

**GCE**

**History A**

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

Advanced Subsidiary GCE

**Mark Scheme for June 2016**

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

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

© OCR 2016

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

Annotation	Meaning of annotation
<b>BP</b>	Blank Page – this annotation <b>must</b> 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.
<b>E</b>	In <b>Q(a)</b> a comparison of source similarity or difference is made, either of content or of provenance. In <b>Q(b)</b> it denotes an effective grouping (for two or more interpretations), linkage or cross reference between sources.
<b>J</b>	In <b>Q(a)</b> a judgement is reached on the sources <i>as evidence</i> using content and provenance. In <b>Q(b)</b> a judgement is made on how far the <i>sources</i> support an interpretation.
<b>P</b>	In <b>Q(a)</b> the provenance is discussed and used as part of the judgement. In <b>Q(b)</b> a source's provenance is discussed discretely and not used to evaluate for the question. Linkage to the question is implicit.
<b>S</b>	In <b>Q(a)</b> a source or both sources are discussed separately and sequentially thus preventing comparison. In <b>Q(b)</b> the sources are approached sequentially thus preventing linkage and cross reference for the argument.
<b>XP</b>	Points of content and argument are juxtaposed – they are not comparable in <b>Q(a)</b> or the linkage made is inappropriate in <b>Q(b)</b> .
<b>F</b>	In either question the approach to a source, the sources as a whole, or the response in general, is overly formulaic or generic, failing to engage with either source content or precise provenance and context.
<b>KU</b>	Knowledge is used appropriately to support, extend, explain (context) or question a source or sources.
<b>K</b>	Knowledge is 'bolt-on', there for its own sake and not used or linked to the sources.
<b>EVAL</b>	There is evaluation of the sources for the key issue and question. This can be used for <b>Q(a)</b> but is more likely to be used for <b>Q(b)</b> .
<b>ILL</b>	The sources are simply used for reference or to illustrate an argument in <b>Q(b)</b> .
<b>NAQ</b>	The points made are not linked to the question and do not answer it.
<b>?</b>	This is to be used in <b>both</b> questions where is a factual error, irrelevant material and, in <b>Q(b)</b> , an inaccurate, questionable or unconvincing grouping of the sources for the question. It is also to be used in both questions where a judgement is on the topic rather than the sources.
<b>NAR</b>	There is description, either of the sources or of knowledge, or simply a narrative.
<b>SEEN</b>	The page has been read. This <b>must be used on each page seen</b> to ensure that the whole response has been considered.

**NB.** A brief summative comment is required following both questions. Use the language of the generic mark scheme to justify the level you have awarded. For specific guidance please refer to the topic specific mark scheme. Marks awarded must match the comments given.

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 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 less 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.

**Question (a) Maximum mark 30**

**Notes related to Part A:**

- (i) Allocate marks to the most appropriate level for each AO
- (ii) If several marks are available in a box, work from the top mark down until the best fit has been found
- (iii) Many answers will not be at the same level for each AO

## Marking Grid for Question (a)

<b>A0s</b>	<b>A01a and b</b>	<b>A02a</b>
Total for each question = 30	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</p> <p>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied.</li> </ul>	As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Consistent and developed comparison of the key issue with a balanced and well-supported judgement. There will be little or no unevenness.</li> <li>• Focused use of a range of relevant historical concepts and context to address the key issue.</li> <li>• The answer is clearly structured and organised. Communicates coherently, accurately and effectively.</li> </ul> <p style="text-align: center;"><b>13–14</b></p>	<ul style="list-style-type: none"> <li>• Focused comparative analysis. Controlled and discriminating evaluation of content and provenance, whether integrated or treated separately.</li> <li>• Evaluates using a range of relevant provenance points in relation to the sources and question. There is a thorough but not necessarily exhaustive exploration of these.</li> </ul> <p style="text-align: center;"><b>15–16</b></p>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Largely comparative evaluation of the key issue with a balanced and supported judgement. There may be a little unevenness in parts.</li> <li>• Focused use of some relevant historical context with a good conceptual understanding to address the key issue.</li> <li>• The answer is well structured and organised. Communicates clearly.</li> </ul> <p style="text-align: center;"><b>11–12</b></p>	<ul style="list-style-type: none"> <li>• Relevant comparative analysis of content and evaluation of provenance but there may be some unevenness in coverage or control.</li> <li>• Source evaluation is reasonably full and appropriate but lacks completeness on the issues raised by the sources in the light of the question.</li> </ul> <p style="text-align: center;"><b>13–14</b></p>

<b>A0s</b>	<b>A01a and b</b>	<b>A02a</b>
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Some comparison linked to the key issue. Is aware of some similarity and/or difference. Judgements may be limited and/or inconsistent with the analysis made.</li> <li>• Some use of relevant historical concepts and contexts but uneven understanding. Inconsistent focus on the key issue.</li> <li>• The answer has some structure and organisation but there is also some description. Communication may be clear but may not be consistent.</li> </ul> <p style="text-align: center;"><b>9–10</b></p>	<ul style="list-style-type: none"> <li>• Provides a comparison but there is unevenness, confining the comparison to the second half of the answer or simply to a concluding paragraph. Either the focus is on content or provenance, rarely both.</li> <li>• Source evaluation is partial and it is likely that the provenance itself is not compared, may be undeveloped or merely commented on discretely.</li> </ul> <p style="text-align: center;"><b>10–12</b></p>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Some general comparison but undeveloped with some assertion, description and / or narrative. Judgement is unlikely, unconvincing or asserted.</li> <li>• A general sense of historical concepts and context but understanding is partial or limited, with some tangential and/or irrelevant evidence.</li> <li>• Structure may be rather disorganised with some unclear sections. Communication is satisfactory but with some inaccuracy of expression.</li> </ul> <p style="text-align: center;"><b>7–8</b></p>	<ul style="list-style-type: none"> <li>• Attempts a comparison but most of the comment is sequential. Imparts content or provenance rather than using it.</li> <li>• Comparative comments are few or only partially developed, often asserted and/or 'stock' in approach.</li> </ul> <p style="text-align: center;"><b>8–9</b></p>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Limited comparison with few links to the key issue. Imparts generalised comment and / or a weak understanding of the key points. The answer lacks judgement or makes a basic assertion.</li> <li>• Basic, often inaccurate or irrelevant historical context and conceptual understanding.</li> <li>• Structure lacks organisation with weak or basic communication.</li> </ul> <p style="text-align: center;"><b>5–6</b></p>	<ul style="list-style-type: none"> <li>• Identifies some comparative points but is very sequential and perhaps implicit</li> <li>• Comment on the sources is basic, general, undeveloped or juxtaposed, often through poorly understood quotation.</li> </ul> <p style="text-align: center;"><b>6–7</b></p>

A0s	A01a and b	A02a
<b>Level 6</b>	<ul style="list-style-type: none"> <li>• Comparison is minimal and basic with very limited links to the key issue. Mainly paraphrase and description with very limited understanding. There is no judgement.</li> <li>• Irrelevant and inaccurate concepts and context.</li> <li>• Has little organisation or structure with very weak communication.</li> </ul> <p style="text-align: center;"><b>3–4</b></p>	<ul style="list-style-type: none"> <li>• Little attempt to compare. Weak commentary on one or two undeveloped points, with basic paraphrase. Sequencing is characteristic.</li> <li>• Comments on individual sources are generalised and confused.</li> </ul> <p style="text-align: center;"><b>3–5</b></p>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>• Fragmentary, descriptive, incomplete and with few or no links to the key issue. There is little or no understanding. Much irrelevance.</li> <li>• Weak or non-existent context with no conceptual understanding.</li> <li>• No structure with extremely weak communication.</li> </ul> <p style="text-align: center;"><b>0–2</b></p>	<ul style="list-style-type: none"> <li>• No attempt to compare either content or provenance with fragmentary, brief or inaccurate comment.</li> <li>• Makes no attempt to use any aspects of the sources.</li> </ul> <p style="text-align: center;"><b>0–2</b></p>

