

History A

General Certificate of Secondary Education **GCSE 1935**

General Certificate of Secondary Education (Short Course) **GCSE 1035**

Mark Schemes for the Components

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Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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1035/01 Paper 1 (Short Course)

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives. Examiners should remember that in this paper these are: AO 1 - 60%; AO 2/3 - 40%.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.

If you are undecided between two levels always place the answer in the higher of these levels.

- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.

- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.

- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band - award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band - award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.

- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (e.g 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the two questions, and then the grand total (eg 10 =10 =20).

- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question.
- 7 Remember that we are trying to achieve two things in the marking of the scripts:
- (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember - YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay question.

In the marking of this question the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

MEDICINE THROUGH TIME

1(a) Study Sources A and B. How similar are the ideas about disease in these two sources? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Unsupported assertions/Answers that fail to use the sources (1)
Eg *'They are very similar because they say the same things about disease.'*

Level 2 Writes about or compares surface features of the two sources – does not write about ideas about disease (2-3)
Eg *'I think these two sources are very different. One is about keeping yourself clean and doing lots of walking but the other one is about people who whipped themselves.'*

or

Both are about treating illness (2)

or

Explains one idea only – no comparison (2)

Level 3 Identifies both ideas – no valid explanation (3)

Level 4 Compares two sources for ideas about avoiding disease but limited to surface features (4)
Eg *'These two sources do have different ideas about disease. Source A thinks that the way to stay healthy is to keep clean and to stay fit but Source B thinks that people had to punish themselves to stop getting the plague.'*

or

Compares sources for ideas but only explains what one source believes about causes of disease (4-5)

Level 5 Uses contextual knowledge to compares two sources for ideas about the causes of disease (6)
Eg *'These two sources disagree about what was causing disease. Source A is telling people to keep clean and stay healthy. This means that they think that disease has natural causes. The difference is that Source B is showing people whipping themselves. They did this to punish themselves so that God would not punish them with the Black Death. This means they thought the Black Death had supernatural causes.'*

- 1(b) Study Source C. What can you learn from this source about what people in the fifteenth century believed about disease? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

Level 1 Answers that repeat surface information (1)
Eg *'It tells me that they washed and they thought it was important not to eat too much.'*

Level 2 Explains that they believed that disease was connected with dirt (2-3)
Award 3 marks if supported from the source.

or

Identifies natural/Four Humours

Level 3 Explains that they believed disease was connected with the Four Humours (3-4)
Award 4 marks if supported from the source.
Eg *'I can learn that they believed that disease was connected with keeping the Four Humours in balance. This is why they say they must let blood to stop the humours from overflowing. They believed that if you could keep the humours in the body in balance you would stay healthy.'*

Level 4 Explains that they believed disease had natural causes (5-6)
Award 6 marks if supported from the source and contextual knowledge.

1(c) Study Sources D and E. Are you surprised by Source E? Use both sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers that use the content of Source E but fail to fully understand it** **(1)**
Eg *'I am not surprised by this source. They are saying that cholera is caused by dirty water and we know this is true.'*

or

No statement about surprised or not surprised **(1)**

Level 2 **Answers that focus on the fact that they are concerned/enquiring about cholera at this time or that public health was poor at the time** **(2-4)**
Award 3-4 marks when contextual knowledge is used to explain the answer.
Eg *'I am not surprised by these sources. They are both about what was causing cholera. At that time there were many outbreaks of cholera killing lots of people so it is not surprising that they are trying to work out what was causing it.'*

or

Identifies reasons for surprise, eg D was after C, D despite Snow **(2-4)**

Level 3 **Answers that are not surprised by Source E because people at that time did believe disease was spread by bad air** **(4-5)**

or

Answers that are surprised by D – explains how it has got it wrong. **(4-5)**
Eg *'I am not surprised by Source E. It says that cholera was being spread by bad air. This is what people at the time believed. They thought that disease was spread by miasma or bad air and they did things like burning barrels of tar to get rid of the bad air.'*

Level 4 **Answers that use Snow's discovery/ideas in conjunction with Source E.** **(6-7)**
These answers may express surprise - because E contradicts Snow's ideas, or may express no surprise because they know Snow's ideas were not immediately accepted.

1(d) Study Source F. Why was this cartoon published in 1858? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers based on a literal/surface reading of the source (1)
Eg 'This source was published to tell people that if you went out at night you could see skeletons rowing down the River Thames.'

