

GCE

History A

Unit **F963/02**: Option A Modern 1815-1945

Advanced Subsidiary GCE

Mark Scheme for June 2017

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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Subject specific instructions for this question paper

Candidates should answer on only one Option. They should answer questions (a) and (b) on that Option. If they answer on more than one Option then the higher mark should be awarded. Do not allow marks across more than one option. If they answer on Q(a) comparing the wrong source or sources then no more than a high L6 mark can be awarded. If fewer than the 5 sources on Q(b) are used then the next level down from the one awarded otherwise awarded is given, although please use professional judgement here.

MARK SCHEME FORMAT 1

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>Study Sources C and D. Compare these sources as evidence for views on the mass meeting in August at St. Peter's Field, Manchester.</p> <ul style="list-style-type: none"> <p>The context. is the mass meeting in St Peter's Fields Manchester in August 1819. Henry Hunt accepted an invitation to address the meeting. At other meetings (including one in Manchester in January 1819), he had called for universal suffrage and annually elected Parliaments. The Lancashire magistrates feared the breakdown of public order and determined to stop the meeting after 60,000 assembled. Hunt was arrested (on Home Office advice) and Manchester yeomanry and later hussars stopped the meeting forcibly. Approximately 400 were injured, 11 died and the phrase 'Peterloo Massacre' came into being.</p> <p>The similarities are that both sources refer to the presence of the cavalry and that the victims included women. Both suggest considerable numbers, Source C referring to 'that compact mass' and Source D to 'columns of people'.</p> <p>The differences are more considerable. There are contrasting views of the mood of the crowd, Source C suggesting a good-natured and defenceless crowd, whereas Source D portrays provocative slogans on the flags and the potential weapons of sticks</p> 	30	<ul style="list-style-type: none"> The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. Always award at the top of the Level unless there is good reason for not doing. No set answer is expected, but candidates need to compare the content (A01), evaluating such matters as authorship, dating, utility and reliability, so using the Source 'as evidence for.....' (A02) The comparison must be for the key Issue – as evidence for views on the mass meeting. If the focus is general a L4 for A01 or below is to be awarded. The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for A01 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at A01 there needs to be some succinct development and explanation. Provenance may be integrated or separate but it needs to be used comparatively for levels 1-2 at A02 and must not be generic or 'stock'. Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 A01 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. Formulaic responses where generic source qualities predominate or are ticked off at the expense of what

Question	Answer/Indicative content	Mark	Guidance
	<p>and staves. Source D shows how the Manchester magistrates regard the crowd as a threat to public safety and refers to the arrest of Hunt and reading of the Riot Act. Source C details the actions of the cavalry, stressing the defenceless nature of the crowd, whereas Source D is much more vague about ‘serious effects’ and suggests deaths are due to the press of the crowd, rather than the actions of the cavalry.</p> <ul style="list-style-type: none"> • In terms of provenance, Source C is written from a Radical perspective and the viewpoint of an eye-witness, albeit a later reflection. Source D is from the Manchester magistrates to the Home Secretary, justifying their actions against the crowd earlier in the day. • In terms of judgement both are slanted but useful in showing the viewpoint of each side. Bamford would have an incomplete view of events, suggested by the phrase, ‘as I understood it’. His words are emotive as he writes about an event that would still be infamous 20 years later. Candidates might consider that the magistrates in Source D are equally or even more slanted as they seek to persuade the Home Secretary that their actions were totally justified in the face of a hostile crowd. • No set judgement is expected. 		<p>is in the sources are to be awarded at Level 4 and below for A02.</p> <ul style="list-style-type: none"> • Judgements, based on the quality of content and compared provenance, are required for Levels 1-3 at A01. Unconvincing or no judgement is rewarded at L4 or below. Judgement on the topic rather than on the sources is a reason for placing in Level 4 or below but do not place in this level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially provenance. • There is much to compare. Do not expect coverage of all the comparative points mentioned in the indicative content. • Candidates may judge both equally valid.