**Question (b) Maximum mark 70**
**Notes related to Part B:**

- (iv) Allocate marks to the most appropriate level for each AO
- (v) If several marks are available in a box, work from the top mark down until the best fit has been found
- (vi) Many answers will not be at the same level for each AO

AOs	AO1a and b	AO2a and b
Total mark for the question = 70	<p>Recall, select and deploy historical knowledge appropriately, and communicate knowledge and understanding of history in a clear and effective manner.</p> <p>Demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements of:</p> <ul style="list-style-type: none"> <li>- key concepts such as causation, consequence, continuity, change and significance within an historical context;</li> <li>- the relationships between key features and characteristics of the periods studied.</li> </ul>	<p>As part of an historical enquiry, analyse and evaluate a range of appropriate source material with discrimination.</p> <p>Analyse and evaluate, in relation to the historical context, how aspects of the past have been interpreted and represented in different ways.</p>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Convincing analysis and argument with developed explanation leading to careful, supported and persuasive judgement arising from a consideration of both content and provenance. There may be a little unevenness at the bottom of the level.</li> <li>• Sharply focused use and control of a range of reliable evidence to confirm, qualify, extend or question the sources.</li> <li>• Coherent organised structure. Accurate and effective communication.</li> </ul> <p style="text-align: center;"><b>20–22</b></p>	<ul style="list-style-type: none"> <li>• A carefully grouped and comparative evaluation of <b>all</b> the sources with effective levels of discrimination sharply focused on the interpretation.</li> <li>• Analyses and evaluates the strengths, limitations and utility of the sources in relation to the interpretation. Uses and cross references points in individual or grouped sources to support or refute an interpretation.</li> <li>• Integrates sources with contextual knowledge in analysis and evaluation and is convincing in most respects. Has synthesis within the argument through most of the answer.</li> </ul> <p style="text-align: center;"><b>42–48</b></p>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• Good attempt at focused analysis, argument and explanation leading to a supported judgement that is based on the use of most of the content and provenance.</li> <li>• A focused use of relevant evidence to put the sources into context.</li> <li>• Mostly coherent structure and organisation if uneven in parts. Good communication.</li> </ul> <p style="text-align: center;"><b>17–19</b></p>	<ul style="list-style-type: none"> <li>• Grouped analysis and use of <b>most</b> of the sources with good levels of discrimination and a reasonable focus on the interpretation.</li> <li>• Analyses and evaluates some of the strengths and limitations of the sources in relation to the interpretation. May focus more on individual sources within a grouping, so cross referencing may be less frequent.</li> <li>• Some, perhaps less balanced, integration of sources and contextual knowledge to analyse and evaluate the interpretation. Synthesis of the skills may be less developed. The analysis and evaluation is reasonably convincing.</li> </ul> <p style="text-align: center;"><b>35–41</b></p>

AOs	A01a and b	AO2a and b
<b>Level 3</b>	<ul style="list-style-type: none"> <li>• Mainly sound analysis, argument and explanation, but there may be some description and unevenness. Judgement may be incomplete or inconsistent with the analysis of content and provenance.</li> <li>• Some relevant evidence but less effectively used and may not be extensive.</li> <li>• Reasonably coherent structure and organisation but uneven. Reasonable communication.</li> </ul> <p style="text-align: center;"><b>13–16</b></p>	<ul style="list-style-type: none"> <li>• Some grouping although not sustained or developed. Sources are mainly approached discretely with limited cross reference. Their use is less developed and may, in parts, lose focus on the interpretation. There may be some description of content and provenance.</li> <li>• Is aware of some of the limitations of the sources, individually or as a group, but mostly uses them for reference and to illustrate an argument rather than analysing and evaluating them as evidence. There is little cross referencing.</li> <li>• There may be unevenness in using knowledge in relation to the sources. Synthesis may be patchy or bolted on. Analysis and evaluation are only partially convincing.</li> </ul> <p style="text-align: center;"><b>28–34</b></p>
<b>Level 4</b>	<ul style="list-style-type: none"> <li>• Attempts some analysis, argument and explanation but underdeveloped and not always linked to the question. There will be more assertion, description and narrative. Judgements are less substantiated and much less convincing.</li> <li>• Some relevant evidence is deployed, but evidence will vary in accuracy, relevance and extent. It may be generalised or tangential.</li> <li>• Structure is less organised, communication less clear and some inaccuracies of expression.</li> </ul> <p style="text-align: center;"><b>9–12</b></p>	<ul style="list-style-type: none"> <li>• Sources are discussed discretely and largely sequentially, perhaps within very basic groups. Loses focus on the interpretation. The sources are frequently described.</li> <li>• May mention some limitations of individual sources but largely uses them for reference and illustration. Cross referencing is unlikely.</li> <li>• An imbalance and lack of integration between sources and knowledge often with discrete sections. There is little synthesis. Analysis and explanation may be muddled and unconvincing in part.</li> </ul> <p style="text-align: center;"><b>21–27</b></p>
<b>Level 5</b>	<ul style="list-style-type: none"> <li>• Little argument or explanation, inaccurate understanding of the issues and concepts. The answer lacks judgement.</li> <li>• Limited use of relevant evidence or context which is largely inaccurate or irrelevant.</li> <li>• Structure is disorganised, communication basic and the sense not always clear.</li> </ul> <p style="text-align: center;"><b>5–8</b></p>	<ul style="list-style-type: none"> <li>• A limited attempt to use the sources or discriminate between them. The approach is very sequential and referential, with much description. Points are undeveloped.</li> <li>• There is little attempt to analyse, explain or use the sources in relation to the question. Comment may be general.</li> <li>• There is a marked imbalance with no synthesis. Analysis and explanation are rare and comments are unconvincing.</li> </ul> <p style="text-align: center;"><b>14–20</b></p>

AOs	AO1a and b	AO2a and b
<b>Level 6</b>	<ul style="list-style-type: none"> <li>• There is very little explanation or understanding. Largely assertion, description and narrative with no judgement. Extremely limited relevance to the question.</li> <li>• Evidence is basic, generalised, patchy, inaccurate or irrelevant.</li> <li>• Little organisation or structure with poor communication.</li> </ul> <p style="text-align: center;"><b>3-4</b></p>	<ul style="list-style-type: none"> <li>• Very weak and partial use of the sources for the question. No focus on interpretation.</li> <li>• A very weak, general and paraphrased use of source content.</li> <li>• No synthesis or balance. Comments are entirely unconvincing.</li> </ul> <p style="text-align: center;"><b>7-13</b></p>
<b>Level 7</b>	<ul style="list-style-type: none"> <li>• No argument or explanation. Fragmentary and descriptive with no relevance to the question.</li> <li>• No understanding underpins what little use is made of evidence or context.</li> <li>• Disorganised and partial with weak communication and expression.</li> </ul> <p style="text-align: center;"><b>0-2</b></p>	<ul style="list-style-type: none"> <li>• Little application of the sources to the question with inaccuracies and irrelevant comment. Fragmentary and heavily descriptive.</li> <li>• No attempt to use any aspect of the sources appropriately.</li> <li>• No contextual knowledge, synthesis or balance. There is no attempt to convince.</li> </ul> <p style="text-align: center;"><b>0-6</b></p>

Here is the mark scheme for this question paper.