Level 2 Answers that identify a valid message - the water is dirty, the water is a killer or identifies valid context (2-3)

Level 3 Answers use details from the source and/or contextual knowledge to explain Level 2 answers (4-5)
Award 4 marks if both details from the cartoon and contextual knowledge are used.
Eg *'This cartoon was published because they wanted to warn people about the terrible state of the River Thames. The river was used by many people for drinking water and yet at the same time it was used as a rubbish tip by people. So the cartoon is saying that the water in the river is dangerous and is killing people.'*
or
Answers that identify a valid purpose – to persuade the government to do something about the state of the dirty water in London (4)
or
Explains why 1858 (doesn't get message or purpose) (4-5)

Level 4 Answers that use details from the source and/or contextual knowledge to explain the second type of Level 3 (5)

Level 5 Answers that explain why it was published in 1858 plus message or purpose explained (6)
These answers must refer to a specific factor from the 1850s eg the Great Stink of 1858, Snow's discovery/ideas about water.

1(e) Study Source G. How useful is this source to an historian studying the development of vaccination? Use the source and your knowledge to explain your answer.

Target: AO1 and 2

- Level 1** **Uses source for surface information.** (1)
Eg *'This source is very useful because it shows that vaccination was a failure. It says that vaccination is wrong and goes against God.'*
- Level 2** **Rejects source as useful because it is biased** (2-3)
These answers argue that because the source is against vaccination it is not reliable and therefore of no use.
- Level 3** **Asserts/explains that it shows there was opposition to vaccination.** (3-4)
Eg *'This source is very useful because it shows us that there were people who opposed vaccination. This source shows that there was an organisation set up to oppose it - the Anti-Vaccination Society. They thought that vaccination was wrong and a failure.'*
- Level 4** **Uses contextual knowledge to explain the limitations of the source as evidence about development of vaccination** (4-5)
Eg *'This source is not very useful because it is from the end of the nineteenth century and all the important development of vaccination was done 100 years before by Jenner. He discovered the vaccine and proved that it worked. It then became compulsory in Britain so it was a great success and smallpox largely disappeared. This source does not tell you anything about this.'*
- Level 5** **Explains source is useful because it explains why people opposed vaccination - religious reasons** (4-5)
or
Explains it is useful because it shows that vaccination had become widespread by the 1890s (4-5)
- Level 6** **Level 4 and either Level 3 or Level 5** (6)

- 1(f) Study all the sources. 'Understanding of disease and health has steadily improved over time.' How far do these sources support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

Target: AO 1 and 2

Level 1	Answers that fail to use the sources	(1-3)
Level 2	Answers that use the sources to provide a one-sided answer	(4-6)
Level 3	Answers that use the sources to explain both sides	(6-8)

In Levels 2 and 3 award 1-2 extra marks for any evaluation of sources. Maximum mark to be awarded is 9.

2(a) Briefly describe the main features of Egyptian medicine.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: simple surgery such as cutting out swellings, kept clean - for religious reasons, believed that gods caused disease, , prayed to gods for cures, wore amulets, had doctors - examined patients, made diagnoses, used drugs, did not dissect but learned from mummifying, knowledge of anatomy - veins, arteries, muscles, main bone structure; knowledge of physiology - breathing, nervous system, role of the heart and pulse. Learned about the body from their irrigation systems.

Eg 'Egyptian medicine was a mixture of natural and supernatural. They had gods like Bes who they thought caused and cured diseases but at the same time they did things like washing a lot and doing simple surgery They also had doctors for different parts of the body.' (5)

2(b) Explain why the Greeks used both supernatural and natural approaches in medicine.

Target: AO 1

Level 1 General assertions (1-2)

Valid but general answers. No specific contextual knowledge.

Eg *'They used both these because this is what helped medicine most. It meant they could make more progress.'*

Level 2 Identifies specific reason(s) for natural or supernatural (2-3)

Specific contextual knowledge demonstrated but no explanation. Examples include: supernatural - the role of gods in Greek beliefs, to explain things they did not understand; natural - Greek interest in the world, role of Greek philosophers, observation of eg phlegm increasing in winter, the work of Hippocrates, the influence of the Theory of Four Humours

OR

Identifies specific reason(s) for using both (3-4)

Specific contextual knowledge demonstrated but no explanation.

Eg *'They used both because they started to explain the world through gods but they gradually turned to natural explanations.'*

OR

Identifies specific reason(s) for natural and for supernatural (4)

Specific contextual knowledge demonstrated but no explanation.

OR

Describes supernatural/natural beliefs/methods (2-4)

Award 4 marks for both described.