<p>1</p>	<p>b</p>	<p>Study all the Sources. Use your own knowledge to assess how far the sources support the interpretation that the Radical movements of 1815-1820 failed because of government legislation.</p> <ul style="list-style-type: none"> • The argument that Radical movements 1815-12 failed because of government legislation can be found in Sources A and E. • The alternative argument that they failed because of government repression can be found in the use of force referred to in Sources A, C, and D and to some extent in Source B. • Source A refers to the suspension of the Habeas Corpus Act and candidates might be aware that the government also passed the Seditious Meetings Act in 1817. Sidmouth, the Home Secretary sent circulars reminding magistrates of the wide powers they had to suppress disturbances. The Blanketeers were trying to deliver a petition about the desperate plight of handloom weavers and the source clearly shows how the weight of the law was used against them. The local newspaper in Source A reflects the concern that the inhabitants of Macclesfield might feel about the potential numbers arriving in their town but there is a hint of criticism of the harsh treatment of the individual 'severely wounded'. Source E relates to the further measures taken by the government after the events at Peterloo. The 'Six Acts' were passed in December 1819, 4 months after Peterloo. Those mentioned in the source refer to the prohibition of drilling and the imposition of stamp duties on publications that had been encouraging discontent. • Candidates might be aware that other parts of the 	<p>70</p>	<ul style="list-style-type: none"> • The question is to assess how the 5 sources contribute to or challenge a given interpretation. The focus must be on the sources, a use of their content and relative utility for the question. Award A01 Levels 1-3 according to a candidate's ability to do this. If there is some grouping for a two sided argument than a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below. • A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content given in the first column are neither required nor exclusive: reward any valid point from the sources for the argument and question. • Always award at the top of the Level unless there is good reason for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for A01. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at A02 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend or question it), Levels 1-3 for A01. • Evaluation of the sources for the question (the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for A02. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an
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	<p>Six Acts extended magistrates' powers of search and prohibited meetings of more than 50 without the consent of the magistrates. Source E can be seen as a reliable indication of the government's determination to stop the Radical movements. Candidates might cite the Cato St conspiracy of 1820 as evidence that the measures were not immediately successful.</p> <ul style="list-style-type: none"> An alternative view, that the Radical movements failed because of the use of physical repression can be seen in Sources A, C and D, and Source B to some degree. Sources C and D suggest that force was used to subdue the protesters at Peterloo, this being clearly spelt out by the Radical Bamford and hinted at in Source D, 'the mob was completely dispersed but not without serious effects'. Obviously, the magistrates were trying to shift blame for the deaths onto the crowd, whereas Bamford's sympathies were entirely with the protesters. Bamford's view is arguably the more reliable with hindsight, despite his radical sympathies. The Macclesfield Courier in Source A gives some support to the use of force but the level of force is much less severe than portrayed in Source C. Source B reflects a different type of government repression, the use of spies to infiltrate meetings, in this case of the Pentridge or Derbyshire plotters. Candidates might apply their knowledge that spies had been used by the government on many occasions, (such as the March of the Blanketeers) to test this source. The Leeds Mercury has a sensationalist tone but spies were undoubtedly used by the government; sometimes the spies went further than securing information and acted as agents provocateurs. Additionally, candidates might make reference to 	<p>answer to level 3 or below.</p> <ul style="list-style-type: none"> Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at A02 Level 4 and below. To award Levels 3 and above for A02 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this place in a Level 3 or below (unconvincing) for A02. Check the extent of assertions made. A judgement based on the sources is required for Levels 1-2 at A01. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However this must be balanced against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered. Be impressed by cross reference within and between groupings (Levels 1 and 2 for A02). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B, and D) is usually awarded at Level 4 but do not apply inflexibly. If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels
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		<p>the physical repression of the Pentridge Rising.</p> <ul style="list-style-type: none"> • Candidates might also consider geographical location of the various protests: Sources A, B, C and D all took place in the north, suggesting failure might be due to lack of nationwide support. Source A's reference to 'cautionary measure' might be seen to reflect middle-class readers' concern at the numbers of protesters and could be cross referenced to Source D's mention of the inhabitants' concern for public safety'. • Candidates might consider issues of leadership as a reason for failure; the arrests in Source A of those having the 'appearance of leadership' could be cross referenced to the 'credulous men' of Source B and own knowledge of the leadership applied. • Candidates are not expected to include all these groupings/cross references and may well have their own, valid ideas. • No set judgement is expected. Candidates may conclude that the need for legislation showed the failure of more physical methods of repression. Candidates may decide that the numbers of protests and protesters show that the Radical movements did not fail but were to be ultimately successful. A variety of conclusions can be expected but they must be supported by application of own knowledge to the sources. 		<p>without it. Do not reward formulaic comments, especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement.</p> <ul style="list-style-type: none"> • Candidates do not have to be exhaustive in approach to content and especially provenance. Please mark what is front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.
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Question		Answer/Indicative content	Mark	Guidance
2	a	<p>Study Sources B and E. Compare these Sources as evidence for attitudes to native populations of the British Empire.</p> <ul style="list-style-type: none"> • The Sources are similar in content in that they both agree that native populations should be respected and should benefit from British rule. Both also agree that the native populations are not very aware of the benefits of British rule. • The Sources also differ in that Source B suggests that it is not a priority for the British to treat natives well but the main purpose of colonies is to advance British interests, while in Source E (Gladstone) has a much more moral view, arguing that native populations are an equal part of God's creation and should be treated as such. • Regarding the provenance and context of the Sources, Dicey in Source B was defending Britain's right to hold an Empire, which was beginning to be questioned by some Liberals. Gladstone in Source E had come out of retirement to mount a ferocious attack on the 'forward' policy of Disraeli, which he saw as unjustified and immoral as well as expensive. • Regarding a judgement, the differences between the Sources are largely explained by the different purposes of the Sources. 	30	<ul style="list-style-type: none"> • The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. • Always award at the top of the Level unless there is good reason for not doing so. • No set answer is expected, but candidates need to compare the content (AO1) evaluating such matters as authorship, dating, utility and reliability, so using the Source 'as evidence for....' (AO2) • The comparison must be for the key issue – attitudes to native populations. If the focus is general a L4 for AO1 or below is to be awarded. • The Headings and attributions should aid evaluation and reference to both is expected for AO2 in a Level 1-3 answer. • Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for AO1 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at AO1 there needs to be some succinct development and explanation. • Provenance may be integrated or separate but it needs to be used comparatively for Levels 1-2 at AO2 and must not be generic or 'stock'. • Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 AO1 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. • Formulaic responses where generic source qualities predominate or are ticked off at the expense of what is in the sources are to be awarded at Level 4 and below for AO2. • Judgements based on the quality of content and

