

History B

Advanced Subsidiary GCE

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

Mark Scheme for June 2013

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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.

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Question	Answer	Marks	Guidance
1	<p>Knowledge and Understanding</p> <p>Knowledge and understanding of the standard of living of medieval peasants – factors affecting this – food supplies and prices, terms of landholding: labour and other services, the ability to go about their tasks in a state of peace. Knowledge of how these were affected by the disruption to the economy caused by the Black Death should underpin the reading of the sources. Candidates would also benefit from knowledge of other factors affecting the well-being of the peasants – population levels in relation to food production, climate changes and animal disease – in interpreting and evaluating the accounts provided in the sources and reaching a judgement about the role of the Black Death in affecting peasant living standards. Judgements about the interpretation should be made using evidence from the sources in relation to these and any other relevant criteria. Knowledge and understanding of the sources, by whom and for whom they were produced should enable candidates to judge the typicality and reliability of the sources and hence to reach an informed judgement.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1 is a starting point pre-Black Death. It shows that peasants were unfree, having to work under the supervision of a reeve.</p> <p>Source 2 refers to food shortages, which would have caused hardship before the Black Death. However, the high wage rates mean that the peasants (threshers etc.) can still afford food of a high nutritional value. The fact that this change occurred in 1349 implies that the change in peasants' wealth was brought about by the Black Death.</p> <p>Source 3 also suggests that the peasants' standard of living has improved, as they can dictate their terms and conditions of employment – the timing of this change implies that it was caused by plague.</p> <p>In Source 4 the peasants plead poverty, but this enables them to renegotiate the terms of their landholding in their favour.</p> <p>Source 6 implies that peasants have been quitting the land for more attractive employment in towns. This possibly suggests either that they are freer than before the Black Death, although the lords would prefer this not to be the case.</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 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 this should be rewarded at Level 2 and above.</p>

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	<p>Evidence from the Sources that can challenge the interpretation</p> <p>There is an implication in Source 2 that some people must have been worse off – and given the information about what food was being consumed by them, some of them must have been peasants.</p> <p>Although workers demanded higher wages, there were severe punishments for those caught doing so, according to Source 3.</p> <p>The peasants in Source 4 have negotiated better rental terms, but the agreement is relatively short-term, in light of the typical lengths of leases at the time, and there is an effort made to prevent peasants in other villages copying this precedent.</p> <p>Source 5 states that Scottish raids preyed on peasants in northern England more ferociously than before the plague.</p> <p>Source 7 cites high rents and unprecedented demands for tax as factors preventing peasants from prospering as might have been expected in the second half of the 14th century and beyond.</p> <p>Evaluation of Sources</p> <p>Source 4 can be evaluated by cross-referencing with source 1, as both give an indication of peasant working conditions, one before and one after the Black Death. The views of monks and government officials are coloured by their socio-economic standing. The monks report as landowners (sources 2 and 3) while laws reflect the concerns of the ruling elite (sources 4 and 6). Candidates may consider that an Englishman writing about the Scots is likely to exaggerate the extent to which the Scots took advantage of the situation created by the plague (source 5).</p>		<p>Reward grouping of sources at Level 4. Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<p>Judgement</p> <p>There is evidence both to support and to challenge the interpretation and candidates could develop or qualify the given interpretation or amend it in some other way. Candidates could add a corollary – the lords were less well off, or an exception – peasants were better off provided they did not live near the Scottish border, or except in years when taxation was demanded. Such judgements would score at level 2 in AO2a as they do not acknowledge development over time or establish a sophisticated relationship between factors.</p> <p>To score level 1 in AO2b, a more sophisticated interpretation is needed. For example, candidates could argue that although their lives improved in the short term, by the later 14th century the lords were regaining control and they were no longer better off.</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>
(b)	<p>Candidates may suggest issues regarding the typicality of 5 because it applies only to the border region with Scotland, or source 4 because there is a deliberate effort to prevent the type of agreement described being copied.</p> <p>They may question the reliability of source 1, as it is from a book intended for a member of the ruling elite (literacy levels being low and books very expensive, especially when illuminated) and will therefore depict the image of peasants that the lords wanted to see. Other evidence indicates that peasants were not always willing and compliant workers, especially by the early 14th century when some lords were increasing their demands for labour services.</p> <p>Candidates may consider issues concerning the purpose of source 6. The law is very restrictive – this indicates what the lords wanted to happen, but not that the law was effectively enforced – candidates may use their knowledge of earlier versions of this statute, from the period immediately after the Black Death, to question how well it was enforced. Equally, they may be aware of court cases in which lords and peasants were prosecuted for breaking this law.</p> <p>Candidates should give examples of how the sources could be used to answer specific historical questions, for example about the decline of labour services and the ability of the lords to control the movement of peasants, or</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>