E.g. *'They used natural methods. They believed in the Theory Of the Four Humours. This said that the body was made up of humours and that to be healthy these should be kept in balance. However, at different times of the year they got out of balance and this would lead to illness.'*

Level 3 Explains specific reason(s) for natural or supernatural (3-5)

Eg *'They used natural methods because the Theory of the Four Humours seemed to make sense. They could see that the body was made up of things like blood and yellow bile. They also saw that in the winter the body seemed to be trying to get rid of phlegm and in summer people vomited more. This made them think that the body was getting rid of excess humours at certain times of the year. They also saw that if you eat too much you were sick and that exercise made people healthier. So they turned to these natural explanations because they made sense of what they could see.'*

Level 4 Explains specific reason(s) for natural and supernatural – explained separately (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

OR

Explains specific reasons for using both (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

2(c) 'The Romans depended on the Greeks for their medical ideas.' How far do you agree with this statement? Explain your answer.

Target: AO 1

* Written communication assessed in this question

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
Eg *'I think they did this because they could not make much progress themselves. The Greeks found out a lot about medicine and so the Romans copied them.'*
- Level 2 Identifies examples of Romans using Greek ideas or developing ideas of their own (2-3)**
Specific contextual knowledge demonstrated but no reasons explained. NB Galen can be used as either. If he is used in both the examples must be different. Examples might include: Greek - use of Asclepios, use of Greek doctors, use of Greek ideas about causes of disease and treatment, importance of Galen (develops Greek ideas); own ideas – ideas about public health, progress by Galen eg opposites, army hospitals, surgery.
- Level 3 Identifies examples of Romans using Greek ideas and developing ideas of their own (4)**
Specific contextual knowledge demonstrated but no reasons explained.
- Level 4 Explains why/how the Romans used Greek ideas or their own ideas (5-6)**
Eg *'The Romans did use lots of Greek ideas. This was because they conquered the Greek Empire and as a result took on many of the Greek ideas. The Romans had lots of Gods and were quite happy to mix Greek gods in with their own and so this is why they worshiped the Greek god Asclepios and set up temples called Asclepeions. Here people went to worship the god and they were cured by him. So you can see the Romans used Greek ideas.'*
- Level 5 Explains why/how the Romans used Greek ideas and their own ideas (7-8)**
- Level 6 Supports an argument about 'how far' (8)**
These answers do not have to be fully developed as far as Greek ideas/new ideas are concerned. However there must be a supported argument about 'how far' - allow original, unusual but valid attempts.
Eg *'I think the Romans developed their own ideas far more than copying the Greeks. They may have copied some Greek ideas at first like the god Asclepios but the really important thing that the Romans did was to develop the idea of public health. The Greeks knew it was important to keep clean and healthy but each family had to do this for themselves. The Romans realised that the best way to do this was to provide public health facilities for a whole city. They thought it was the job of the government to do this. This is why they built enormous water supplies for cities and sewers and public baths. This was a new idea and a very important one even today. This was a real step forward from the Greeks who thought more in terms of individuals looking after themselves. So I think the Romans did more in terms of developing their own ideas because they were so important in the history of medicine.'*

3(a) Briefly describe the main medical treatments used by doctors in the Middle Ages.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: different types of surgeons - medicines to balance the humours, ointments, purging, lancing boils, leeching and cupping, blood-letting, manipulating dislocated limbs, use of the cautery.

Eg 'Medieval surgery was very basic. They used medicines to balance the humours. For example, there were warming medicines to help if the cold humours had increased in the body. The doctors also used blood-letting to get the humours into balance.' (4)

3(b) Explain why Pare was able to make advances in medicine.**Target: AO 1****Level 1 General assertions (1-2)**

Valid but general answers. No specific contextual knowledge.

*Eg 'Pare was able to make advances because there were lots of good ideas around at the time and you used some of these to make medicine better.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation. Examples include: new enquiring approach of the Renaissance, runs out of boiling oils, uses experiments - tests ideas, experiences in war lead him to develop artificial limbs and other new ideas, new technology made artificial limbs possible..

OR**Describes what Pare did (2-4)****Level 3 Explains one specific reason (3-5)**

Eg 'Pare made lots of advances because he was living at the time of the Renaissance. This was a time when people were beginning to study the natural world more and come up with natural ideas rather than rely on religion. Artists studied the human body more carefully and drew more realistic pictures of humans. This encouraged people like Pare to try new ideas. It also meant that people were more likely to accept the new ideas that Pare came up with.'

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) Who is more important in the history of medicine, Andreas Vesalius or William Harvey? Explain your answer.