<p>b</p>		<p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that achieving peace was the main aim of foreign and imperial policies under Disraeli.</p> <ul style="list-style-type: none"> • The supporting view that it was peace is found in part in Source B the <i>Observer</i> article, in part in Source C the music hall song, and in Source D, <i>The Times</i> report. • The opposing view, that there were other motives is found, is found partly in all the Sources. • The supporting argument in Source B is that the Empire must be upheld and the British reputation must be maintained. The Source does not specify how this is to be done, but it does not refer to war as a method. In Source C, the song makes it clear that there is no desire to go to war, while in Source D comes the 	<p>70</p>	<p>compared provenance, are required for Levels 1-3 at AO1. Unconvincing or no judgement is rewarded at Level 4 or below. Judgement on the topic rather than on the source is a reason for placing in Level 4 or below but do not place in this Level on these grounds alone.</p> <ul style="list-style-type: none"> • Candidates do not have to be exhaustive in approach to content and especially to provenance. Please mark what is in front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point. • Judgement might accept or refute the view. <ul style="list-style-type: none"> • The question is to assess how the 5 Sources contribute to or challenge the given interpretation. The focus must be on the Sources and use their content and relative utility for the question. Award AO1 Levels 1-3 according to a candidate’s ability to do this. If there is some grouping for a two-sided argument then a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below. • A range of issue may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content in the first column are neither required nor exclusive: reward any valid point from the Sources
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		<p>clearest indication that peace was the aim.</p> <ul style="list-style-type: none"> • The opposing argument that there were other aims comes in Source A, which suggests that the Empire needs to be preserved and that the colonies themselves support this aim. Similarly, in Source B the benefits to Britain of an Empire are outlined. Source C shows how one aim was to suppress the pretensions of Russia and support Turkey. It could also be argued that appealing to public opinion was a further aim. In Source D the popular appeal of Disraeli's policy at Berlin is illustrated. In Source E Gladstone sees the aims as entirely lacking in a moral dimension. • Contextual knowledge could be used to argue that the aims of Disraeli's policies were not always consistent. At the Crystal Palace he was trying to win support from the newly enfranchised voters, who were seen as generally supporting imperial aims. The crisis of 1877-8 underlined the threat from Russia, and, Disraeli was fortunate that his initial inaction paid off. He certainly feared that a Russian conquest of Constantinople would be a severe threat to the route to India. It was in response to this tumultuous welcome in Dover that he made his well-known comment about bringing back peace with honour and his desire to embellish his personal reputation may have been at work. In analysing Source E, the rivalry between Gladstone and Disraeli could be referenced, along with Gladstone's attacks over the Bulgarian atrocities and the Zulu War as well as events in Afghanistan. • For provenance candidates might suggest that the authors are largely taking up the positions that would be expected. In Source A Disraeli had some personal aims as his leadership of the party was under strain after the loss of the 1868 election and his apparently relaxed approach. In Source E Gladstone is re-iterating a familiar position. The other Sources tend to reflect public 	<p>for the argument and the question.</p> <ul style="list-style-type: none"> • Always award at the top of the Level unless there is good reason for not doing so. Remember that there are usually 6-7 marks for AO2. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for AO1. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at AO2 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend, question it), Levels 1-3 for AO1. • Evaluation of the sources for the question) the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for AO2. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. • Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at AO2 Level 4 and below. • To award Levels 3 and above for AO2 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this,
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		<p>opinion, although full-blown Imperialist enthusiasm came in the 1880s. The development of Jingoism could be contrasted with the relief at the peace achieved at Berlin.</p>	<p>place in a Level 3 or below (unconvincing) for AO2. Check the extent of assertions made.</p> <ul style="list-style-type: none"> • A judgement based on the sources is required for Levels 1-2 at AO1. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However, this must be balance against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered. • Be impressed by cross reference within and between groupings (Levels 1 and 2 for AO2). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement. • Candidates do not have to be exhaustive in approach to content and especially to provenance. Please mark what is in front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often
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<p>3a</p>		<p>Study Sources C and E. Compare these Sources as evidence for the response of government to unemployment.</p> <ul style="list-style-type: none"> • The Sources are similar in content in that both agree that unemployment was a problem the government needed to address. • Source C refers to finding a ‘permanent solution’ and Source E to a determination ‘to fight unemployment’. • The Sources also differ in the reasons they give for unemployment, how the government should try to remedy it and the principles behind the response of the government. • In Source C unemployment is ‘the result of changes and fluctuations in the scale of industry’, while in Source E the government blames ‘a significant increase in population’, ‘the economic reconstruction of Europe’ and ‘dumping’. • With regard to solutions, Source C sees Labour Exchanges and insurance as the answer, while Source E thinks that ‘protecting the home market’ is the only way to fight unemployment. • Thus, Source C wants direct government intervention in 	<p>30</p>	<p>unremarkable material and allow a candidate to develop an argument or refer later to a point.