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	<p>the development of a free labour market. They should show how sources such as 1, 3, 4 and 6 could be used together to do this.</p> <p>Candidates may note that there are no sources from courts where prosecutions were brought for breach of the Statute of Labourers – these would have been useful in judging the scale of avoidance.</p> <p>A wider chronological spread of sources such as court records of transfer of tenancies/leases would have given a better sense of how long term the changes were and the extent to which the Black Death was responsible for longer term developments.</p>		

Question	Answer	Marks	Guidance
2	<p>Knowledge and Understanding</p> <p>Candidates will need to understand the attitudes and beliefs of the Tudor period in relation to authority in order to explain why rebels expressed themselves in the way they did. While criticism of the monarch's ministers was accepted, direct criticism of the monarch was far more risky. Hence policies were associated with ministers rather than the monarch. An attack on the monarch him/herself would be seen as against the natural order. This will help, for example, to judge the significance of the claims made in source 1 about the rebels' shouting about the king. Knowledge about the roles of monarch and ministers at relevant periods would help to judge the validity of claims about who was to blame for unpopular policies.</p> <p>Candidates will also need knowledge of the rebellions to which the sources relate, for example, an understanding of the war against Scotland will help to evaluate the extent to which a failure to pay the tax would endanger the monarch and hence loyalty could be challenged.</p> <p>Knowledge of the extent to which Wolsey was responsible for government in the mid-1520s would help to judge the validity of the claim that the Amicable Grant was the Wolsey's tax rather than the king's (or parliament's). Knowledge of Elizabeth's government personnel in the 1560s would be useful to evaluate the claims made about the exclusion of the old nobility in source 6, and whether, since the monarch chose his/her councillors a challenge to the personnel of government could be loyal.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>In source 1 the rebels curse the king, yet they decide to attack those whom they hold responsible for the tax, not the king.</p> <p>Source 2: it can be inferred that the grievance is with Wolsey, since he and his commissioners are described as the king's enemies because they have broken with tradition in asking the clergy for tax without consulting Convocation.</p> <p>Source 3: The rebels' oath explicitly refers to the king's safety and that of his heirs.</p>	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 this should be rewarded at Level 2 and above.</p>

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	<p>Source 4 is addressing Your Grace – in the final demand it is clear that this refers to Edward VI. This suggests loyalty to the king as the redresser of grievances.</p> <p>Source 5: implies the rebels are acting to protect their country from foreigners. This could be inferred as being a loyal action.</p> <p>Source 6: Loyalty to the queen is implied by the content of this source.</p> <p>Source 7: there is no specific reference to loyalty, although candidates may be aware that the Earl of Essex died purporting to be a loyal subject after the rebellion described.</p> <p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1: explicitly states that the rebels insulted the king.</p> <p>Source 2: it could be argued that in attacking the king's ministers there is implicit disloyalty.</p> <p>Source 3: Candidates may question the claims in the pilgrims' oath in the context of their attack on royal policy, and their behaviour in rebelling.</p> <p>Source 5 has no specific claims about the monarch, but candidates should recognise to whom it refers – Philip of Spain – and be able to reach a judgement on the loyalty of people opposing the queen's marriage.</p> <p>Source 6: the rebels are attacking the queen's government, implying they are not really loyal.</p> <p>Source 7: the threat to restore the Roman Catholic Church implies disloyalty, given the treason laws, the nature of the established church etc.</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>