Target: AO 1

*** Written communication assessed in this question**

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge. Eg *'I think Harvey was much more important because he developed new ideas about how the body works that are still important today.'*
- Level 2 Identifies reasons why Vesalius is/is not important or reasons why Harvey is/is not important (2-3)**
Specific contextual knowledge demonstrated but no explanation. Examples might include: Vesalius - knowledge of the body, shows Galen wrong, spreads his ideas through printed books, provides accurate drawings of human body, the methods he encourages eg dissections, observation; Harvey - circulation of the blood, begins end of harmful practices like blood-letting, examples of what circulation of the blood made possible in medicine, no practical application at the time.
- Level 3 Identifies reasons why Vesalius is/is not important and reasons why Harvey is/is not important (4)**
Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains reasons why Vesalius or Harvey is/is not important (5-6)**
Eg *'Vesalius is easily more important than Harvey. This is because he was the one who proved that Galen had got lots of things wrong about the human body. He actually dissected bodies to find out and found that Galen had made mistakes about the human jawbone and the septum in the heart. People had believed Galen for hundreds of years without checking. Vesalius is important because he encouraged doctors to find out about the body for themselves by carrying out dissections. This led to a whole approach with people not blindly following Galen anymore.'*
- Level 5 Explains reasons why both Vesalius and Harvey are/are not important (7-8)**
Award 8 marks for explanation of long-term impact of one of them.
- Level 6 Compares the importance of the two and supports an argument why one more important or why equally important (8)**
These answers do not have to be fully developed as far as the work of the two men are concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts.

- 4(a) Briefly describe the main features of surgery in the first half of the nineteenth century.**

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: problems of pain, infection, loss of blood, lack of anaesthetics, surgeons had to be quick, use of laughing gas, use of ether.

Eg Surgery at this time had lots of problems. They had no effective anaesthetics and patients died of pain. The surgeons also had to be really quick and made a lot of mistakes because of this. They did little to make sure everything was clean and often dirty instruments were used which infected the patient. Many people died after operations because of infection.' (5)

4(b) Why did some people oppose the use of chloroform as an anaesthetic?**Target: AO 1**

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge. Eg *'It was opposed because people did not think it would work. They thought it was very dangerous and would kill people.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: religious reasons, death rate went up, worried about side effects, patients died because given too much, not needed for minor operations or childbirth, cowardly to use it.
- Level 3 Explains one specific reason (3-5)**
Eg *'People opposed the use of chloroform because of religious beliefs. They thought that the Bible said that childbirth was meant to be painful - this is what God wanted. They argued that surgeons who used chloroform were going against what God wanted.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

4(c) Who is more important in the history of medicine, Joseph Lister or Alexander Fleming? Explain your answer.

Target: AO 1

*** Written communication assessed in this question**

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'I think that Fleming is more important because he did a lot to save people's lives and this was a big step forward in medicine.'*

Level 2 Identifies reasons why Lister is/is not important or reasons why Fleming is/is not important (2-3)

Specific contextual knowledge demonstrated but no explanation of importance.

Examples might include: Lister - use of carbolic acid - hands and instruments washed in it, use of carbolic spray, reduced death rate from infection, develops antiseptic ligatures, opposition to him, continued to operate in ordinary clothes (infection), carbolic abandoned in 1890s, Lister's work leads to aseptic surgery; Fleming - discovery of penicillin, impact of penicillin, he did not develop it, work of Florey and Chain, role of chance.

Level 3 Identifies reasons why Lister is/is not important and reasons why Fleming is/is not important (4)

Specific contextual knowledge demonstrated but no explanation of importance.

Level 4 Explains the importance/lack of importance of either Lister or Fleming (5-6)

Award 6 marks for explanation of long-term impact.

Eg *'I do not think Lister was very important at all. He tried to use carbolic acid to make sure that everything was clean before operations to cut down the rate of infection. However, he was not very successful. This was because there was a lot of opposition to him. A lot of people did not believe that germs in the air caused disease and so they would not accept Lister's idea of the carbolic spray. Also surgeons thought that being quick in an operation was the most important thing. They made their reputations by being quick. Using carbolic acid slowed everything down and was regarded as a nuisance. By the 1890s carbolic acid was no longer being used and so Lister was not important.'*

Level 5 Explains the importance/lack of importance of both Lister and Fleming (7-8)

Award 8 marks for explanation of long-term impact of one of them.

Level 6 Compares the importance of the two and supports an argument why one more important or why equally important (8)

These answers do not have to be fully developed as far as the work of the two men is concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid – allow original, unusual but valid attempts.

