more highly in AO1 those who show knowledge and understanding of missing source-types or aspects of the topic.</p> <p>Candidates need to develop each example used for it to be rewarded in AO2a.</p> <p>Reward one developed example of typicality/reliability/purpose at the bottom of Level 3 in AO2a (5 marks); reward two developed examples at the top of Level 3 in AO2a (6 marks).</p> <p>Where candidates consider the uses, issues and problems of the sources as a set, reward at the top of the level reached in AO2a.</p> <p>Historians' questions: do not reward those who identify content topics e.g. "Source 2 would be useful for a historian wanting to find out how many strikes there were from 1914 to</p>

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	<p>in reading between the lines of sources 3 and 4 to understand why politicians were concerned about morale and could use these sources to provide a partial answer.</p> <p>Missing source types/content and why this might be an issue – the sources omit earlier views of patriotism in the Boer War for example and this would be useful to establish a better benchmark for examining these sources.</p>		<p>1945". "Historians' questions" means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

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