Question	Answer	Marks	Guidance
	<p>Evaluation of Sources Polydore Vergil was writing for Henry VII, so his comments about the rebels cannot be accepted at face value. Source 7 is trial evidence against a traitor, and so must be treated with caution. Candidates could compare the way in which rebels are reported by historians in sources 1 and 2; they could compare 4 and 6 as statements from the rebels, but from different social classes. Sources 3 and 6 both refer to the monarch's choice of ministers and candidates could use their knowledge to develop the idea that the traditional elite (old nobility) resented the use of 'upstarts' in government. The appeal to tradition/precedent is also present where rebels demand a return to Rome, and in the final one of Kett's demands. Candidates may consider that Kett's demands show a level of legal knowledge – the appeal to Henry VII's legislation, the reference to the Great Seal – beyond what ordinary people would know or understand, and hence may not reflect the thinking of ordinary rebels.</p> <p>Judgement There is evidence that in many instances rebels either made explicit their loyalty or loyalty can be inferred from their tone. However, this is more frequently the case in relation to the monarch than his or her government ministers. Revised interpretations may add factors or qualification to the original (rebels sometimes declared loyalty to the government) or develop more sophisticated alternatives (rebels usually attacked government policy, and hence the monarch's ministers, rather than the monarch).</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>

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(b)	<p>Reliability: Source 1 was written on the orders of Henry VII, so it is not surprising that the rebels are made to sound like a rabble. In source 7 Christopher Blount stresses the religious aims of Essex, probably because he was a Catholic. The Earl of Essex was not known for his religiously tolerant ideas and the religious toleration/liberty of conscience ideas are highly improbable at this time.</p> <p>Typicality: the demands quoted in source 4 are typical of Kett's demands in that they focus on relations between landlords and tenants. While this is a typical cause for localised disturbances, it is not typical of such a large-scale Tudor rebellion.</p> <p>Purpose: the purpose of the oath taken by the pilgrims was to focus on the rebellion's religious origins, even though the content is largely concerned with political aims. It shows how popular disquiet at religious changes was hijacked by the elite.</p> <p>Historian's enquiry: Several sources are useful for investigating the causes of rebellions and how they changed over time. Source 5 and 6 show attitudes to foreign rule, so could be useful for an historian investigating the development of national identity.</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>

Question	Answer	Marks	Guidance
3	<p>Knowledge and Understanding</p> <p>Candidates could use their knowledge of the ways in which different people could be expected to report on radical activity to make inferences from the sources and evaluate them. They might use their knowledge of the economic problems facing workers in the period and of their political literacy. An understanding of the symbolism of revolution would aid interpretation of source 5 (tricolour and green and red). Candidates may use their understanding of terms such as ‘socialist’ and ‘radical’. An understanding of the economic aims of workers and the ways in which they sought to improve their conditions underpins reading of some of the sources. Candidates may use their knowledge of constitutional changes in the period to explain why demands for reform changed over the period.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>Source 1: the aim of this group is constitutional reform – both its title and the content of the source make this clear.</p> <p>Source 2 only refers to reform indirectly, in criticising the British government for waging war against those promoting liberty. The title of the group does imply they want reform of the constitution.</p> <p>Source 3 identifies constitutional reform as the key to remedying the suffering of the poor.</p> <p>Source 5 implies that some kind of reform is wanted: the reference to French revolutionary symbols suggests that it would be constitutional, as do the slogans.</p> <p>Source 7 refers to socialist (radical) influence on the workers, although this is not linked to constitutional reform.</p>	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 this should be rewarded at Level 2 and above.</p>

