

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2017

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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These are the annotations, (including abbreviations), including those used in scoris, which are used when marking

Annotation	Meaning of annotation
	Blank Page – this annotation must be used on all blank pages within an answer booklet (structured or unstructured) and on each page of an additional object where there is no candidate response.
	Inaccurate reading or use of source; inaccurate knowledge; meaning is unclear
	Supports interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Challenges interpretation (use in conjunction with A1 if this relates to amended interpretation)
	Amended interpretation (stated)
	Uses knowledge to provide context to interpret source. Use this symbol in conjunction with 'eval' if the knowledge is used to evaluate the source
	Cross reference - only use this if sources are used to interpret or evaluate each other
	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
	Inference from source(s)
	Knowledge is added
	Uses provenance to evaluate source
	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
	Identifies missing sources and explains the significance of their omission in relation to an enquiry

Question	Answer	Mark	Guidance
1a	<p><u>Knowledge and Understanding</u> Knowledge of contemporary documents such as manorial accounts, court records, chronicles and government documents could be used to evaluate the evidence. There is scope for discussing source-types that are absent (e.g. artistic representations; the archaeology of ‘deserted villages’). Candidates should use their understanding of how sources were compiled to judge the extent to which the evidence presented can be accepted as factually accurate. Candidates may use their knowledge of social classes to differentiate between the impact on these groups within the rural or urban environment. Source 5 provides the opportunity for candidates to demonstrate their broader understanding of the Statute of Labourers.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 3: clerics enjoyed higher wages and salaries and the pleasures they could now afford, very likely (although this is not stated) due to a shortage of priests following the Black Death. • Source 4: ordinary people were able to afford lifestyles ‘contrary to their estate and degree’. • Source 6: the Black Death promoted the demise of serfdom. • Source 7: England post-Black Death offered ‘new opportunities’ for some. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: women and children were obliged to do the hard physical work previously done by men. 	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.) this should be rewarded at Level 2 and above.</p>

	<ul style="list-style-type: none"> • Source 2: food prices were greatly inflated. • Source 5: labourers, husbandmen and tenants could not make a living, and lords were not paid the rents due to them. • Source 6: for the beneficiaries of the labour of serfs (in this case monks) the refusal of serfs to fulfil their traditional obligations was deeply troubling. • Source 7: the negative impact of the Black Death was exaggerated by contemporaries but, over a number of generations it had the effect of undermining bonds of kinship. <p><u>Interpretation and evaluation of Sources</u></p> <ul style="list-style-type: none"> • All sources make general statements that do not provide insight into localised or regional variations of experience. • Source 3 highlights how lifestyle changes could have been seen positively by some (e.g. the ordinary priests enjoying better wages) and negatively by others (the Archbishop who laments the affluence that ‘sucks them down into the whirlpool of voluptuousness’). • Some sources are highly subjective (e.g. Source 3); others are not (e.g. Sources 4 and 5). • Two sources (3, 4) reveal changes in lifestyle / standard of living through the determination of those in authority to preserve/restore the traditional <i>status quo</i>. • Source 1 provides interesting insights into the particular experience of women and children. Some candidates might attempt to argue that this was a positive development in expanding paid employment opportunities for women and children. • The sources focus on different things (e.g. supply, economic opportunities, morality) all of which are 		<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 either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>
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	<p>shown as changing, but not necessarily for the better, across the selection as a whole.</p> <ul style="list-style-type: none"> • Source 5 implies that earlier attempts to suppress wages were not entirely successful. • Sources 6 and 7 further explore the impact of the Black Death on the feudal <i>status quo</i> and highlight changes in social structure. <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. They may distinguish between different social groups and the different measures for quality of life. Candidates are likely to come to the conclusion that the impact of the plague on different groups in society was dependent on many different factors. Stronger candidates will attempt to reflect upon both the immediate impact of the Black Death and its lasting impact (e.g. in relation to wages).</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>
1b	<p>To reach Level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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: this is a fairly 'typical' range of sources that combines Church and Crown directives with contemporary chronicles. Source 3 however stands out as being one in which the personality of its author comes to the fore. The educated authors of these sources, as was typical, tend to be very critical of the working masses.</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</p>