CRIME AND PUNISHMENT THROUGH TIME

- 1(a) Study Source A. Are you surprised by the actions of the Romans in this source?**
Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Unsupported assertions/answers that fail to use the sources (1)
Eg *'I am surprised because I did not think the Romans would do this kind of thing. It is very nasty.'*

or

No statement about surprised/not surprised (1)

Level 2 Surprised or not surprised explained – reasons internal to the source (2-3)
Eg *'I am not surprised the Romans did all this. The British had rebelled and so the Romans had to deal with them.'* *'I am surprised. The Romans had no reason to take the land belonging to the Iceni. The Iceni had nothing wrong. The Romans took advantage of the fact that the king of the Iceni had died.'*

Level 3 Surprised and not surprised explained – reasons internal to the source (3-4)

Level 4 Contextual knowledge of Romans used to explain surprised or not surprised (4-5)
Eg *'I am very surprised by the actions of the Romans because they brought law and order to their empire. They usually recognised the laws of the local people and set up law courts so that disputes could be settled. This makes me surprised that the Romans seem to be breaking the law in Source A.'* *'I am not surprised by what the Romans are doing. They were ready to respect the rights of the tribes they conquered as long as they recognised Roman rule. The Romans thought they were superior to the tribes they conquered many of whom they thought were barbarians. For example they did not like the Druids and their primitive ways. So if a British tribe rebelled they would be dealt with very harshly like in Source A.'*

Level 5 Contextual knowledge of Romans used to explain surprised and not surprised (6)

1(b) Study Source B. Does this source prove that there was little law and order in the thirteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Accepts that it does because of surface information** (1-2)
Eg 'Yes it does. It tells us that robberies were daily happenings and that juries were letting people go unpunished. This shows that there was little and order then.'

Level 2 **Concentrates on whether the source is representative of the whole century/country** (3)

Level 3 **Argues that it does not because something is being done to enforce law and order** (4-5)
Eg 'No it does not prove there was little law and order because it says that the king is going to punish juries who do not do their job properly and he is going to get rid of trees and hedges near roads so robbers cannot hide behind them. So this shows that law and order was getting better.'

or

Argues that the fact that the king found it necessary to take these measures shows that there was a problem with law and order (4-5)

Level 4 **Both types of Level 3** (6)

- 1(c) Study Source C. Why did they punish beggars so harshly in the sixteenth century?
Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Answers based on everyday empathy** **(1)**
Eg *'They punished them because they thought that begging was wrong. They thought that people ought to work and not go round living off other people.'*
- Level 2** **Answers that identify contextual reasons** **(2-4)**
Examples include; religious/Puritan beliefs, fear of disorder/rebellion, threat to natural order of things, beggars attacked people and stole, moved around the country, cost of poor rates, increase in beggars, deter.
- Level 3** **Answers that explain one contextual reason** **(4-5)**
Eg *'Beggars were punished harshly like this because people like Puritans thought that they were deliberately avoiding work. Puritans believed that not working and being lazy was wrong and against their religious beliefs. They thought everyone should work hard.'*
- Level 4** **Answers that explain more than one contextual reason** **(6)**

- 1(d) Study Sources D and E. Why do these two sources give such different impressions of the police in the nineteenth century? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Describes the differences rather than explaining them (1)

Level 2 Infers impressions (2-3)

Level 3 Answers about time/purpose/audience – out of context (3-4)
Eg *'They give different accounts of the police because one is trying to tell people that the police were stupid and drunk while Source E is saying that the police were violent and beat people up. So each of them wants people to believe different things about the police.'*

Level 4 Answers that explain a valid reason for the difference – one source explained in context (5)
Eg *These two sources give different impressions of the police because they were produced at different times. Source D was produced in 1830. This was the time when the first police force was being set up. The first police were not very good. Drunkenness was a major problem and hundreds of the first police had to be sacked because they were drunk on duty. The police were paid very low wages and this meant that the quality of people applying to be policemen was low.'*
'These sources give different impressions because in Source E the artist is trying to show the police as violent. One of the worries people had about the police at that time was that they would interfere with people's freedoms. They thought that they would act like soldiers and that the government would use them to stop people protesting. This is what the artists in Source E wants to tell people.'