Question	Answer	Marks	Guidance
	<p>Evidence from the Sources that can challenge the interpretation</p> <p>Source 1 – the methodology promoted in this source – dissemination of information/education may lead candidates to question how radical the group was. The aims with regard to constitutional reform are not specified and candidates may consider that the changes demanded at this early date may not be very radical if they are more concerned, for example, with rotten boroughs than the size of the electorate.</p> <p>Source 2 has no direct mention of constitutional reform, focusing instead on government policy towards France and peace.</p> <p>Source 3 focuses initially on criticising high taxes rather than on reform.</p> <p>Source 4 criticises Chartism on the grounds it is not sufficiently far-reaching. Revolution is advocated.</p> <p>At face value Source 5 states that the main aim of the demonstrators is to gain employment and higher wages.</p> <p>Source 6 is more concerned with international co-operation amongst workers as a means of making progress.</p> <p>Source 7 implies that the methods/demands of the workers have been influenced by radicals, but there is no suggestion of constitutional reform.</p> <p>Evaluation of Sources</p> <p>The purpose of some of the writers may be questioned, and hence the extent to which they reliably report the aims of the radicals – this could be the case with sources 7 and 5. These sources could be contrasted with the documents published by workers' and radical groups which may be considered to give more reliable statements of their aims.</p> <p>Candidates may group these or other sources according to purpose. Where they make generalisations with direct reference to the content of the sources this should be rewarded at least at level 3 in AO2a. Candidates may use their knowledge of the First International to explain the stance taken in Source 6, or of the match girls strike to comment on the purpose and reliability of source 7. The writer of 4 is a radical who advocates revolution rather than reform.</p> <p>Candidates may cross reference sources to identify change over time, for example comparing and contrasting the aims in 1 and 2 with those in 6.</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>

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	<p>Judgement There is evidence both to support and challenge the given interpretation, so a new one may be generated. Candidates may focus on changing priorities over time, for example from constitutional reform to economic issues/worker employer relations. They may suggest different priorities or add factors that were important. Interpretations establishing a pattern of change/development/continuity are more sophisticated and should be rewarded at Level 1 in AO2b if they are adequately supported, while those identifying additional or different factors are likely to be rewarded at level 2 in AO2b.</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>
(b)	<p>Candidates should provide worked examples to show how historians would evaluate sources for reliability, typicality and purpose. The purpose of source 7 may be to suggest that the workers are not as dissatisfied as their strike action suggests, and have only taken this action because they have been provoked to do so by external influences. Thus the employer hopes to exonerate himself and has ignored the very real grievances of the workers. The typicality of Source 1 may be considered. In the late 18th century many people were calling for parliamentary reform, since the electoral system was flawed in a number of ways. The typicality of 4 may be questioned – few British radicals advocated revolution, and violent Chartism was the exception rather than the norm. Candidates may suggest that it is difficult to know exactly what the writer of 1 wants to reform, but must make suggestions about what this might be and link these suggestions to the source in order to score above level 4. The reliability of source 5 may be questioned in terms of the motives of the working classes. However it does reliably show the concerns of a member of the council. Some sources may be useful in ways not intended by the writers. There is evidence of the development of international awareness among workers (sources 2 and 6). A historian could use these sources as evidence of change over time – showing the earlier focus on parliamentary reform, changing to a focus on improvements in employment conditions to be achieved by various means.</p>	15	<p>In AO1 candidates will probably show knowledge and understanding at a level similar to that shown in source evaluation. Reward more highly in AO1 those who show knowledge and explain the significance of missing source-types or aspects of the topic. Candidates need to develop each example used for it to be rewarded in AO2a. 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). 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>