	<p>Reliability: as Source 2 was written 32 years after the events it describes, candidates may question the accuracy of the statistics contained therein. Source 7 is a modern overview that provides a balanced account of the impact of the Black Death and highlights the problem of taking contemporary sources at face value.</p> <p>Purpose: Source 3 justifies the Archbishop's order on moral/religious grounds but the reader needs to consider whether in fact the drive for this is in fact an economic one.</p> <p>Historians' questions: candidates need to step back from the sources and look at the other lines of enquiry that can be followed. The sources could be used by historians to address a number of different questions about the impact of the Black Death on the economy and society such as how it impacted upon relations between people of different social rank.</p> <p>Missing source types/content and why this might be an issue: inevitably, just seven sources presents a limited picture. Candidates may suggest other sources that would be useful for confirming or challenging the evidence in the sources. Candidates need to consider what these types of sources would add to our understanding. In particular the selection of sources neglects those that might reveal the multitude of other factors, such as economic and political developments, that affected the lives of people in England after 1348. The sources do not comment on the impact of returning episodes of pestilence.</p>	<p>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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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<p>2a</p>	<p><u>Knowledge and Understanding</u> Candidates' knowledge and understanding of Tudor rebellions and protest is tested. In several sources the complexity of causation is not entirely apparent and candidates' own knowledge of other factors will prove useful in their interpretation 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: taxation is identified as a cause of the Cornish Rebellion. • Source 2: the Amicable Grant rebels assert they are loyal subjects but ones who cannot find work, hence can't pay the Grant (insisting this is the only reason for non-payment). • Source 4: three of the four statements indicate economic grievances, including at least two of the first three. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 3: three of the four statements indicate religious grievances, including at least three of the first four. • Source 5: fear of Spanish invasion is indicated as the main cause of Wyatt's rebellion. • Source 6: religion is indicated as the main cause of the Northern Rebellion. • Source 7: Essex claims in his confession that political considerations inspired his actions. <p><u>Interpretation and evaluation of Sources</u> The sources provide a range of explanations. Source 1 was written long after the events it describes and hence could be unreliable; the use of the word 'seditious' and the targeting by rebels of the King's council implies that this</p>	<p>35</p> <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.) this should be rewarded at Level 2 and above.</p>
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<p>developed into a political protest. By contrast the rebels in Source 2 distance themselves from a charge of sedition / political protest in asserting their absolute loyalty to the regime.</p> <p>Sources 3 and 4 do not provide the complete lists of rebel demands; hence conclusions drawn from them must be tentative (also they may or may not have been written in order of importance). Both sources combine economic and religious elements but the emphasis of the one over the other is clear in the selection provided.</p> <p>Sources 5 and 6 in particular do not mention the dynastic dimension of these rebellions.</p> <p>Source 6 shows how religious convictions challenge loyalty to the Crown – ‘their persons be here with us, their hearts are with them’.</p> <p>Source 7 shows how factional rivalries played a part in causing rebellions.</p> <p><u>Judgement</u></p> <p>Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. They may comment on how the importance of economic factors changed across time and place. Candidates are likely to come to the conclusion that rebellion and protest in the period was multi-causal and not easily summed up in a bland generalisation. However many will agree that economic stress could have been the main reason why, throughout the period, rebel leaders with specific objectives (e.g. political, religious) were able to gain so much popular support.</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 either evaluate a source using its provenance or 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 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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<p>2b</p>	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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: this is a fairly ‘typical’ range of sources that combines chronicle accounts, rebels’ lists of complaints, and official reports. Sources 2 and 5 stand out as a rare eye-witness accounts of Tudor rebellions.</p> <p>Reliability: candidates may question the accuracy of certain sources (e.g. the verbatim statement contained in Source 5); the sources are incomplete – this is especially problematic in the case of Source 3 and Source 4. The captain in Source 5 may have been ‘taken in’ by the propaganda of the rebels who, probably, were motivated by religion and dynastic ambition (removal of Mary I) as well as xenophobia. The implication of Source 6 (rebels make religion ‘the colour of their rebellion’) is that rebel statements, such as those in Sources 4, 5 and 7 do not necessarily reveal the complete picture – rebels would be careful to avoid treasonous language in their declarations.</p> <p>Purpose: historians reading these sources need to be alert to the possibility that some (e.g. Source 6) might be ‘alarmist’ – reports that intentionally exaggerate the scale of the problem to put pressure on government to act.</p> <p>Historians’ questions: these sources lend themselves to a range of questions historians might ask such as different experiences of rebellion and protest in different places (the north, east and south-west are the focus of different sources) and at different points in time (there is good coverage here</p>	<p>15</p> <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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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	<p>that spans 100 years). Historians could use these sources to discuss <i>who</i> rebelled/protested as well as <i>why</i> they rebelled/protested.</p> <p>Missing source types/content and why this might be an issue: inevitably, just seven sources presents a limited picture. Candidates may suggest other sources that would be useful for confirming or challenging the evidence in the sources. Candidates need to consider what these types of sources would add to our understanding. One major rebellion is not represented at all (Western Rebellion). The statements of rebels are missing for some of those that are represented (e.g. the declarations of Wyatt and the Northern Earls).</p>		
3a	<p><u>Knowledge and Understanding</u> This set of sources invites candidates to use their knowledge and understanding of both the distribution and extent of radical activity. The interpretation invites a consideration of ways in which those in authority responded to protest in different places and at different times and with what success.</p> <p><u>Evidence from the Sources that can support the interpretation</u></p> <ul style="list-style-type: none"> • Source 1: this identifies 'outrage' being caused by disaffected woollen workers in a town. • Source 2: an account of radicalism in and around the great mill towns in the north of England. • Source 4: this describes extensive political protest in Bristol. • Source 5: this describes a violent Chartist riot in Preston. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 3: an example of rural protest at the time of the 	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.) this should be rewarded at Level 2 and above.</p>

