OCR
Oxford Cambridge and RSA

GCE

History B

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

Advanced Subsidiary GCE

Mark Scheme for June 2015

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

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

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

Annotation	Meaning
BP	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)
A1	Amended interpretation (stated)
CONT	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
EVAL	(a) Evaluation of source using knowledge (b) evaluation of source using typicality, purpose or reliability (L3)
GM	Uses two or more sources as a group to generalise. (This must be more than a list of sources.)
I	Inference from source(s)
K	Knowledge is added
PE	Uses provenance to evaluate source
Q	In (b) shows how an historian's question (concerning second order concepts) can be answered using the sources
S	Identifies missing sources and explains the significance of their omission in relation to an enquiry

Here are the 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 total mark should be awarded. Do not allow marks across more than one Option.

Here is the mark scheme for this question paper.

Question			Answer/Indicative content	Mark	Guidance
1	a		<u>Knowledge and Understanding</u> • K & U of the level of wealth of different social classes before the Black Death and in the later 14th century/early 15th century – ways in which wealth was judged – income, and material goods such as clothing and housing. Some knowledge of the impact of the Black Death on prices and wages would support inferences about wealth before and after the Black Death. • Methods of acquiring high levels of wealth – land and trade. • K & U of the types of sources presented: literature, records of wages and labour days, etc and of how they may be used. <u>Examples of evidence from the sources that can support the interpretation</u> • S2 there is no clear pattern, but it could be inferred that the workers are receiving higher wages and so may be wealthier. • S3 masons' wages seem to increase after the Black Death after falling before it. The Black Death could be inferred as a causal factor of this turning point. • S4 The poet suggests increased wealth for some in the years following the Black Death, although the pestilence is not cited as a cause. • S5 The introduction of this law implies that the poor were relatively wealthy otherwise it would not be necessary to restrict their clothing. It also implies that those who provide livery for their servants can afford luxurious cloth for them. • S6 those exporting cloth were doing well after the Black Death. Candidates may also infer that the wool produced was being sold on the domestic market instead of being	35	Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation. Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources. It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b. Judgements should only be credited where: • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest that the Black Death did not make people wealthier or that levels of wealth remained constant. They should be rewarded at level 1 if they are differentiate between different groups or suggest a more complex temporal pattern, provided that there is support derived from the sources for the new interpretation.

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	exported. • S7 The ability to finance such a castle implies wealth. However, this may be a result of high government office rather than having another cause. Examples of evidence from the sources that can challenge the interpretation • S1 the rectory of Fishlake has lost value. It could be inferred that this is due to the Black Death. • S2 the lords at Cuxham are making higher payments for work after the time of the Black Death, so may not be wealthier. • S3 The real value of masons' wages did not reach the level of the mid 1330s until some considerable time after the Black Death • S4 According to the poem the poor are exploited by the rich, so not everyone is gaining in wealth. The cause of wealth is exploitation of the poor, not linked to the Black Death. • S5 There is no direct evidence that the Black Death is responsible for the increased shows of wealth that are banned. • S6 the figures suggest a marked downturn in wool exports and hence the wealth of merchants. Increases in cloth exports do not match the downturn in wool. • S7 the building of a castle in the north of England may be to protect the English from Scottish raids which increased during the period, rather than being a reflection of increased wealth. Interpretation of sources • Examples of interpretation using knowledge: knowledge of commutation of labour services to paid work will help candidates to interpret Source 2; knowledge of the increased threat from the Scots will help to explain the		

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			permission given for a new castle in the north of England. • Examples of evaluation using knowledge and provenance: candidates may question whether the claims made in S4 are a true reflection of society, given that the source is literary and that 'Piers Plowman' typically criticised the rich and bemoans the fate of the poor. • Sources may be cross-referenced: the poor level of income from the rectory (S1) may be explained by the sudden increase in wages shown in S2. Judgement • The evidence is mixed, so there is scope for argument for and against the interpretation. Candidates may reach different conclusions, but it is clear that the given interpretation is not satisfactory. • Judgements may suggest that the land owners and merchants seemed to lose out while poorer people became relatively wealthier. However – perhaps inevitably – there were exceptions. Bolton Castle suggests traditional landed wealth, while Piers Ploughman suggests the poor still felt exploited.		
1	b		• Example of use/problem related to typicality: Sources 1, 2 and 4 are typical in demonstrating the impact of a shortage of labour on wages/work patterns at the time of the Black Death. • Example of use/problem related to reliability: S4 offers a view of the exploitation of the poor that is difficult to verify. • S6 records only a small part of the wool and cloth trade, since internal trade was not subject to customs duties and therefore was not recorded. • Example of use/problem related to purpose: S5 reflects	15	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 understanding of missing source-types or aspects of the topic. Generic comments about types of sources will not be rewarded above L4 in AO2a unless there is explicit use (rather than reference to) one or more of the sources