</p> <ul style="list-style-type: none"> • Judgement might accept or refute the view. <ul style="list-style-type: none"> • The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. • Always award at the top of the Level unless there is good reason for not doing so. • No set answer is expected, but candidates need to compare the content (AO1) evaluating such matters as authorship, dating, utility and reliability, so using the Source ‘as evidence for....’ (AO2) • The comparison must be for the key issue, the response of the government to unemployment. If the focus is general a L4 for AO1 or below is to be awarded. • The Headings and attributions should aid evaluation and reference to both is expected for AO2 in a Level 1-3 answer. • Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for AO1 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at AO1 there needs to be some succinct development and explanation. • Provenance may be integrated or separate but it
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<p>3b</p>		<p>the labour market, while Source E thinks the role of the government should be more limited.</p> <ul style="list-style-type: none"> • Regarding the provenance and context of the Sources, the increased use of technology in key industrial sectors, along with the impact of foreign competition could be used to explain the arguments in Source C, while the problems in post-war Europe and the French invasion of the Ruhr in 1923 could be used in evaluating Source E. • Answers could refer to the Liberal legislation of the period and to the protectionism within the Conservative party. • Source C is an academic study, possibly using the studies of Booth and Rowntree and concerned with arguments about national efficiency, while Source E is designed to chime in with the views of Conservative delegates to the conference and clarify policy for the electorate. Baldwin had only recently become party leader and was expecting a general election shortly. • Regarding a judgement, candidates might conclude that the differences are unsurprising, given the political stance of the two authors. Source C could be seen as more reliable since it was produced by a politician who was sincere in supporting social reform and it was an academic study rather than political propaganda. <p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that government measures to deal with working conditions were solely motivated by political considerations.</p>	<p>70</p>	<p>needs to be used comparatively for Levels 1-2 at AO2 and must not be generic or 'stock'.</p> <ul style="list-style-type: none"> • Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 AO1 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. • Formulaic responses where generic source qualities predominate or are ticked off at the expense of what is in the sources are to be awarded at Level 4 and below for AO2. • Judgements based on the quality of content and compared provenance, are required for Levels 1-3 at AO1. Unconvincing or no judgement is rewarded at Level 4 or below. Judgement on the topic rather than on the source is a reason for placing in Level 4 or below but do not place in this Level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially to provenance. Please mark what is in front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point. • Judgement might accept or refute the view. <ul style="list-style-type: none"> • The question is to assess how the 5 Sources contribute to or challenge the given interpretation. The focus must be on the Sources and use their content and relative utility for the question. Award AO1 Levels 1-3 according to a candidate's ability to do this. If there is some grouping for a two-sided argument then a low
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		<ul style="list-style-type: none"> • The supporting view, that it was political considerations is found in Source A, Lloyd George, and Source D, Bonar Law. • The opposing view, that there were other factors, is found in Source B, the report of the Poor Law Commission, Source C, Beveridge and Source E, Baldwin. • In arguing that it was political considerations, candidates could suggest that Source A is largely concerned with the threat posed by the Labour party. Lloyd George feared that the Liberals would be wiped out unless they improved working conditions. • Source D could be used to show a similar concern about the threat of extremism, in this case from Bolshevism. Bonar Law argues that Britain could be safe as long as people were given a sense of confidence and people were helped in a way they had not been previously. • Candidates might cross-reference with Source E where the impending general election could be seen as another political consideration. • In arguing that there were other factors at work, candidates could suggest that economic and social issues are an alternative explanation. Source B highlights the need to be competitive and to convert workers from being 'useless and costly inefficient' to being 'self-sustaining and economically useful'. • Sources C and E agree that unemployment was a major concern, which government action should address. Source C suggests this is a moral duty and that unemployment is wasteful. Source E is more focused on the need for the government to act as a social imperative. • Contextual knowledge could be used to support 		<p>Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below.</p> <ul style="list-style-type: none"> • A range of issue may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content in the first column are neither required nor exclusive: reward any valid point from the Sources for the argument and the question. • Always award at the top of the Level unless there is good reason for not doing so. Remember that there are usually 6-7 marks for AO2. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for AO1. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at AO2 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend, question it), Levels 1-3 for AO1. • Evaluation of the sources for the question) the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for AO2. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. • Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at AO2 Level 4 and below.