	<p>Swing riots.</p> <ul style="list-style-type: none"> • Source 6: this highlights the typically rural character of the Rebecca Riots. • Source 7: this shows that Trade Unionism was becoming a feature of agrarian life. <p><u>Interpretation and evaluation of Sources</u> Candidates can be expected to consider the sources in relation to types of 'radical' activity and the comparative scale of this activity. They will find that large groups of people, with a radical agenda, met in both towns (Sources 2, 4, 5) and in villages/the countryside (Sources 6 and 7). Equally comparatively small-scale radical activity occurred in both towns (Source 1) and the countryside (Source 3). Sources 2 and 3 in particular reveal close similarities in the nature and extent of radical/protest activity in towns and villages/the countryside. The Sources suggest the more politically motivated forms of radical /protest activity (and therefore, arguably, the most serious) were mostly urban phenomena (Sources 2, 4, 5). Vandalism and violence occurred in both contexts, at least up to 1843 (Source 6). The dates of the sources reveal that this selection is very helpful for considering the interpretation in relation to the period up to 1843 but not particularly helpful thereafter. Candidates may consider evidence in the sources for the responses of those in positions of power as a measure for the scale of perceived threat.</p> <p><u>Judgement</u> Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. Candidates might recognise that radical activity was a</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 either evaluate a source using its provenance or 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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	<p>challenge to those in authority (e.g. Source 1: Home Secretary; Sources 2, 4 and 7: employers) in both town and country throughout the period covered by the sources. More sophisticated responses will note that for different authority figures (e.g. farmers and owners of factories in towns) the interpretation has different value.</p>		<p>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>
3b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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: this is a wide range of sources. Eye-witness sources (e.g. Source 4) provide unique and fascinating insights. To be rewarded this point must be developed in relation to a specific source.</p> <p>Reliability: candidates may comment on the reliability of personal writings (such as the diary extract) in relation to accounts designed for publication (e.g. Source 7). Source 1 has to be used with care – although the writer lays the blame for acts of vandalism on striking workers, this was not necessarily the case. The claims of Source 2, which imply an organised army of objectors, need to be considered with caution.</p> <p>Purpose: historians reading these sources need to be alert to the possibility that Source 1 might be intentionally ‘alarmist’ in order to put pressure on government to act. The purpose of Source 4 – a private letter conveying information to a relative – makes it all the more reliable. Source 7 is triumphalist in tone and content – a celebration of agricultural unionism. The purpose of most of the sources enhances their reliability as</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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>

	<p>accurate historical records of events.</p> <p>Historians' questions: these sources lend themselves to a range of questions historians might ask such as how far strategies of protestors in urban and rural contexts were much the same, why people protested as they did in these different contexts, and how those in authority responded to the challenges they posed.</p> <p>Missing source types/content and why this might be an issue: inevitably, just seven sources presents a limited picture. Candidates may suggest other sources that would be useful for confirming or challenging the evidence in the sources. Candidates need to consider what these types of sources would add to our understanding. There is no evidence here for the period before 1802, and there are no sources referring to dated events after 1843. There is no representation of the sources therefore regarding forms of urban political agitation in the later period. The earlier, and much more extensive unionisation of industrial and urban workers is neglected entirely by this selection. To be rewarded candidates must explain why these omissions matter.</p>		
4a	<p><u>Knowledge and Understanding</u></p> <p>Candidates will use their understanding of the concept of 'civil liberties' in analysing the sources. Their general knowledge of how war has impacted upon civil liberties since 1900, and how this has happened in different ways and at different times, will inform their discussion. They will have the opportunity to reflect upon how far other factors have helped to determine the history of civil liberties in Britain since 1900.</p> <p><u>Evidence from the Sources that can support the interpretation</u></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 (e.g.) this should be rewarded at Level 2 and above.</p>