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			the desire of those in authority to reinforce social divisions rather than the frequency of the poor wearing rich clothing. • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Court records would show how many were prosecuted under the Sumptuary Laws. The Statutes of Labourers show similar concerns to maintain the socio-economic hierarchy. • Historians' questions might concern the causes of the changes in wage rates and commodities traded. They might concern patterns of change over time in these topics.		provided. 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. Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).
2	a		<u>Knowledge and Understanding</u> • K & U of the way in which religious ideas such as the Great Chain of Being and divine sanction for monarchy underpin the assumptions of 16th century thinking. • K & U of the power of monarchs to rally the nobility in their defence and to use the law to punish people, and how these powers varied during the period. • K & U of the nature of the sources in the set provided and how these can be used (their interpretation and	35	Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation. Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources.

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	evaluation). Examples of evidence from the Sources that can support the interpretation • S1 candidates may infer that since monarchy was believed to have been ordained by God, praise of Henry VII suggests religious ideas being used to justify his power and hence keep subjects in obedience. • S2 the ideas expressed are based on the concept of God's creation of the great chain of being. • S3 the sentence on Kett is prefaced with the claim that he was acting against God - it can be inferred that this justifies the harsh sentence. • S4 Mary's status as a divinely ordained monarch (which she reminds her subjects about with a reference to her coronation) could lead to the inference that there is a religious idea behind her speech. • S5 The poem explicitly suggests that traitors go against God. The popularity of the work (re-printings) suggests that the idea was widely accepted. • S6 There is a religious element to the rebellion: the letter suggests that there is sympathy for the rebels because of religious reasons. The letter therefore advises caution. • S7 The law suggests that the queen is second only to God - the link implies that religion is being used to justify the law against those who plot against the queen. Examples of evidence from the Sources that can challenge the interpretation • S1 implies that it was the fairness of the monarch that kept subjects in obedience. • S2 the limited audience for the book, given literacy levels, means its purpose can only be to deter rebellion among the better off.		It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b. Sources may be grouped for or against the interpretation (L4), or grouped with examples of evidence inferred from at least two sources to generalise (L3) or cross-referenced (L2). Judgements should only be credited where: • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the sources rather than simply accepted at face value both for and against. Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest that there were other factors as well as or instead of religion. To reach Level1 the new interpretation could establish a relationship between a range of factors or suggest that methods changed over time.

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	• S3 it may be inferred that the harsh punishment was intended to deter future rebels. • S4 At face value, Mary is simply reassuring her subjects about her plans. • S5 This is 'just a poem' so has no standing in relation to the authorities. • S6 The sympathy for the rebels on religious grounds suggests that the monarch needs to exercise caution and cannot rely on the religious loyalty of her soldiers in the north. • S7 The emphasis is on explaining the new categories by which plotters will be judged - to make anyone involved either actively or passively a traitor, The implication is that the law is there to act as a deterrent. Interpretation of Sources • Simple inferences may be made from sources. For example: It could be inferred that Henry VII aims to make himself appear strong to prevent rebellion (S1); that the rulers want to use persuasion to settle rebellion (S2); that the rulers want to deter future rebels (S3). • Candidates may generalise from sources, for example Sources 2 and 7 both invoke the common wealth as a deterrent to rebellion. • Candidates may cross-reference sources, for example Source 1 claims that Henry VII was fair in administering justice and S5 gives an example of similar behaviour from Mary I who is being reasonable in dealing with opponents of her marriage. • Candidates may discuss the limited audience for source 2 (evaluation using provenance), or be aware that the sentence passed on Kett was not carried out as stated in S3 (evaluation using knowledge).		