Question		Answer/Indicative content	Mark	Guidance
1	a	<p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the sources 'as evidence for...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p><b>The context</b> is the first proposal to make a grant to the voluntary societies in the wake of the Great Reform Act, controversial because state money would be expected to go to the Anglican Established Church. Roebuck proposed a state system. <b>Both</b> Cobbett and Brougham, from different perspectives, do not want government involvement. Both think the cost unacceptable and both are fearful of government control, Cobbett more so given his radical background. Both fear 'foreign' or alien example. Brougham holds up Prussian militarism as something to avoid, Cobbett 'Benthamite theorists', by which he means economists and philosophical radicals, foreign and home grown. Both consider government compulsion to be wrong, Brougham thinking it will make education unpopular.</p> <p>However, there are <b>differences</b>. Cobbett is not against popular education, only compulsory government 'national education'. Brougham is against its extension and is happy with the present 'efforts' made by the charitable voluntary societies. Cobbett is more concerned with the harm done to liberties and morals; Brougham by the cost and the implication of foreign example.</p> <p>As regards <b>provenance</b> Cobbett is commenting in a radical newspaper and as such is untypical in his attitude to Roebuck's proposals which were welcomed in many radical circles. He reflects an unusual radical view, one that sees some of the lower orders as lazy and slipshod. It</p>	30	<ul style="list-style-type: none"> <li>• <b>The focus must be comparative.</b> Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below.</li> <li>• <b>Always award at the top of the Level</b> unless there is good reason for not doing.</li> <li>• 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)</li> <li>• The comparison must be for the <b>key issue</b> –</li> <li>• If the focus is general a L4 for A01 or below is to be awarded.</li> <li>• The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer.</li> <li>• 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.</li> <li>• <b>Provenance</b> 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'.</li> <li>• <b>Stand-alone knowledge</b> is <b>not</b> rewarded. Candidates in Levels 1-3 A01 will use <b>context</b> to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse.</li> <li>• 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 A02.</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
		<p>reflects his long standing fear of an oppressive and overtaxing state. In this he is similar to Brougham, a key Whig radical (championing Queen Caroline in 1820-21 and a key parliamentary reformer in 1830-32) but as Whig Lord Chancellor a much more establishment figure. He is referring to a different context – post the Whig grant of 1833 the prospect of a developing state elementary educational system. He opposes this on grounds of cost and the need to establish and maintain a laissez-faire state where education would be a matter of individual conscience and provision. His evidence is designed to scupper any extension of the Whig grant of 1833 whereas Cobbett wanted to scupper Roebuck’s proposals to set up a state funded elementary educational system that would in practice give more power to the state and undermine the efforts of hard working labourers (‘the industrious’), his support base in the radical movement.</p> <p>In <b>judgement</b> candidates may well point to the utility of both for attitudes to government involvement. Their agreement albeit from different perspectives – Whig establishment and radical hero - lend weight to the view that there was much resistance to government involvement in what was agreed to be a private matter. Both suspect the ‘state’ and its potential to compel.</p>		<ul style="list-style-type: none"> <li>• <b>Judgements</b>, 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. <b>Judgement on the topic</b> 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.</li> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance.</li> </ul>
1	b	<p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, including any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>There are a variety of factors limiting state educational provision in this period – religion, laissez-faire, cost, liberty, personal freedom of conscience and action, class fears of educating and empowering the poor and uncertainty on</p>	70	<ul style="list-style-type: none"> <li>• The question is to <b>assess how the 5 sources contribute to or challenge the given interpretation</b>. The <b>focus must be on the sources</b>, and use 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>how to proceed. All of these are raised in the sources. <b>Sources D and E, and in part Source C, stress religious division</b> as the main limitation in the period. The <b>Methodist Conference in D</b> celebrates, in outraged tones, Nonconformist success in ensuring the withdrawal of Graham's Factory and Educational bill. It refers to the competition between Anglican and Nonconformist to control education, as does <b>Engels in E</b>, and to what it considers the unjust Anglican Church's' view that education should be its monopoly given their unfair and 'established' nature within the state. The Conference is suspicious of state involvement on the grounds that it will favour the Church of England. They consider Graham's Bill to do precisely that and have campaigned to get it dropped. Candidates could use their knowledge to assess this view, pointing to the difficulties Graham encountered in appending educational clauses to his Factory Bill of 1843. The proposal would provide factory children with three hours a day of compulsory schooling, the management firmly under the control of Anglican clergy and churchwardens, appointed by the Bishops and staffed by Anglican teachers. The outraged tone in <b>Source D</b> demonstrates the Nonconformist reaction to this but it was not just they who were outraged. Catholics and Whigs also objected to this Tory measure. A national campaign was initiated that flooded parliament with petitions. Graham had to drop the educational clauses in his Act and thus any chance of introducing education through the agency of the factories and the Church of England. <b>Engels in E</b> is also convinced that the issue of religion has hindered rather than helped, although he acknowledges some provision is provided through competition between Anglican and Nonconformist. The implication of his evidence is that government has been paralysed by the religious controversies (whilst the religious groups 'quarrel' amongst</p>		<ul style="list-style-type: none"> <li>• A range of issues may be addressed in focusing upon the terms of the question but <b>no set conclusion is expected</b>. 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.</li> <li>• <b>Always award at the top of the Level</b> unless there is <b>good reason</b> for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise.</li> <li>• <b>Bolt-on knowledge</b> is <b>not</b> 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 <b>unbalanced</b>. Award a low L3 or below at A02 (according to severity of imbalance).</li> <li>• It follows that <b>knowledge is only to be rewarded where it is used to evaluate a source</b> (support, extend or question it), Levels 1-3 for A01.</li> <li>• <b>Evaluation</b> 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 answer to level 3 or below.</li> <li>• 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.</li> <li>• To award Levels 3 and above for A02 the <b>sources need to be grouped</b> 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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>themselves ‘workers remain without an education’). Knowledge may well confirm this, although if governments were reluctant to tax and spend then they would be forced back on religious provision. Helping one or other of the two sides would cause great political controversy. Engels also considers that religion hijacks the proper purpose of education, a secular understanding, and instead wishes to use it as a means of social control and propaganda, the rich man in his castle the poor man at his gate, a point shared with Cobbett in <b>A</b>. He thinks religious education a diversion – ‘the antidote to a proper education’. However, candidates might think such a view misses the very real contribution of the religious societies to education and is too slanted in its view of government motives.</p> <p>Alternatively, they could use knowledge to confirm his view that the religious societies impeded and hindered government action. Here the evidence of <b>Source D</b> would confirm that of <b>Source E</b>. In <b>Source C</b> Russell confirms Engel’s view that a key issue was ‘control of religious doctrine’. For him this is a vital pre-requisite of educational progress. Knowledge would suggest that this was one of the problems. Russell acknowledges that the Voluntary religious societies had made great efforts but this was in part the result of their rivalry and determination to gain (Anglican) or prevent (Nonconformist) State help. It also refers to the importance of helping the religious societies which own knowledge could expand upon.</p> <p><b>Alternative limitations on government action can be found in Sources A, B C and E. Cobbett in A</b> opposes state provision on the grounds that <i>governments cannot be trusted</i>, a point similar to <b>Engels in E</b> and, in part, <b>Brougham in Source B</b>. As a radical he fears social and political control. By implication he prefers voluntary and self-help efforts. His is a radical perspective but provides evidence that those who might be expected to support</p>		<p>and can be used as much for the view as against it. <b>Check that a grouping makes sense</b> – 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.</p> <ul style="list-style-type: none"> <li>• <b>A judgement based on the sources</b> 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 <b>or on the topic rather than the sources</b>. 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.</li> <li>• Be impressed by <b>cross reference</b> 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 <b>do not apply inflexibly</b>.</li> <li>• If the grouping and argument proceeds simply by using the <b>sources to illustrate</b> 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 <b>referencing</b>.</li> <li>• It is <b>not</b> 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.</li> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance. <b>Please mark what is front of you and be open-minded</b> – do <b>not</b> mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>state provision were often more fearful of the power that it would give the state, perhaps to counter their reform proposals – ‘a new and terrible control in the hands of government’. <b>Brougham in B</b> in part shares this view and exhibits the main governmental reasons for opposing state provision – the cost and, as a Whig radical, fear of a Tory state that aspired to a Prussian dictatorial model. As one of the most influential Whig statesman of the 1820s and 1830s his views carry great weight. Thus fear of government control is evident in a wide spectrum of radical opinion – old Radical (Cobbett), Marxist and reforming Whig. It would suggest this was a major reason for the lack of government provision. <b>Russell in C</b>, also from a governmental and Whig perspective and also speaking from authority (and with a predisposition to some educational reform), argues that religion has aided educational development and deserves help but he also alludes to other limiting factors – <i>lack of trained teachers and no ‘model’ as to how to proceed re type of school</i>. There was much uncertainty on how to expand and model education. By 1839 the government was considering the problems of teacher provision if schools were to be increased and of what the curriculum should be. This however was to be compromised by the need not to offend the religious schools and their important voluntary effort. He also shares Brougham and Cobbett’s view that the State needs to be circumspect. Thus Sources <b>A, B and C</b> all stress, from a variety of reformist and radical perspectives, a limited laissez-faire view. This will limit state educational provision. Much could also be made of the <i>problem of cost</i>. <b>Cobbett in A</b> makes much of the impropriety of taxing, thinking it will undermine the industrious who will be faced with the bill for a ‘free’ education for the children of the lazy poor – ‘it is not just’. Perhaps more obviously the Whig government in 1834</p>		<p>that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.</p> <ul style="list-style-type: none"> <li>• <b>Judgement</b> might accept or refute the view in the question.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>(<b>Brougham in B</b>) is opposed to Roebuck's motion on cost grounds (£2 million annually). The stress is to be on encouraging the Voluntary Schools (although <b>Russell in Source C</b>, by 1839, appears more willing to allocate some money but only as a means of encouraging voluntaryism). <b>Engels in E</b> is also dismissive of governments on grounds of cost – they are unwilling to commit anything more than 'tiny and trifling sums'. The evidence here may be considered weighty, coming as it does from very different sources – the government itself (<b>B and C</b>) and its critics (<b>A and E</b>). All confirm cost as a key reason, although their justifications for this are different (the government on the grounds of not wanting to discourage the religious and voluntary impulse, the radicals on oppositional grounds). No set judgement is expected. Candidates could argue that the varying reasons behind cost were crucial and that the variety of evidence raising it suggests the main limitation was expense. Other candidates could stress that cost and other factors were simply subsumed in the religious debate over control in what was still a confessional Anglican state with powerful Nonconformist opponents. Religion was seen as the main purpose of education and could thus be both a help (educate more in a particular confession) and a hindrance (oppose government moves on grounds of a loss of control).</p>		