	<ul style="list-style-type: none"> • Source 1: this demonstrates the negative impact of war on freedom of speech. • Source 4: for some war resulted in internment. • Source 6: civil rights were suppressed in Ireland, including the right to march for civil rights. • Source 7: the advent of a war is identified here as the reason for why, according to Emmerson, the police took arbitrary and unlawful measures to suppress the right of civilians to protest. <p><u>Evidence from the Sources that can challenge the interpretation</u></p> <ul style="list-style-type: none"> • Source 2: war is claimed here as a significant factor in promoting the political enfranchisement of women (perceived now, and by many then, as a civil liberty). • Source 3: this source highlights the way in which war promoted the right (i.e. ‘civil liberty’) of all men to vote regardless of property or class. • Source 5: the right to strike was not severely impaired in the later part of the Second World War – in fact it seems to have provided additional opportunities for major strikes to be co-ordinated. <p><u>Interpretation and evaluation of Sources</u></p> <p>Some of these sources (e.g. Source 1, Source 4, Source 7) provide indisputable evidence that at times across the whole period war did have a negative impact on civil rights. Sources 2 and 3 are likely to prompt candidates to consider the meaning of the phrase ‘civil rights’ and to note that war has had a role both in suppressing existing civil rights and extending civil rights for future generations. Some candidates will consider Source 5 in relation to</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 either evaluate a source using its provenance or undertake genuine cross-referencing by using one source to interpret or evaluate another.</p>
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	<p>attempts to eliminate strikes in both world wars. However, the obvious bias of this report might cause some students to question the accuracy of its content.</p> <p>Source 6 provides opportunities for students to enter into the controversy of Bloody Sunday and to consider whether the violent dispersal of protestors was an intentional infringement of civil rights or a pragmatic response to IRA violence. Many candidates will consider the photograph in relation to the policy of internment.</p> <p>Candidates are likely to comment on the fact that Source 7 provides just one side of the argument in another example of a recent controversy.</p> <p><u>Judgement</u></p> <p>Candidates need to reach a conclusion to score at Level 2 and above in AO2. There is evidence to support the interpretation and evidence that challenges it in different ways. They are likely to conclude that the general experience throughout the period was of a negative impact of war upon civil rights in the short-term but, at least in the case of the First World War, significant long-term improvements occurred in the aftermath, partly, as a result of conflict.</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>
4b	<p>To reach level 3 and above, candidates need to develop evaluative ideas in relation to the content and context of specific sources. 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>	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</p>

	<p>Typicality: this is a wide range of sources. In terms of type none are unusual but in terms of content Source 4 stands out in highlighting a less familiar aspect of the impact of war on civil rights. It is also the only source that considers the subject on a personal level.</p> <p>Reliability: the obvious bias of Source 5 might be noted; Source 7 provides one side of the argument in the enquiry; Source 6, a snapshot of a moment in a very complex historical episode, provides very limited evidence that could contort an interpretation.</p> <p>Purpose: the political interests of the politicians in Sources 2 and 3 might have caused them to underplay other reasons for extending the vote.</p> <p>Historians' questions: these sources lend themselves to a range of questions historians might ask; these might focus on the variety of ways in which civil rights were impaired / improved and how far these have changed over time.</p> <p>Missing source types/content and why this might be an issue: inevitably, just seven sources presents a limited picture. Candidates may suggest other sources that would be useful for confirming or challenging the evidence in the sources. Candidates need to consider what these types of sources would add to our understanding. Some important aspects of the subject are missing including legislation regarding conscription, redeployment, and rationing; the changing experience of conscientious objectors across the period is entirely absent in this selection.</p>	<p>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. 'Historians' questions' means questions related to second-order concepts e.g. cause and consequence, change and continuity, progression, significance.</p>
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APPENDIX 1

Use this space for a generic mark scheme grid that applies across the question paper

Generic Mark Scheme for Questions 1(a), 2(a), 3(a), 4(a).