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		<p>Source A, with reference to the establishment of the LRC in 1900, which was a threat to the Liberals.</p> <ul style="list-style-type: none"> • Candidates could argue that the threat from Bolshevism in Source D seemed real, given the Russian Revolution, while the need for more houses, ‘homes fit for heroes’ was seen as a priority by the post-war government. Candidates could also reference the competition from Germany and the US, where educational standards were higher and productivity greater as another threat. • Candidates could refer to the problems men experienced in finding jobs and to the benefits of Labour Exchanged when these were introduced. • The fear of industrial unrest implied in some of the Sources could also be discussed. • For provenance, candidates might claim that Lloyd George in Source A was exaggerating the likely impact of Labour in a typical way, or they might argue that, given the later growth of the Labour Party, he was not that wrong. • Source D could be seen as reliable since the comments were recorded in confidence and not released for public scrutiny until many years later. • Source B is based on the findings of an official Royal Commission, which has undertaken extensive research. 	<ul style="list-style-type: none"> • To award Levels 3 and above for AO2 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this, place in a Level 3 or below (unconvincing) for AO2. Check the extent of assertions made. • A judgement based on the sources is required for Levels 1-2 at AO1. At Level 3 it may be partial in some way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However, this must be balance against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered. • Be impressed by cross reference within and between groupings (Levels 1 and 2 for AO2). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a
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<p>4a</p>		<p>Study Sources B and D. Compare these Sources as evidence for the role of Labour in bringing about a new government in 1940.</p> <ul style="list-style-type: none"> • The Sources are similar in content in that they both omit any mention that Labour saw Churchill as a possible prime minister. Source B is based on assumptions by Chamberlain and Halifax whilst Source D merely indicates whom Labour would not support. • The sources differ in that Source B suggests that the Labour party would not be willing to support Churchill, because of his vigorous defence of the government and his attacks in the Norway debate whilst Source D states clearly that Attlee and Greenwood would not serve under Chamberlain. • The Sources also differ in that Source B implies that Halifax would be a favoured candidate, while in Source D the attitude of Labour is in doubt and it is not so much Labour pressure as Churchill’s self-belief that is crucial. • Regarding the provenance and context of the Sources, 	<p>30</p>	<p>particular slant) and use your professional judgement.</p> <ul style="list-style-type: none"> • Candidates do not have to be exhaustive in approach to content and especially to provenance. Please mark what is in front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point. • Judgement might accept or refute the view. <ul style="list-style-type: none"> • . The focus must be comparative. Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below. • Always award at the top of the Level unless there is good reason for not doing so. • No set answer is expected, but candidates need to compare the content (AO1) evaluating such matters as authorship, dating, utility and reliability, so using the Source ‘as evidence for....’ (AO2) • The comparison must be for the key issue, the role of Labour in bringing about a new government in 1940. If the focus is general a L4 for AO1 or below is to be awarded. • The Headings and attributions should aid evaluation and reference to both is expected for AO2 in a Level 1-3 answer. • Examples taken from source content given in the first column are neither required nor exclusive: reward any valid comparative point for AO1 from the sources. Beware of juxtaposed points. They may appear comparative but are not. For Levels 1-2 at AO1 there needs to be some
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<p>4b</p>		<p>Source B is written after the war and Churchill knew by that time that he was not an ‘obstacle’, but the Source recalls Chamberlain’s concerns about Churchill not being acceptable, which were quite reasonable, given Churchill’s poor reputation with elements in Labour for his opposition to Socialism.</p> <ul style="list-style-type: none"> • Source D is another post-war Source, recollected by a Conservative figure. Labour’s doubt is credible in the circumstances. • Regarding the judgement, neither is a strictly first-hand account and neither was privy to Labour discussions at the time; both reflect that Labour’s attitude was not clear but Source D is more firmly based on statements by the Labour leadership that they would not support the government of Chamberlain. <p>Study all the Sources. Use your own knowledge to assess how far the Sources support the interpretation that Churchill became prime minister in 1940 because of his outstanding abilities.</p> <ul style="list-style-type: none"> • The supporting view that it was Churchill’s abilities is found in Source C, Duff Cooper and in Source D, Leo Amery. • The opposing view, that it was circumstances is found, is found in Source A, John Colville, Source B, Churchill himself and in Source E, the modern historian. • The supporting argument in Source C is the most forthright in praise of Churchill referring to his role as 	<p>70</p>	<p>succinct development and explanation.</p> <ul style="list-style-type: none"> • Provenance may be integrated or separate but it needs to be used comparatively for Levels 1-2 at AO2 and must not be generic or ‘stock’. • Stand-alone knowledge is not rewarded. Candidates in Levels 1-3 AO1 will use context to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse. • Formulaic responses where generic source qualities predominate or are ticked off at the expense of what is in the sources are to be awarded at Level 4 and below for AO2. • Judgements based on the quality of content and compared provenance, are required for Levels 1-3 at AO1. Unconvincing or no judgement is rewarded at Level 4 or below. Judgement on the topic rather than on the source is a reason for placing in Level 4 or below but do not place in this Level on these grounds alone. • Candidates do not have to be exhaustive in approach to content and especially provenance. <ul style="list-style-type: none"> • The question is to assess how the 5 Sources contribute to or challenge the given interpretation. The focus must be on the Sources and use their content and relative utility for the question. Award AO1 Levels 1-3 according to a candidate’s ability to do this. If there is some grouping for a two-sided argument then a low Level 3 may be appropriate. An attempt at argument with much description and some lack of focus is a Level 4. Little argument or appropriate explanation is Level 5 or below. • A range of issue may be addressed in focusing upon the terms of the question but no set conclusion is expected. Examples taken from source content in the first column are neither required nor exclusive: reward any valid point from the Sources for the argument and the