Question		Answer/Indicative content	Mark	Guidance
2	a	<p>No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the sources 'as evidence for...'. The headings and attributions should aid evaluation and reference to both is expected in a good answer.</p> <p>The <b>context</b> is Gladstone's Irish policy which he personally prioritised ('my mission') during the first government and which proved extremely controversial, not least within the Liberal party. Its prominence in these two sources is to be expected given the furore created by 1873 (the date of <b>Source C</b>) and the prominence allotted to it as part of Morley's interpretation of Gladstone in his 1903 biography (<b>Source E</b>). The particular context is the proposed Irish University reform bill of early 1873.</p> <p>Both sources are <b>similar</b> in agreeing that Gladstone's policy was dominated by Ireland and that he took on board some Irish concepts ('governing Ireland according to 'what the Irish demanded' and their ideas in <b>Source C</b> and removing 'alien dominance' and giving 'an indirect but definite' interest in the possession of the land in <b>Source E</b>) and applied these to the Church, land and education. Both also agree that Irish reform was desirable and necessary. <b>Source E</b> especially takes this view but <b>Source C</b>, despite its negativity, also considers reform based on 'English political justice' to be necessary. Both also see Irish educational and university policy as problematic, a self-imposed necessity in <b>Source C</b> and the 'hardest' reform in <b>Source E</b>. Candidates may briefly explain why this was so. However, they <b>differ</b> in their view of the impact and consequences of Gladstone's policy. <b>Source C</b> is entirely negative ('bitter fruit'), judging the Irish to be demanding and Gladstone too prone to listen and concede. The results were flawed measures not based on 'justice'. The implication is that Irish reform was based on sectional</p>	30	<ul style="list-style-type: none"> <li>• <b>The focus must be comparative.</b> Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below.</li> <li>• <b>Always award at the top of the Level</b> unless there is good reason for not doing.</li> <li>• 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)</li> <li>• The comparison must be for the <b>key issue</b> –</li> <li>• If the focus is general a L4 for A01 or below is to be awarded.</li> <li>• The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer.</li> <li>• 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.</li> <li>• <b>Provenance</b> 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'.</li> <li>• <b>Stand-alone knowledge</b> is <b>not</b> rewarded. Candidates in Levels 1-3 A01 will use <b>context</b> to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse.</li> <li>• 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 A02.</li> <li>• <b>Judgements</b>, based on the quality of content and compared provenance, are required for Levels 1-3 at</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>interests with Gladstone too prone to listen to the Celtic fringe. In contrast <b>Source E</b> views Irish policy as bringing positive and just results, the Irish Church now a 'free rather than privileged faith' instead of an 'alien' and imposed one whose dominance was ensured only by legal establishment and protection. Farmers had been, in part, granted some interest in the land they farmed. For <b>Morley</b> university reform was not in itself misguided, merely courageous in boldly confronting the prejudices of both protestant England and particularly the Catholic Church when proposing a secular national university to be created out of the various existing sectarian colleges (Anglican Trinity College Dublin and the recent Catholic University of Ireland and Presbyterian Magee College) and the already secular Queen's University in Belfast and Cork. <b>Source C</b> hints at problems to come over Home Rule. <b>Source E</b> merely comments on the legislation itself, despite writing, unlike <b>Source C</b>, from considerable hindsight.</p> <p>As regards <b>provenance</b> the key lies in dates, tone and authorship. The writer in <b>Source C</b> is not necessarily opposed to reform, merely to a reform he sees as dictated by the Irish themselves, especially their MPs, (although educational reform did not come from the main interest groups in Ireland who opposed it). The date, April 1873, is a month after the defeat of the university reform bill on its second reading (by 3 votes). It was strongly opposed by the Catholic Church in Ireland who feared a loss of control given the secular provisions of the bill but was also resisted by many Presbyterians and nonconformists who similarly saw it as the thin end of the wedge. The latter were very influential within the Liberal party. It also upset the Whigs and traditional radicals and led to Gladstone's temporary resignation from office, hence the reference in the article's title to a 'Ministerial Crisis'. All this may affect how the author views Gladstone's Irish policy, explaining</p>		<p>A01. Unconvincing or no judgement is rewarded at L4 or below. <b>Judgement on the topic</b> 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.</p> <ul style="list-style-type: none"> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>its negative view. In contrast <b>Morley</b> in <b>Source E</b> writes decades later in a biography of Gladstone widely regarded as very favourable, especially on Irish issues, (Morley had helped draft the 1<sup>st</sup> Home Rule Bill in 1886 that the article in <b>Source C</b> feared in its final sentence). It explains why <b>Morley's</b> tone is so favourable on Disestablishment ('prosper as a free rather than privileged faith') and the Land Act ('definite interest of possession'), although even he refers to Irish educational policy as 'poisonous', as the 1873 writer in <b>Source C</b> had done. He clearly blames not appeasement of the Irish or the radical liberals, as <b>Source C</b> did, but the catholic hierarchy, in this following Gladstone's own analysis of why he failed.</p> <p>In terms of <b>judgement</b> some candidates may see <b>Morley</b> as being a fairer account given its balance (favourable on Disestablishment and Land; aware of failure on education) but it is clearly written as an act of faith after Gladstone's death by a faithful liberal disciple. The <b>anonymous writer</b> may be preferred by some given the negative response Gladstone's Irish policy provoked, especially on land and education, although the writer's views are clearly coloured by the belief that Gladstone was acting too much at the behest of the Irish, a view that could be contested. No particular judgement is expected.</p>		
2	<p><b>b</b></p> <p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, including any limitations as evidence. A range of issues may be addressed in focusing upon the terms of the question but no set conclusion is expected.</p> <p>The First Ministry has often attracted the epithet 'great' and the key issue is whether its achievements outweigh the limitations. The phrase 'great achievements' is used by Dodson in the opening line of <b>Source B</b>, in contrast to</p>	70	<ul style="list-style-type: none"> <li>The question is to <b>assess how the 5 sources contribute to or challenge the given interpretation</b>. The <b>focus must be on the sources</b>, and use 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>Disraeli's dismissal of those achievements as simply too much 'harassing legislation' in <b>Source D</b>. <b>The argument for achievement is to be found in Sources A, B and E. The counter argument is in Sources C and D but can also be found in parts of A, B and, by inference, the end of E.</b> Two of the sources (<b>A and C</b>) are articles from different authors in an informed political journal, the Westminster Review that had traditionally taken a reformist Whig view of politics. The respective authors take different views, one essentially in praise of Gladstone personally, the other highly critical of one key strand of reforming policy (Ireland), although they are from different dates, one from the perspective of the first three years of the government, the other from its nadir in 1873 following Gladstone's temporary resignation as PM. Dodson and Morley in <b>Sources B and E</b> were both Liberal MPs and later Ministers. They provide a more insider view but are tempered by their liberal commitment, Morley in <b>E</b> especially so. However, both provide some criticism and appreciation of the lessons to be learnt, particularly Dodson who writes under that very heading in a journal that took a conservative Whig view of Liberalism. Although these four sources may be considered to come from a reformist and liberal stance (candidates may question this with <b>Source C</b>) <b>Source D</b> is from Disraeli, Gladstone's fiercest critic and the Conservative opposition leader, writing publicly in the 'Times' just after Gladstone had called a dissolution of Parliament and initiated a general election. This was one of Disraeli's first salvos in that election and can hardly be expected to cut any leeway to his rival over the government's record.