Level 5 Answers that explain valid reasons for the difference – both sources explained in context (6)

1(e) Study Source F. Why do you think this postcard was published? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Surface information only (1-2)
Eg *'It was published to show a suffragette fighting with a policeman.'*

or

Explanations not about suffragettes (1-2)

Level 2 Assertions that it was published to make fun of the suffragettes or sympathise – no explanation (3)

Level 3 Argues with support from the source that it was published to sympathise with the suffragettes (3)

Level 4 Explains it was published because of what was happening at the time (4)
These answers focus on the suffragette campaign at this time and give this as a reason for the postcard being published

Level 5 Argues with support from the source that it was published to criticise the suffragettes or make fun of them (5-6)
Eg *'I think this was published as an anti-suffragette postcard. It is saying that the women 'racket and riot' and that they deserve to go to prison and that there is lots of room in prison for many more. It is making fun of them. Even the drawing of the woman makes her look aggressive.'*

Level 6 Argues, with support from the source, a purpose – it was published to justify the treatment of them or to persuade people that the suffragettes were wrong (7)

- 1(f) Study all the sources. 'From Roman times to the twentieth century there has been little change in the types of crime committed.' How far do these sources support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

Target: AO 1 and 2

Level 1 Answers that fail to use the sources (1-3)

Level 2 Answers that use the sources to provide a one-sided answer (4-6)

Level 3 Answers that use the sources to explain both sides (6-8)

In Levels 2 and 3 award 1-2 extra marks for any evaluation of sources. Maximum mark to be awarded is 9.

2(a) Briefly describe the work carried out by juries in the Middle Ages.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: juries made up of people from the area who knew the accused, the jury heard the evidence to decide if guilty, they jury used their knowledge of the accuser and the accused to decide, they swore an oath when they announced their verdict called compurgation, if they could not decide an ordeal was used

Eg *'Juries passed judgement on local people that they knew. If they thought that a person was likely to have committed a crime because of the kind of person he was they would find him guilty.'* (3)

2(b) Explain why trial by ordeal was used in the Middle Ages.**Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

Eg *'It was used because people thought that it worked and it found out who was guilty.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Specific reasons include: a jury could not decide, no witnesses to the crime, usually for theft and murder, to let God decide, their religious beliefs at that time, to try priests.

or

Describes trials by ordeal (2-4)**Level 3 Explains one specific reason (3-5)**

Eg *'Trial by ordeal was used because it let God decide if someone was guilty and there were very religious at that time. For example someone would have to carry a piece of red-hot iron. Their hand was then bandaged. After three days if the wound was healing well then the person was innocent but if it wasn't this would be God saying that the person was guilty.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for both reasons explained.

- 2(c) 'By the end of the Middle Ages the system of law and order had changed little since the beginning of the Middle Ages.' How far do you agree with this statement?
Explain your answer.

Target: AO 1

* Written communication assessed in this question

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions | (1-2) |
| | Valid, but general answers. No specific contextual knowledge.
Eg <i>'I think there had been lots of changes. They did this to make the system work better because there had been lots wrong with it at the beginning of the middle ages.'</i> | |
| Level 2 | Identifies changes or things that stayed the same | (2-3) |
| | Specific contextual knowledge demonstrated but no explanation.
Examples might include: changes - trial by ordeal abolished, new laws introduced like forest laws, the king's law extended, royal courts established, royal judges travelled around the country, JPs introduced, wergilds no longer used, benefit of clergy introduced; things that stayed the same - still no police force, hue and cry still used, tithings still used, juries still used. | |
| Level 3 | Identifies changes and things that stayed the same | (4) |
| | Specific contextual demonstrated but no explanation. | |
| Level 4 | Explains changes or things that stayed the same | (5-6) |
| | Eg <i>'One of the things that changed the most during the middle ages was the king deciding that he wanted to be in control of the whole country. At the beginning local people were often in charge of law and order and if a crime was committed the view was that it was only against the person who suffered or their family. This led to the blood feud where the family of a murdered person could track the murderer down and kill them. Later in the middle ages kings introduced the idea of the king's law. This meant that if a crime was committed it was committed against the king. Royal judges visited all parts of the country to enforce the king's law and royal officials were appointed such as sheriffs.'</i> | |
| Level 5 | Explains changes or things that stayed the same | (7-8) |
| Level 6 | Supports an argument about 'how far' | (8) |
| | <i>These answers do not have to be fully developed as far as the details of changes/things staying the same are concerned. However there must be a supported argument about 'how far' – allow original, unusual but valid attempts.</i> | |

- 3(a) Briefly describe what people in the sixteenth and seventeenth centuries believed about witches.**

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: in league with the Devil, had familiars e.g cats, had 'Devil's marks' on their bodies, responsible for terrible happenings eg poor harvest, local deaths/misfortunes, could be identified through swimming test.

Eg *'People believed that witches were responsible for strange things happening like cows becoming bewitched and producing multi-coloured milk. They thought they could tell if someone was a witch by Devil's marks on them like ulcers.'* (4)

3(b) Explain why highway robbery declined towards the end of the eighteenth century.