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			Judgement The evidence is mixed, so candidates should be able to reach a conclusion that amends the given interpretation or suggest an alternative. • Factors that could be added include: harsh punishments (or the threat thereof) and laws, fair administration of justice, the monarch's actions. • Candidates may distinguish between prevention methods and treatment of rebels (clarifying the vague 'stop' in the given interpretation). • Candidates may suggest that monarchs tried persuasion and an appearance of fairness when they were weak, but acted decisively when they could.		
2	b		• Example of use/problem related to typicality: S7 was atypical in extending the definition of treason/plotting to the extent that it did, and simply designed to 'catch out' MQS. • Example of use/problem related to reliability: candidates may question S4 - Mary's speech - on the grounds that she married Prince Philip despite opposition. • Example of use/problem related to purpose: is S2 designed to deter the better off from rebelling? Literacy levels would suggest this was the case. The fact that the source was published by the king's printer and so soon after the outbreak of the Pilgrimage of Grace indicates that the authorities were behind it. • Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. For example, records of the Babington Plot and the trial of MQS could be used to show how S7 was applied. • Historians' questions might concern similarity and difference between the methods of individual Tudor monarchs.	15	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 understanding 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.

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	• They might concern patterns of change over time linked to religious changes, for example the antagonism shown to Mary's marriage (S4) and the problem of MQS (S6 & 7).		Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).
3 a	<u>Knowledge and Understanding</u> • Candidates may wish to define 'radical': any valid definition may be accepted. • K & U of the context of the sources - the French Revolution and reactions to it, hardship in the post-war period (1815 ff), demands for constitutional including franchise reform such as Chartism, Swing rioters, Trades Unions, the extension of the franchise and other reforms to voting procedures, changes in policies of political parties, especially in relation to social issues. • K & U of the types of sources, access to them/levels of literacy, how these types of sources may be evaluated by historians. <u>Examples of evidence from the Sources that can support the interpretation</u> • S1 the sentiment is radical - but the focus is on constitutional change rather than social conditions, but candidates may infer that a National Convention might address social issues. • S2 very radical ideas are expressed attacking the exploitation of labour and focusing on the law on property	35	Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation. Examples from sources given in the first column are neither required nor exclusive: reward any valid point from the sources. It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in both AO2a and AO2b. Judgements should only be credited where: • The given interpretation has been tested (i.e. evidence for <u>and</u> against it); • Evidence is <u>inferred</u> from the sources rather than simply accepted at face value both for and against. Judgements should be rewarded at Level 2 if they simply

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			rather than people. This addresses socio-economic issues. • S3 The petition asks the Prince Regent to 'help alleviate distress'. • S4 The Swing rioters aimed for a range of socio-economic changes, attacking workhouses and tithe barns among other targets of a more work-related nature such as machinery. The distribution of the cartoon in radical bookshops links this clearly with radicals. • S5 The writer lists a number of social issues - working hours, education, religious liberties. • S6 According to the poster the secret ballot was needed because employers intimidated their employees into voting for a candidate - this might be construed as a social issue, although only tangentially. • S7 a working class candidate for parliament - who was elected. He describes himself as a Radical. Examples of evidence from the Sources that can challenge the interpretation • S1 The focus is on constitutional change rather than social conditions. • S2 The LCS focus was on constitutional reform, though the emphasis here is more on the precepts of the legal system - not directly on social issues. • S3 The petition mentions the suspension of Habeas Corpus which is not 'social conditions'. The extent to which Blanketeers were radical may be questioned. The extent to which they understood the demands is an issue, given that the writer refers to ringleaders stirring up the marchers. • S4 Candidates may question how radical Swing rioters were, given their challenge to mechanical progress. • S5 Some of the Chartist aims were constitutional: certainly the focus of the Charter was on voting ('a voice		alter the interpretation to suggest that the working class was not radical. To reach Level1 the new interpretation could establish a more complex pattern involving different classes or suggest that the extent of radicalism changed over time.