</p> <p>Sources A, B and E can be used to support either view. However, <b>the argument that the government was marked by achievement is to be found in Sources A, B and E</b>, (with qualifications to be seen in all three). The</p>		<ul style="list-style-type: none"> <li>• A range of issues may be addressed in focusing upon the terms of the question but <b>no set conclusion is expected</b>. 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.</li> <li>• <b>Always award at the top of the Level</b> unless there is <b>good reason</b> for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise.</li> <li>• <b>Bolt-on knowledge</b> is <b>not</b> 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 <b>unbalanced</b>. Award a low L3 or below at A02 (according to severity of imbalance).</li> <li>• It follows that <b>knowledge is only to be rewarded where it is used to evaluate a source</b> (support, extend or question it), Levels 1-3 for A01.</li> <li>• <b>Evaluation</b> 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 answer to level 3 or below.</li> <li>• 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.</li> <li>• To award Levels 3 and above for A02 the <b>sources need to be grouped</b> 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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>article in <b>Source A</b>, as does Morley in <b>Source E</b>, focuses on the success of the Irish Church and Land Acts in delivering the first major reforms on Ireland since Peel's attempts in the 1840s and emancipation in 1829. Disestablishment within a strongly protestant country (acknowledged in <b>Source E</b>) was a considerable achievement. To attempt land reform in a fiercely laissez faire society was also very difficult, as the Whig reaction demonstrated. Even Morley in <b>Source E</b> comments that a move to dual ownership was only very partial in its recognition of tenant right – the tenant's interest in the land was only 'indirectly confirmed'. Candidates could use own knowledge to either confirm this or point to the limitations of land reform if they wish to argue for a lack of achievement. Both <b>Sources A and E</b> give credit to Gladstone – he 'outlines' the policy to be followed in <b>Source E</b>, whilst in <b>Source A</b> it his 'mastery of detail, eloquence' and debating skills that gets it through parliament. In <b>Source E</b> it is the strength of vested interest (protestant and catholic – 'a Cardinal of uncompromising opinions and iron will) that defeats Irish university reform. The government and Gladstone in particular, are given the credit for tackling a 'hard' issue, although candidates could stress that Morley may hardly be a neutral commentator on matters Irish. The evidence of the article writer in <b>Source A</b> may be considered more reliable given its balance. <b>Source B</b> focuses on achievements other than Ireland, perhaps unsurprisingly given that Dodson is writing in a Whig journal that disliked the Irish reforms, but he is also more interested in an 'English' agenda, especially local government issues. Like <b>Source A</b> he agrees that the first two to three years were 'marked by great achievements', citing the abolition of army purchase (also referred to in <b>Source A</b>, although there with the implication that Cardwell's Bill would have been better if</p>		<p>and can be used as much for the view as against it. <b>Check that a grouping makes sense</b> – 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.</p> <ul style="list-style-type: none"> <li>• <b>A judgement based on the sources</b> 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 <b>or on the topic rather than the sources</b>. 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.</li> <li>• Be impressed by <b>cross reference</b> 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 <b>do not apply inflexibly</b>.</li> <li>• If the grouping and argument proceeds simply by using the <b>sources to illustrate</b> 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 <b>referencing</b>.</li> <li>• It is <b>not</b> 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.</li> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance. <b>Please mark what is front of you and be open-minded</b> – do <b>not</b> mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>Gladstone had been in charge, his eventual strategy to achieve it being 'dictatorial' – a reference to using the Queen's authority as Commander in Chief to push through reforms held up in parliament). <b>Source B</b> goes on to stress the overthrow of vested interests, monopoly and the beginnings of regulation – the 'monopoly of army purchase', the ending of the Anglican monopoly in Universities, the unfair position of employers vis-à-vis labourers, sanitary regulation and the secret ballot. Dodson's case is that previous governments may have achieved one of these things but the Gladstone government achieved them all. Its mistake was simply to take on too much in succeeding years. All three sources are Liberal but the balance of <b>A and B</b> (they are critical of the later years and of Gladstone's withdrawal of oversight; even <b>E</b> acknowledges the difficulty of Irish educational reform) give some weight to their views. All have some inside view of the reforms and, despite their reverence for Gladstone personally, especially marked in <b>A and E</b>, their evidence could be backed by own knowledge.</p> <p>The <b>alternative view, that the limitations outweigh the achievements, is to be found mainly in Sources C and D but also in the qualifying parts of Sources A and B, and by inference in the final sentence of E.</b> The thrust of <b>C and D</b> are negative. <b>Source C</b> condemns the Irish reforms, the jewel in Gladstone's crown, as flawed, based as they are on ill-considered concessions to Irish demands and liberal expediency (the 'self-imposed' necessity of the Celtic fringe and the nonconformists). The result is 'muddle' and an open door to Home Rule as the next and perhaps inevitable Irish demand. Candidates might use knowledge to assess this view – Disestablishment was hardly a major Irish demand in 1868/9 whilst Land Reform had a particular English approach and was flawed in other ways (the loophole of eviction for non-payment of rent) but</p>		<p>that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.</p> <ul style="list-style-type: none"> <li>• <b>Judgement</b> might accept or refute the view in the question.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>there was an element of self interest in the reforms. The author may be liberal (it concedes that reform is necessary) but possibly Whig, which could account for hostility to the Irish measures. <b>Source D's</b> criticism is different. Its objection is to the amount of legislation and its interfering nature (in part an acknowledgement of the extent of reform, the point made in <b>Source B</b>), alien to the English character. It raises another line of alleged weakness – that of foreign policy where energy is said to be lacking (a possible reference to the Alabama Arbitration and the muted reaction to the overthrow of the Black Sea clauses during the Franco-Prussian War). However, <b>Source D</b> is Disraeli at the beginning of an election campaign in 'The Times'. His comments are rather vague and clever electioneering, although the point about unprecedented legislation is confirmed by the other sources and the intrusion of the law into traditional areas was resented by many, hence the 1874 election result. Possibly more telling, because it comes from Liberal MPs and later Ministers and a possible liberal writer, is the evidence in <b>Sources A, B and E</b>. Both <b>Sources A and B</b> comment on decline after 1870, <b>Source A</b> attributing this to Gladstone taking his eye off the ball on finance (Lowe's budgetary mistakes and ultimate removal), the Army (invoking royal authority to bypass parliament) and licensing (the accusations of class legislation and the disappointment of the nonconformists). Gladstone's colleagues are allegedly not up to the job whilst Gladstone himself abused his authority by appearing to back reforms he didn't believe 'in a dictatorial manner'. <b>Source B's</b> reason for decline and weakness is different. It focuses on the government over-reaching itself and 'engaging too many enemies at once'. If achievement lay in taking on vested interests the Brewers, employers and the nonconformists (education and licensing) proved too</p>		