Target: AO 1 and 2

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'It declined because they were not making much money from it and lots of people were getting caught.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: open land around London built on, JPs refused to licence taverns that harboured highwaymen, travellers stopped carrying large amounts of money, the development of banks, the harsh punishments of the Bloody Code, coaches more frequent so less time to rob one, mounted patrols set up in and around London.

Level 3 Explains one specific reason (3-5)

Eg *'Highway robbery declined because the banking system was more developed.*

This meant that people did not have to carry lots of money with them when they travelled by stagecoach. So there was not so much money for the robbers to steal and it was not worth the risk anymore.'

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) Which was more of a problem for the government and the landed classes in the eighteenth century, smuggling or poaching? Explain your answer.

Target: 1 and 2

*** Written communication assessed in this question**

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg 'I think smuggling was more of a problem because a lot more people were involved and so it was much more difficult for the government to control.'

Level 2 Identifies reasons why smuggling or poaching was/ was not a problem (2-3)

Specific contextual knowledge demonstrated but no explanation.

Answers might include: smuggling - threat to government income, smugglers often violent and killed customs officers, juries would not convict, whole communities involved, not regarded as a crime, local officials and landowners sometimes involved; poaching - difficult to get local people to inform on each other, people did not see it as a crime, people thought they had a right to poach, poachers driven to it by poverty, poaching was a full time job for many, juries let poachers off, poachers attacked constables and landowners and their property, the animals were regarded as the property of the landowner, not a big threat to government law and order or finances;

or

Describes smuggling/poaching (2-3)

Level 3 Identifies reasons why smuggling and poaching were/were not a problem (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains reasons why smuggling or poaching was/was not a problem (5-6)

Eg 'Smuggling was a very serious problem and much more serious than poaching. This was because the smugglers in some parts of the country consisted of whole villages. They were all involved. This meant that the customs officials could not get anyone to inform and if smugglers were brought to court the jury, made up of local people, would not find them guilty. This made it very difficult for the government to punish the smugglers.'

Level 5 Explains reasons why smuggling and poaching were/were not problems (6-7)

Level 6 Supports an argument about 'which was more of a problem' (8)

These answers do not have to be fully developed as far as the reasons for each are concerned. However there must be a supported argument about how they compare in terms of being a problem. Some supported comparison is required - allow original, unusual but valid attempts.

- 4(a) Briefly describe the contribution made to developments in law and order by any one individual.

Target: AO 1

1 mark for each valid contribution identified, 2-3 marks for any changes that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Individuals might include: William I, Matthew Hopkins, John Fielding, Sir Robert Peel, Elizabeth Fry, John Howard, Pankhurst.

Eg *'Elizabeth Fry made an important contribution. She improved conditions in women's prisons. She got them to behave better and introduced lessons where they could learn to read and write and learn skills that might help them to get jobs later.'* (3)

4(b) Explain how people's desire to rebel or protest has led to problems for the authorities.

Target: AO 1 and 2

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'It has been important because it has caused a lot of violence which the government has had to deal with.'*

Level 2 Identifies specific examples (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: Guy Fawkes, Peterloo, Rebecca Riots, the Suffragettes,

or

Describes specific examples of rebellions/protests

Level 3 Explains one specific example (3-5)

Eg *'The Suffragettes caused lots of problems for law and order. They were protesting for the vote for women and they were often put in prison. They then went on hunger strike and the government did not know how to deal with this. If they had let the women die they would have become unpopular. But the women were getting lots of publicity so they had to stop it somehow. What they did was very clever. They let the women out of prison until they were healthy and then they put them put into prison.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

4(c) Which had the greater impact on crime and punishment in the nineteenth century, industrialisation or religion? Explain your answer.

Target: AO 1

*** Written communication assessed in this question**

Level 1 General assertions (1-2)

Valid but general answers. No specific contextual knowledge.

Eg *'I think it was religion because this made people think about new ideas for crime and punishment. It led to a lot of reforms in the nineteenth century.'*

Level 2 Identifies examples of impact for industrialisation or religion (2-3)

Specific contextual knowledge demonstrated but no explanation.

Answers might include: industrialisation – increase in crime in cities, new types of crime, political demonstrations, police forces set up; religion – changes in purpose and nature of prisons.

Level 3 Identifies examples of impact for industrialisation and religion (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains examples for industrialisation or religion (5-6)

Eg *'Industrialisation led to big towns growing up. These were very crowded and with so many people living close together there was bound to be a rise in the crime rate. This made it impossible for the old systems of law and order like the constables to cope. They were out-of-date and had been designed to cope with a different situation. This made it very easy for criminals to get away with their crimes. It was much easier to hide in big cities and there was little chance of being caught. So the crime rate went up.'*

Level 5 Explains examples for industrialisation and religion (6-7)

Level 6 Compares the impact of the two and supports an argument why one had more important impact than the other (8)

These answers do not have to be fully developed as far as the two factors are concerned. However the reason for having a more important impact than the other, or for them having an equal equally impact, must be explained and valid - allow original, unusual but valid attempts.