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	in making the laws ... taxation without representation was tyranny'). • S6 The issue here is the secret ballot. The subscription of 2/6 is equal to a day's wage for a working class man, suggesting the society was not geared to social issues. • S7 There are elements of electoral reform in the letter ('I would always give a vote to all sane persons of full age ...') as well as social reform. Interpretation of Sources • Examples of simple inferences: the Blanketeers must have been desperate for reforms because they were prepared to march to London to present their petition; the Chartists were not very radical because they did not advocate levelling. • Examples of generalisations: Earlier groups focused on constitutional reform (Sources 1 and 2); 1817-1848 there was more focus on social issues (Sources 3, 4 and 5). • Examples of cross-referencing: The repeated calls for all to be allowed to decide the laws that affected everyone indicates the lack of influence of radical demands for reform (Sources 2, 5 and 7). • Evaluation using knowledge: early radical ideas (S1 and S2) were based on higher class thinking, as most of the members and those who corresponded about constitutional reform were from the middle/upper classes. • Evaluation using provenance: the newspaper report of the blanketeers (S3) emphasises the initiative taken by the authorities and the ease with which the blanketeers were dispersed because it is aimed at a literate (m/class and above) audience. Judgement The evidence is mixed, so candidates should be able to reach a conclusion that amends the given interpretation or suggest an		

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			alternative. A new interpretation could show change over time - the emphasis on social conditions is stronger from 1815, although there were still issues about electoral reform; it could distinguish between the aims of groups with different class interests.		
3	b		Example of use/problem related to typicality: S2 is surprisingly radical for 1795, given that many in Britain stepped back from supporting the French Revolution by the time of the Terror. Example of use/problem related to reliability: S5 generalises about Chartists, but ignores the focus on the Charter itself, instead explaining why Chartists wanted more say in the laws. This is more difficult to verify. Example of use/problem related to purpose: the newspaper report (S3) give the view of the authorities - to condemn unrest and suggest the authorities were in control. The Chartist's purpose (S5) is to establish Chartism as the forerunner of current groups pushing for reform. Methodology: candidates may suggest additional sources that could be used to verify inferences or content of sources. Parliamentary records could show the topics on which Thomas Burt spoke in the Commons. Figures for arrests for drink-related offences could confirm or challenge his claims about the problem of intemperance. Historians' questions might concern the impact of the increased franchise on w/class methods and aims. They might concern patterns of change over time - different definitions of 'radical', the attitude of the authorities to managing the w/class.	15	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 understanding 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. Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (probably L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries.

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			Candidates who use the sources to explain elements of historical methodology (e.g. cross referencing) should be rewarded as showing understanding of how historians work (L2).
4 (a)	**Knowledge and Understanding** • K&U of the impact of war on the wealth of social classes such as proposals to help working class soldiers after WW1 and plans to nationalise key industries during the second world war. • K&U of other factors that affected the wealth of social classes such as the Liberal Reforms in the first decade of the C20th, socialist ideas, better education of the working class, new technologies. • K&U of the types of sources in the set, such as cartoons, charts, newspaper reports, and how they are interpreted and evaluated by historians. **Evidence from the Sources that can support the interpretation** • S1: the Liberal reforms have been seen partly as an effect of the Boer War exposing social weaknesses. The source points out how the rich have been subjected to 'special and cruel attack' through taxation. • S2: refers to a narrowing of the 'respect gap' between rich and poor and to the sense that workers are not going to accept their inequality. • S4: paints a complex picture of inter-war Britain. It suggests that developments have made the country a 'mass-production land' which is empowering ordinary people to be 'nearly as good as their masters'. Candidates may see this change as a result of changes brought about by WW1 such as the greater contact with the USA mentioned in the source. • S5: states directly that 'war is the greatest of all agents of change and that the government should use the	35	Knowledge should be rewarded at L1 in AO1 where it is used to evaluate a source, and at L2 where it is used to draw an inference that cannot be drawn from the source alone. At L3 it will provide context for the sources while at L4 and below it will be added to the argument but not used to support source analysis or evaluation. Examples from sources given in the first column are neither required not exclusive: reward any valid point from the sources. It is important to distinguish between evidence that is taken at face-value from the source and evidence that is inferred in AO2a and AO2b. Judgements should only be credited where: • The given interpretation has been tested (i.e. evidence for and against it); • Evidence is inferred from the source rather than simply accepted at face value both for and against. Judgements should be rewarded at Level 2 if they simply alter the interpretation to suggest that the gap has not narrowed. New/amended interpretations that suggest a relationship between different factors or change over time should be rewarded at L1 provided they are adequately supported.