Question	Answer/Indicative content	Mark	Guidance
	<p>much, especially as all three had been Liberal stalwarts. It also, as befits an article in a Whig journal, thinks the more extreme radical wing of the party had taken charge, was too much listened to and dictated policy to the detriment of the party and its reputation for considered reform.</p> <p>Candidates may consider this too Whiggish a view and consider its evidence undermined by this but there is plenty of contemporary evidence that would support it.</p> <p><b>Source E</b> also thinks that the government took on too great a vested interest with the Irish University reform (the Churches, especially the Catholics). Although it admires the government for doing so the implication was it faced an 'uncompromising' enemy against whom it would not win. Morley has no doubts the government achieved great things but reading between the lines the government had clearly over-reached itself.</p> <p>No set answer is expected and much will depend on the weight given to the evidence.</p>		

Question		Answer/Indicative content	Mark	Guidance
3	a	<p>There is considerable agreement between the sources. Both see the rising as an error. <b>Source D</b> is explicit saying 'I admit they were wrong' and <b>Source C</b> suggests the same in asking 'What wild madness came over them?' There is agreement that the rising lacked support. <b>Source C</b> denies it was 'Ireland's rebellion – only a Sinn Fein rising' and <b>Source D</b> claims 'the great bulk of the population were not favourable to the insurrection'. Despite this, both agree that those who were involved were respected. <b>Source C</b> considers the 'Sinn Fein leaders were such good men' and <b>Source D</b> praises them for 'a clean fight' and claims they 'did not act against the usual customs of war'. There is agreement that the response of the British government to the rising would be crucial but they differ slightly in this regard. <b>Source C</b> anticipates that 'all the Sinn Fein leaders will become saints' unless England adopts a policy of 'conciliation, love and mercy'. <b>Source D</b> warns that people in Dublin are 'now becoming infuriated against the government ... and that feeling is spreading throughout the country'. The former is anticipating the change in attitude that the latter confirms as a reality. Both are clear about the imperative of the reactions of the English government.</p> <p>The credibility of the authors may be considered sound as they focus on attitudes in Dublin, where the rising was confined, though both take into account the wider impact of the rising. The author of <b>Source C</b> witnessed the events in Dublin and the MP may be expected to be aware of the same. Indeed, he claims, with some justification, to 'speak for the vast majority of the Irish people'. However, the nature of each account is different. The resident of Dublin is merely recording her thoughts in a personal journal whereas the MP is trying to influence government policy. This may account for the slightly flippant tone of <b>Source C</b></p>	30	<ul style="list-style-type: none"> <li>• <b>The focus must be comparative.</b> Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below.</li> <li>• <b>Always award at the top of the Level</b> unless there is good reason for not doing.</li> <li>• 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)</li> <li>• The comparison must be for the <b>key issue</b> –</li> <li>• If the focus is general a L4 for A01 or below is to be awarded.</li> <li>• The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer.</li> <li>• 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.</li> <li>• <b>Provenance</b> 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'.</li> <li>• <b>Stand-alone knowledge</b> is <b>not</b> rewarded. Candidates in Levels 1-3 A01 will use <b>context</b> to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse.</li> <li>• 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 A02.</li> <li>• <b>Judgements</b>, based on the quality of content and compared provenance, are required for Levels 1-3 at</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>in references to having 'laughed over the idea of an Irish Republic'. However, candidates may emphasise the sense of anger evident in <b>Source D</b> for not being consulted 'before this bloody course of executions was entered upon Ireland'. Further, the frustration of <b>Source D</b> is explained by the sense of betrayal felt in light of the contribution of the Irish to 'this great war against Germany'. Also, the greater seriousness of <b>Source D</b> compared with <b>Source C</b> is explained by the timing of each. The former was speaking after executions had been carried out (and mass arrests and imprisonment) something which had not yet occurred when the latter was written. Despite this difference in perspective the fears expressed by both in terms of the future were borne out by events in that attitudes hardened against the English and ultimately led to civil war.</p> <p>In <b>judgement</b> candidates might conclude that, given the considerable agreement between the sources, they reinforce each other in terms of their reliability. Similarly, as their assessment of the consequences of English policy is largely accurate candidates might consider that both are useful to the historian about reactions of the Irish and English to the rising.</p>		<p>A01. Unconvincing or no judgement is rewarded at L4 or below. <b>Judgement on the topic</b> 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.</p> <ul style="list-style-type: none"> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance.</li> </ul>
3	<p><b>b</b></p> <p>Candidates will differ in how they group the sources. <b>Sources A</b> and <b>B</b> are likely to be seen as supporting evidence for the interpretation, if for different reasons, and elements of <b>Sources C</b> and <b>D</b> may be regarded as reinforcing this view. However, it is likely that many will see <b>Sources C</b> and <b>D</b> as evidence that challenges the interpretation, as does <b>Source E</b>. <b>Source A</b> is emphatic in stating the refusal of Ulster Unionists to accept Home Rule. The Covenant commits those who pledged themselves to it 'in using all means which may be necessary to defeat the ... Home Rule' to the extent that</p>	70	<ul style="list-style-type: none"> <li>• The question is to <b>assess how the 5 sources contribute to or challenge the given interpretation</b>. The <b>focus must be on the sources</b>, and use 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.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>they would 'oppose its authority' if a Parliament was forced on them. The fact that the Covenant explains their resistance as altruistic, in the interests of 'Ulster, the whole of Ireland and the unity of the Empire' does not alter the fact that it was the reluctance of the Irish in Ulster, at least, to co-operate with England that made it difficult to find a solution to the Irish problem. Candidates may point to the author of the Covenant as an extremist, representing a minority view point, but knowledge of the debate about Home Rule and the considerable support in Ulster for the loyalists stand confirms the importance of <b>Source A</b> as evidence for the interpretation.</p> <p>Similarly, <b>Source B</b> indicates the reluctance of Irish republicans to co-operate with England as the reason for the difficulty in resolving the Irish problem. It is clear that National Volunteers were 'gun-running' and were prepared to fight the authorities, as the incident described confirms, which resulted in the deaths of 'four persons killed and sixty injured'. It is clear that the newspaper lays the blame for the situation with the Irish for it defends the 'Liberal Government (which) brought a message of peace'. Instead, <b>Source B</b> predicts 'internal war' started by 'one spark from such a collision'. Indeed, the author is pessimistic of any solution to the Irish problem in declaring 'hope of a settlement seems to have vanished' and that conflict was inevitable; it was a 'long-anticipated conflict'. In evaluating the source candidates might question the reliability of the author as there is a hint of subjectivity in his use of words such as 'deplorable' and the pessimism of the final sentences. However, the newspaper was respected for its integrity and the account is a balance of factual information and analysis.</p> <p>Those who see <b>Sources C</b> and <b>D</b> as supportive of the</p>		<ul style="list-style-type: none"> <li>• A range of issues may be addressed in focusing upon the terms of the question but <b>no set conclusion is expected</b>. 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.</li> <li>• <b>Always award at the top of the Level</b> unless there is <b>good reason</b> for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise.</li> <li>• <b>Bolt-on knowledge</b> is <b>not</b> 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 <b>unbalanced</b>. Award a low L3 or below at A02 (according to severity of imbalance).</li> <li>• It follows that <b>knowledge is only to be rewarded where it is used to evaluate a source</b> (support, extend or question it), Levels 1-3 for A01.</li> <li>• <b>Evaluation</b> 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 answer to level 3 or below.</li> <li>• 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.</li> <li>• To award Levels 3 and above for A02 the <b>sources need to be grouped</b> 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</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>interpretation are likely to stress the actions of the rebels as proof of the reluctance of the Irish to cooperate with England. Both concede the consequences of the rising had the potential (<b>Source C</b>) and, in reality, did widen the divide between the Irish and England (<b>Source D</b>) and so support the interpretation. However, most candidates are more likely to stress how both <b>Sources C</b> and <b>D</b> counter the interpretation. <b>Source C</b>, it seems, considers the Irish to favour co-operation with England, not least because to be 'free from foreign rule ... it must come by England's consent, not against England's will'. <b>Source D</b> emphasises the lack of support for the actions of the rebels implying that the majority favoured a peaceful solution. Both <b>Sources C</b> and <b>D</b> pass the responsibility for the difficulty in resolving the Irish problem to the English government. <b>Source C</b> stresses how everything hinges on 'England ... getting ... things right'. This is so central to the author that she equates this to the certainty that 'the sun rises in the East'. <b>Source D</b> is more emphatic and condemns the English government for stoking hostility in Ireland because of the execution of several rebels. Candidates may argue the position of <b>Sources C</b> and <b>D</b> is unsurprising given their position. The resident of Dublin had seen the violence and destruction of the rising (which was considerable), mostly caused by the power of the English army, and appreciated that the onus was now on the English to be generous. As a Nationalist MP (of Dublin birth) it is, perhaps, unsurprising that Dillon might want to divert blame away from the Irish. However, he had been consistent in his calls for clemency and the suspension of executions, after 15 had been carried out, was largely because the reaction to them was as adverse as Dillon claimed.</p> <p>The counter argument is clearly presented in <b>Source E</b>. The author talks of working with 'the northeast corner' and</p>		<p>and can be used as much for the view as against it. <b>Check that a grouping makes sense</b> – 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.</p> <ul style="list-style-type: none"> <li>• <b>A judgement based on the sources</b> 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 <b>or on the topic rather than the sources</b>. 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.</li> <li>• Be impressed by <b>cross reference</b> 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 <b>do not apply inflexibly</b>.</li> <li>• If the grouping and argument proceeds simply by using the <b>sources to illustrate</b> 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 <b>referencing</b>.</li> <li>• It is <b>not</b> 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.</li> <li>• Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance. <b>Please mark what is front of you and be open-minded</b> – do <b>not</b> mark on what you would expect if you had taught the topic. There are many approaches to teaching topics and the sources</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>to 'take such steps as would sooner or later lead to mutual understanding'. He envisages a situation when the northeast will be 'under the British Parliament' which he concedes 'is not an ideal arrangement' but, nonetheless, serves to indicate his willingness to co-operate with England. As a signatory to the Treaty his defence of the division of Ireland, which was central to the Treaty, is not surprising. It is clear that he had support for his stance given the 'applause' his speech received in Parliament. Candidates may provide details of the treaty to expand on Collins' statement. However, it is clear from the challenge he makes for 'somebody else to find a better way' that others were less willing to co-operate. This is an oblique remark to de Valera and his supporters who disapproved of the Treaty and led the opposition to it in the ensuing civil war.</p> <p>In <b>judgement</b> candidates may conclude that each source provides some evidence to support the interpretation even if implicitly. Furthermore, it is clear that both Ulster loyalists and Republican nationalists were reluctant to co-operate. However, even if the weight of the evidence seems to support the interpretation it is clear that the difficulty in finding a solution to the Irish problem was not simply due to the Irish. Some, as the resident of Dublin (<b>Source C</b>) and Michael Collins (<b>Source E</b>) testify, were willing to co-operate and, further, that the English government shouldered some responsibility for the difficulty in resolving the Irish problem (<b>Sources A</b> and <b>D</b> in particular). Some candidates may stress how the context of the debate shifted over the years in question from a time when Home Rule was the issue to one when independence was the focus and that this makes it more difficult to assess the degree to which the Irish were reluctant to co-operate with England.</p>		<p>that inform them. Be prepared to reward often unremarkable material and allow a candidate to develop an argument or refer later to a point.</p> <ul style="list-style-type: none"> <li>• <b>Judgement</b> might accept or refute the view in the question.</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
4 a	<p>Focus: Comparison of two Sources. No set answer is expected, but candidates need to compare the contents, evaluating such matters as authorship, dating, utility and reliability, so using the sources 'as evidence for.....' The headings and attributions should aid evaluation and reference to both is expected in a good answer</p> <p><b>Content.</b> <b>Similarities:</b> <b>E</b> has an immediate reaction that is similar to <b>D</b> and both agree that British defences are too weak. <b>E</b> says anti-aircraft units and fighter defences are weak; <b>D</b> that warnings to improve air defences have been in vain, so a war over Czechoslovakia would have been hazardous.</p> <p><b>Differences:</b> The conclusions are different as Ismay (<b>E</b>) is relieved but Churchill finds it unendurable. <b>E</b> says that Ismay defended Munich vigorously and that he was glad that 'the explosion of war' had been avoided, regardless of price; Churchill in <b>D</b> says it is unendurable for Britain to fall into Germany's orbit and influence even though the defences are weak and the collective security has not been obtained.</p> <p><b>Provenance</b> <b>E</b> is a very honest post-war reflection. <b>D</b> is a contemporary reaction. <b>E</b> is considered judgement; <b>D</b> is immediate response. <b>E</b> knew the situation re our defences; <b>D</b> did not know the whole picture from the inside. <b>D</b> is a speech justifying previous warnings and able to take a high moral tone because Churchill is not actually in government. <b>E</b> is looking back and shares some of Churchill's indignation but as a planner he is all too aware of military inadequacy and is not making any public declaration to justify a previous political position.</p>	30	<ul style="list-style-type: none"> <li>• <b>The focus must be comparative.</b> Candidates who deal discretely and sequentially with the sources must be placed in Levels 4 or below.</li> <li>• <b>Always award at the top of the Level</b> unless there is good reason for not doing.</li> <li>• 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)</li> <li>• The comparison must be for the <b>key Issue</b> –If the focus is general a L4 for A01 or below is to be awarded.</li> <li>• The Headings and attributions should aid evaluation and reference to both is expected for A02 in a Level 1-3 answer.</li> <li>• 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.</li> <li>• <b>Provenance</b> 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'.</li> <li>• <b>Stand-alone knowledge</b> is <b>not</b> rewarded. Candidates in Levels 1-3 A01 will use <b>context</b> to evaluate for the comparison. By Level 3 or below this will become uneven or increasingly sparse.</li> <li>• 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 A02.</li> <li>• <b>Judgements</b>, 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</li> </ul>