Maximum mark: 35

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

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	13-15	9-10	9-10
Level 2	10-12	7-8	7-8
Level 3	7-9	5-6	5-6
Level 4	4-6	3-4	3-4
Level 5	1-3	1-2	1-2
Level 6	0	0	0

	AO1: Knowledge and Understanding	AO2a: Interpretation of sources	AO2b: Historical interpretations
Level 1	Uses sound knowledge and understanding of changes and developments across the period to evaluate sources. Uses appropriate historical terminology accurately. Structure of argument is coherent. Writing is legible. 13-15	Evaluates sources of evidence in their historical context: makes sophisticated inferences from the sources, makes an informed use of the provenance of the sources and cross-references the sources to reach a reasoned and supported conclusion. 9-10	Shows a sound understanding that interpretations are dependent on the available evidence and how it is interpreted. Suggests and justifies, through a sophisticated use of the sources and knowledge, an amended or alternative interpretation. 9-10
Level 2	Uses knowledge and understanding of changes and developments across the period to make inferences from sources. Uses historical terminology accurately. Structure of argument is clear. Writing is legible. 10-12	Evaluates evidence from sources in their historical context: makes inferences from the sources, makes an informed use of the provenance of the sources or cross-references the sources to reach a supported conclusion. 7-8	Shows an understanding that interpretations are dependent on the evidence that is inferred from sources. Uses evidence inferred from the sources to support and challenge the interpretation and reaches an overall conclusion. 7-8
Level 3	Uses some knowledge and understanding of changes and developments across the period to go beyond face value reading of sources. Uses a limited range of historical terminology accurately. Structure of argument lacks some clarity. 7-9	Makes inferences from the sources and cross-references the sources to reach a conclusion. Some simple evaluation. References to the provenance of the sources are not developed in context. 5-6	Shows some understanding that interpretations are dependent on sources of evidence. Uses evidence inferred from sources to test the interpretation by showing how they support and disagree with it. 5-6
Level 4	Uses knowledge of the period to evaluate sources for bias, suggest missing information. Uses a limited range of historical terminology with some accuracy. Structure of writing contains some weaknesses at paragraph and sentence level. 4-6	Makes simple inferences from the sources. Makes claims about bias, exaggeration and lack of typicality. Cross-references information from sources. 3-4	Uses evidence inferred from sources to test the interpretation by showing either how they support it or disagree with it. 3-4
Level 5	Knowledge is used to expand on the information contained in the sources. Use of historical terminology is insecure. Structure of writing is weak, with poor paragraphing and inaccuracy at sentence level. 1-3.	Uses sources in isolation. Extracts relevant information from sources at face value. 1-2	Matches information in the sources to show the interpretation is right and/or wrong. 1-2
Level 6	No additional knowledge is provided. Does not use appropriate historical terminology. Structure is incoherent. 0	No use is made of the sources. Misunderstands sources. 0	No successful matching of information or evidence to the interpretation. 0

Generic Mark Scheme for Questions 1(b), 2(b), 3(b), 4(b).

Maximum mark: 15

Allocation of marks within question (b): AO1:5; AO2: 10 (AO2a: 10; AO2b: 0).

	AO1 Knowledge and Understanding	AO2a Sources	AO2b Interpretations
Level 1	5	9-10	0
Level 2	4	7-8	0
Level 3	3	5-6	0
Level 4	2	3-4	0
Level 5	1	1-2	0
Level 6	0	0	0

	AO1: Knowledge and Understanding	AO2a: Analysis of sources
Level 1	Good and detailed knowledge and understanding of the characteristics of the period and changes and developments across the period, used to support analysis of sources. 5	Explains, with examples from most of the sources, that the value of sources depends on the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources. Candidates will also show knowledge of the range of sources used for studying this period. 9-10
Level 2	Reasonable knowledge and understanding of the main characteristics of the period and the main changes and developments across the period used to support analysis of the sources. 4	Explains, with examples from some of the sources, that the value of sources depends on most of the following issues: the purpose of the historian, the questions being asked, different interpretations of the sources and judgements about the typicality, purpose and reliability of the sources. Candidates will explain both the value and the problems associated with using these sources even if one side of the explanation is stronger than the other. Candidates will show awareness of some of the types of sources used for studying this period. 7-8
Level 3	Some knowledge and understanding of some of the main characteristics of the period and some of the main changes and developments across the period. This is sometimes used to support the analysis of the sources. 3	Explains, with examples from some of the sources, that the value of sources depends on judgements about the typicality, purpose and reliability of the sources. Candidates will explain either the value of the sources or the problems associated with using these sources. Candidates will show some awareness of some of the types of sources used for studying this period. 5-6
Level 4	Some knowledge of the period occasionally used to support the analysis of the sources. 2	Identifies ways in which these sources are of use to an historian and identifies some problems associated with them. Relevant parts of the sources are also identified. 3-4
Level 5	Some knowledge of the period but not used to support the analysis of the sources. 1	Fails to use the sources but explains some valid issues associated with historical sources generally. 1-2
Level 6	Little knowledge of the period - not used to support the analysis of the sources. 0	Fails to use the sources but identifies some valid issues associated with historical sources generally. 0

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