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	opportunity to 'wipe out class privilege'. - S6: clearly links WW1 and WW2 to the decline of the country estate and with it the political power of landowners. - S7: the chart clearly shows a decline in the wealth of the very rich – from a 70% share of wealth in 1900 to a 23% share today. It points out that wars, by creating economic problems post-war, have contributed to the decline. Evidence from the Sources that can challenge the interpretation - S1 – the implication at the end of the source may be that considerations of war have not been the reason for the increasing burden of taxes on the rich. The source suggests that ideology ('the production of wild socialists') could also explain the attack. - S3 – the wealthy elite are shown to be undermining government promises of 'homes fit for heroes' suggesting their power has not been diminished. - S4 – the author identifies a traditional 'Old England' which is not changing and ascribes the reasons for change not to war, but industrialisation and foreign influences. - S5 – is a statement of ambition but did not become a realistic policy. - S6 – suggests that there were other causes such as parliamentary reform that narrowed the wealth gap and also suggests that changes attributed to war are 'folk memory' rather than necessarily cause and effect. - S7 – the points given on the graph suggest a variety of reasons for the decline and show a reversal of the trend after 1990. Interpretation of Sources - Examples of simple inferences: S7 shows a decline in the wealth of the top 1% of people and shows that the wealthy were in decline; S2 suggests that people were becoming more aware of class differences and more		

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	equal in their attitudes. • Example of generalisations: S1, S4 and S6 suggest a redistribution of wealth as a policy. • Examples of cross-referencing: The plans in S5 can be seen to have had no effect when compared to S7 which suggests that Tony Blair 'reconciled the rich with socialism' rather than defeated the wealthy. • Evaluation using knowledge: S3 is from 'The Communist' so candidates should be able to identify its likely agenda and how this is revealed in the cartoon. • Evaluations using provenance and context: S7 needs to be examined carefully – what has prompted the choice of images and captions? Candidates may suggest a bias in the source, which identifies 'industrial militancy' and Margaret Thatcher 'wins against the miners' as key agents of change. Context knowledge could consider how accurate these factors are likely to be. Source 1 is from a right-wing newspaper. Evidence from the source suggests a bias in favour of maintaining the privileges of the elite. Judgement There is evidence to support and challenge the interpretation, so it is not fully satisfactory. Candidates may seek to amend it by different routes. • the interpretation makes no attempt to clarify who is meant by 'the rich' or 'poor' and that the sources take different views, from source 1 referring to the middle class and businessmen while source 7 is specific about the top 1%. This makes generalisation difficult and candidates might attempt to limit the interpretation. • Some sources can be grouped around political or social power while others suggest economic power. These themes could lead to level 1 re-interpretations as they would clarify the meaning of 'power'.		

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			• The claimed change over time is a weakening of the rich and candidates might accept this but offer a different explanation from war (such as economic changes or ideology) or limit the impact to social status on the basis of S2, S4 and S6 perhaps.		
4	(b)		• Example of use/problem related to typicality: In S5 George Orwell sets out a vision of 'English Socialism' as revolutionary ('it will transform the nation from top to bottom') which he sees as different from the Soviet model. Candidates should use contextual knowledge to identify that this view was never a practical programme or implemented in Britain • Example of use/problem related to reliability: S3 could be seen as unreliable because it is taken from a communist newspaper and focuses only on the negative features of post-war Britain. Contextual knowledge could be used to assess whether the failure to achieve homes fit for heroes is properly explained by this source. • Example of use/problem related to purpose: S1 is a reaction to budget proposals and is an editorial so reflects the position of the newspaper. Evidence from the source will identify the position and candidates can go on from this to judge whether the purpose makes the source more or less reliable. • Methodology: the sources focus primarily on the two world wars. Candidates might consider whether there would be any benefit to looking at other wars, such as the Cold War or post-9/11 to see what changes these might have brought to wealth • Historians' questions: historians would be interested in reading between the lines of source 4 and considering why this fragmentation of Britain has taken place, using the source or contextual knowledge to provide a partial answer.	15	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 understanding 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. Historians investigate questions framed around second order concepts such as cause, change, significance. Do not reward highly responses that simply identify topics that historians might investigate. These responses simply claim that content is useful (L4). To be rewarded at L2 and above candidates need to show how the sources provided could be used to support these enquiries. Candidates who use sources to explain elements of historical methodology (e.g. cross-referencing) should be rewarded as showing understanding of how historians work (L2).

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