Question		Answer/Indicative content	Mark	Guidance
		Supported judgement should be reached on their relative value as evidence. No set conclusion is expected, but substantiated judgements should be reached.		<p>below. <b>Judgement on the topic</b> 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.</p> <ul style="list-style-type: none"> <li>Candidates do <b>not</b> have to be exhaustive in approach to content and especially provenance.</li> </ul>
4	b	<p>Focus: Judgment in context, based on the set of Sources and own knowledge.</p> <p>Successful answers will need to make use of all five Sources, testing them against contextual knowledge and evaluating their strengths and weaknesses, and limitations as evidence. A range of issues may be addressed in focusing on the terms of the question, but no set conclusion is expected.</p> <p><b>Grouping:</b> <b>A</b> does not think he was right as there was not enough evidence of a threat of war in 1935. This was for different reasons to <b>B</b>, which thinks that rearmament was not politically possible. <b>D</b> and <b>E</b> agree that defence preparations had been inadequate even if they draw different conclusions regarding Munich. <b>C</b> is ambiguous – praising Churchill’s skill in presenting arguments but pointing out that it went against the consensus with neither Labour nor Conservatives being convinced.</p> <p><b>A</b> is from a senior minister. He would have been very aware of Britain’s financial problems and the dangers to a fragile recovery posed by heavy spending. In 1935 the government was concerned with economic matters and Germany had not made any territorial inroads into the Treaty of Versailles. Hitler had merely followed the terms of the Treaty in the Saar Plebiscite. It was also at the time when Britain was eager for a naval agreement. So the attitude is understandable, if rather short-sighted, given the nature of the Nazi regime and the rearmament that was taking place. <b>B</b> offers different reasons and Baldwin is</p>	70	<ul style="list-style-type: none"> <li>The question is to <b>assess how the 5 sources contribute to or challenge a given interpretation</b>. The <b>focus must be on the sources</b>, 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.</li> <li>A range of issues may be addressed in focusing upon the terms of the question but <b>no set conclusion is expected</b>. 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.</li> <li><b>Always award at the top of the Level</b> unless there is <b>good reason</b> for not doing. Remember that there are usually 6-7 marks for A02. Automatically going in at the lower levels will unduly penalise.</li> <li><b>Bolt-on knowledge</b> is <b>not</b> 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 <b>unbalanced</b>. Award a low L3 or below at A02 (according to severity of imbalance).</li> </ul>