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4	<p>Knowledge and Understanding</p> <p>In order to interpret the sources, candidates will need to know something about the ways in which wars have affected British women and the debate surrounding the significance of World Wars 1 and 2 in particular. For example, to interpret sources 1-3, candidates should be aware of changes to employment patterns caused by the war and how the war relates to the campaign for equal franchise. From the sources it is possible to identify themes such as employment, 'confidence', political participation and education against which to judge the 'transformative' effects of war. Candidates are not expected to know about other explanations for the transformation of women's lives (although such factors could be used to amend the interpretation if they can be supported by inferences from the sources). Instead, it is assumed that most candidates will adopt a strategy of arguing 'for' and 'against' the impact of war on women.</p> <p>Evidence from the Sources that can support the interpretation</p> <p>S1 clearly supports the interpretation. The author takes an optimistic view that the war will give her an 'adventure', allowing her to expand her horizons and give new challenges.</p> <p>S2 can also be used to support the interpretation. It suggests that the role of women in industry during the war changed attitudes towards them and in particular helped to reduce opposition to enfranchisement.</p> <p>S6 can be used to develop the point in source 1 that women have gained confidence/become more assertive through their role in wartime. The importance attached to the women's peace camp at Greenham Common in the media and internationally supports the view that lives were being transformed both directly and in terms of the wider impression being created.</p> <p>S7 suggests that the 'War on Terror' has transformed the lives of Muslim women both positively and negatively. On the positive side is has (like source 6) given them a voice and is connected to a greater sense of self-confidence.</p>	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 this should be rewarded at Level 2 and above.</p> <p>Reward grouping of sources at Level 4. For example 'Sources 1,2 and 7 all support the interpretation' or 'Sources 1 and 2 are about World War 1'</p> <p>Reward cross-referencing of the content of sources at Level 3 and above.</p>

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	<p>Evidence from the Sources that can challenge the interpretation</p> <p>S3 can be used to challenge the interpretation. The author argues that enfranchisement did not largely affect the women who had volunteered and worked during the war.</p> <p>S4 shows that the transformation might have been felt by some social classes more than others. It refers to the mundane nature of much of the work women did during WW2 and reinforces traditional stereotypes by suggesting that the role of wife and mother were still regarded as key.</p> <p>S5 can be used to challenge the interpretation in different ways. Candidates can infer that the need to set out these proposals supports the view that little had changed or that the date of the report (1964) shows that interest in this issue was not connected to the war.</p> <p>S7 refers to a negative transformation – the greater hostility shown to Muslim women. It refers only to a minority of women.</p> <p>Evaluation of Sources</p> <p>‘Transformation’ can be interpreted different by candidates – either as a positive step or as any sort of lasting change. Cross-referencing can be achieved in a number of ways – eg by contrasting S3’s view of the limited effect of the war on female enfranchisement with the more optimistic view expressed in source 2. S5 could be cross-referenced to S4 by noting the persistence of traditional attitudes towards women as mothers and wives. The confidence of the peace protesters in S6 can be seen as reminiscent of the enthusiasm in S1.</p> <p>Judgement</p> <p>From the sources it is possible to identify themes such as employment, ‘confidence’, political participation and education against which to judge the ‘transformative’ effects of war. Source 4 also raises the issue of whether war has affected social classes in different, suggesting that it was the upper-classes who gained the most freedom. Looking at the sources as a set, it could be suggested that the biggest change over time has been the growing self-confidence of women and that different sorts of wartime contexts have contributed to this.</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>

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(b)	<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 – S1 presents an expectant, optimistic view of what the war will bring. It needs examining for typicality, especially given the more negative depiction suggested by S4.</p> <p>Reliability – given its provenance, there are issues with source 6. It is taken from a website set up to remember the Greenham Peace Camp and needs to be examined for bias – own knowledge is needed of the protest to judge the accuracy of the impression given.</p> <p>Purpose – the purpose of S2 could be considered since it is from a pro-suffrage source. It seems to be presenting a very positive impression of the impact of women’s war work perhaps to underline the campaign to achieve the vote.</p> <p>Historians’ questions – this is more than summarising source content. Candidates need to step back from the sources and look at the more general lines of enquiry that can be followed. For example, sources 2 and 3 engage in the debate over the actual effects of war on the chances of female enfranchisement (consequence).</p> <p>Missing source types/content and why this might be an issue – inevitably, just 7 sources present a limited picture. Not all themes involving women’s lives, status and role are covered and sources could have included on the Northern Ireland peace process for example where a number of female peace campaigners were prominent.</p> <p>Candidates need to consider what these types of sources would add to our understanding of the impact of war on women rather than simply noting omissions.</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>

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