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		<p>First Lord of the Admiralty, to his rightly predicting the Nazi threat and to his speeches, while in Source D Leo Amery mentions Churchill's self-confidence.</p> <ul style="list-style-type: none"> • The opposing argument it was circumstances which were decisive comes in Source A, which indicates that Churchill was not the obvious choice to be prime minister, given his association with the Norwegian fiasco and unpopularity with the Chiefs of Staff. In Source B Churchill shows how the determining event was the refusal of Halifax, his main rival, to become prime minister at a moment of crisis in the prosecution of the war. Source E shows how Churchill did have popular support but was otherwise in a precarious position and very much in the hands of unfolding events. Source E links to Source A in showing distrust of Churchill from within the establishment. • Contextual knowledge could be used to argue that the situation in May 1940 with the fall of France and the beginning of a new and highly dangerous phase of the war called for fresh leadership and so this was the main factor. Candidates could mention that Churchill was not omniscient. His unrealistic plan for a Grand Alliance had not been achieved and he had not foreseen the alliance between Hitler and Stalin. But he had won popular backing in his opposition to appeasement on the grounds that it was morally wrong and he appealed to national pride and history in urging a strong prosecution of the war. However, there was unease in the Conservative party about Churchill and the king did not favour him. His attitudes over India and the Abdication Crisis had shown serious misjudgements and he was not noted for his party loyalties. These factors worked against him rather more than the Labour party, which had become exasperated with Chamberlain. • For provenance candidates might suggest that Duff Cooper in C had resigned in 1938 and approved 	<p>question.</p> <ul style="list-style-type: none"> • Always award at the top of the Level unless there is good reason for not doing so. Remember that there are usually 6-7 marks for AO2. Automatically going in at the lower levels will unduly penalise. • Bolt-on knowledge is not to be rewarded in the top three levels for AO1. It will not be used to support analysis or evaluation. This is a source paper. Use Levels 5-7 for a limited (5) weak (6) or very weak (7) attempt to use the sources. If there is excess of knowledge at the expense of the sources the response is unbalanced. Award a low L3 or below at AO2 (according to severity of imbalance). • It follows that knowledge is only to be rewarded where it is used to evaluate a source (support, extend, question it), Levels 1-3 for AO1. • Evaluation of the sources for the question) the assignment of value in relation to the question) is to be rewarded at Levels 1-2 for AO2. A little evaluation in relation to the question or where provenance and limitations are discussed discretely will confine an answer to level 3 or below. • Formulaic responses where generic source comments predominate or are ticked off at the expense of what is in the sources are to be awarded at AO2 Level 4 and below. • To award Levels 3 and above for AO2 the sources need to be grouped according to view appropriately. More effective responses, Levels 1-2, will realise that some or all of the sources may bear a variety of interpretations and can be used as much for the view as against it. Check that a grouping makes sense – candidates will often claim a source takes a view or says something it clearly does not. According to the extent of this, place in a Level 3 or below (unconvincing) for AO2. Check the extent of assertions made. • A judgement based on the sources is required for Levels 1-2 at AO1. At Level 3 it may be partial in some
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		<p>Churchill’s opposition to appeasement. And so favoured him, although the claims he makes are exaggerated in that Churchill’s record at the Admiralty was patchy, as shown in Source A and his prophecies had not all come true, nor were his speeches at this point the might oratory which they would become later. In Source A Colville was close to Chamberlain and may have had a vested interest in wanting him to continue, but was writing at the time and from the centre of events. In Source E the modern historian has the benefit of access to the Churchill archive and sees the situation as responsible for the appointment of Churchill.</p>	<p>way. Award a Level 4 or below if unconvincing or on the topic rather than the sources. However, this must be balance against the quality of the rest of the answer. If this satisfies other criteria then a Level 3 can be considered.</p> <ul style="list-style-type: none"> • Be impressed by cross reference within and between groupings Levels 1 and 2 for AO2). A discrete and largely non cross-referenced approach to the sources is to be awarded at Level 3. A sequenced approach (A, C, E, B and D) is usually awarded at Level 4 but do not apply inflexibly. • If the grouping and argument proceeds simply by using the sources to illustrate an argument (or narrative) then the response cannot be placed in Levels 1 or 2. Levels 3-5, according to extent, are appropriate. This is referencing. • It is not necessary to comment on the sources as a set. Candidates can be placed in the highest levels without it. Do not reward formulaic comments especially those that automatically bemoan the lack of more sources. Do be impressed by comment that is perceptive (a particular slant) and use your professional judgement. • Candidates do not have to be exhaustive in approach to content and especially to provenance. Please mark what is in front of you and be open-minded – do not mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point. • Judgement might accept or refute the view.
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OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

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