Question	Answer/Indicative content	Mark	Guidance
	<p>considering public opinion. It is backed up by <b>C</b> and to an extent by <b>E</b> which shows a reluctance to go to war. The East Fulham by election and the support for the Peace Pledge Union and the reluctance of Labour to support any opposition outside collective security and the memories of the heavy losses of 1914-18 back up the view, but this does not really effectively challenge Churchill's stance – prime ministers have not merely to follow public opinion but to look at warning signs of dangers. <b>D</b> defends the warnings Churchill gave about our defences and the need for allies. However, some may point to the overestimation of German air defences – most of the German rearmament was in terms of army and the Luftwaffe was not seen primarily as an independent part of the war machine but as a support for the army. The French had a large air force and Britain had begun rearmament. This is an emotional speech by someone not in government and able to express moral outrage. <b>E</b> also shares concern for the weak defence preparations and is from a more informed perspective. It does show how defence weakness reduced Britain's options.</p> <p><b>C</b> is from a contemporary observer looking back and does reveal the problem that Churchill had in going against prevailing opinion in both parties. He may be rather disingenuous in saying that Churchill was admired by Labour given the strong element of resistance to war and the lack of a clear determined policy to stand up to Hitler independently. He does praise the skill of Churchill, but again this is written after Churchill's huge wartime reputation. At the time his warnings were not so admired and his predictions seemed exaggerated.</p> <p>No set answer is required.</p>		<ul style="list-style-type: none"> <li>• It follows that <b>knowledge is only to be rewarded where it is used to evaluate a source</b> (support, extend or question it), Levels 1-3 for A01.</li> <li>• <b>Evaluation</b> 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 answer to level 3 or below.</li> <li>• 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.</li> <li>• To award Levels 3 and above for A02 the <b>sources need to be grouped</b> 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. <b>Check that a grouping makes sense</b> – 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.</li> <li>• <b>A judgement based on the sources</b> 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 <b>or on the topic rather than the sources</b>. 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.</li> <li>• Be impressed by <b>cross reference</b> 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 <b>do not</b></li> </ul>

Question	Answer/Indicative content	Mark	Guidance
			<p><b>apply inflexibly.</b></p> <ul style="list-style-type: none"> <li>• If the grouping and argument proceeds simply by using the <b>sources to illustrate</b> 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 <b>referencing</b>.</li> <li>• It is <b>not</b> 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 <b>not</b> have to be exhaustive in approach to content and especially provenance. <b>Please mark what is front of you and be open-minded</b> – do <b>not</b> 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.</li> <li>• <b>Judgement</b> might accept or refute the view in the question.</li> </ul>

**OCR (Oxford Cambridge and RSA Examinations)**  
1 Hills Road  
Cambridge  
CB1 2EU

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

**Oxford Cambridge and RSA Examinations**  
is a Company Limited by Guarantee  
Registered in England  
Registered Office; 1 Hills Road, Cambridge, CB1 2EU  
Registered Company Number: 3484466  
OCR is an exempt Charity

**OCR (Oxford Cambridge and RSA Examinations)**  
Head office  
Telephone: 01223 552552  
Facsimile: 01223 552553

© OCR 2016