1935/11-15 Paper 1

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives. Examiners should remember that in this paper these are: AO 1 - 89%; AO2/3 - 11%.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.

If you are undecided between two levels always place the answer in the higher of these levels.

- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.

- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band - award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band - award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.

- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (e.g 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the four questions, and then the grand total (eg 10+10+12+9 = 41).
- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question. Eventually you will be able to mark the entire Section A in one go.

- 7 Remember that we are trying to achieve two things in the marking of the scripts:
- (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember - YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (ie once in the Development Study and once in the Depth Study).

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

MEDICINE THROUGH TIME

1(a) Study Sources A and B. How similar are the ideas about disease in these two sources? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Unsupported assertions/Answers that fail to use the sources** **(1)**
Eg '*They are very similar because they say the same things about disease.*'

- Level 2** **Writes about or compares surface features of the two sources - does not write about ideas about disease** (2)
- Eg 'I think these two sources are very different. One is about keeping yourself clean and doing lots of walking but the other one is about people who whipped themselves.'

OR

- Level 2** Both sources are about treating illness (2)

OR

- Level 2** Explains one idea only – no comparison (2)

- Level 3** Identifies eg natural, supernatural, God, four humours. No valid explanation
(Identifies 1 – 2 marks) (2-3)

- Level 4** **Compares two sources for ideas about disease but limited to surface features** **(4)**
- Eg *'These two sources do have different ideas about disease. Source A thinks that the way to stay healthy is to keep clean and to stay fit but Source B thinks that people had to punish themselves to stop getting the plague.'*

or

- Compares sources for ideas about causes of disease but only explains what one source believes about causes of disease (4)**

- | | | |
|----------------|---|------------|
| Level 5 | Compares two sources for ideas about disease
<i>Eg 'These two sources disagree about what was causing disease. Source A is telling people to keep clean and stay healthy. This means that they think that disease has natural causes. The difference is that Source B is showing people whipping themselves. They did this to punish themselves so that God would not punish them with the Black Death. This means they thought the Black Death had supernatural causes.'</i> | (5) |
|----------------|---|------------|

1(b) Study Sources C and D. Are you surprised by Source D? Use both sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers that use the content of Source D but fail to fully understand it** **(1)**
Eg *'I am not surprised by this source. They are saying that cholera is caused by dirty water and we know this is true.'*

OR

Level 1 **No statement about surprised/not surprised** **(1)**

Level 2 **Answers that focus on the fact that they are concerned/enquiring about cholera at this time or that public health was poor at the time** **(2-3)**
Award 3 marks when contextual knowledge is used to explain the answer.
Eg *'I am not surprised by these sources. They are both about what was causing cholera. At that time there were many outbreaks of cholera killing lots of people so it is not surprising that they are trying to work out what was causing it.'*

OR

Level 2 **Identifies reasons for surprise eg D comes after C or D despite Snow** **(2-3)**

Level 3 **Answers that are not surprised by Source D because people at that time did believe disease was spread by bad air or answers that are surprised by D - explains how it has got it wrong** **(3-4)**
Eg *'I am not surprised by Source D. It says that cholera was being spread by bad air. This is what people at the time believed. They thought that disease was spread by miasma or bad air and they did things like burning barrels of tar to get rid of the bad air.'*

Level 4 **Answers that use Snow's discovery/ideas in conjunction with Source D** **(5)**
These answers may express surprise - because D contradicts Snow's ideas, or may express no surprise because they know Snow's ideas were not immediately accepted.

1(c) Study Source E. Why was this cartoon published in 1858? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers based on a literal/surface reading of the source (1)
Eg 'This source was published to tell people that if you went out at night you could see skeletons rowing down the River Thames.'

Level 2 Answers that identify a valid message - the water is dirty, the water is a killer or identifies valid context (2)

Level 3 Answers use details from the source and/or contextual knowledge to explain Level 2 answers (3-4)
Award 4 marks if both details from the cartoon and contextual knowledge are used.
Eg *'This cartoon was published because they wanted to warn people about the terrible state of the River Thames. The river was used by many people for drinking water and yet at the same time it was used as a rubbish tip by people. So the cartoon is saying that the water in the river is dangerous and is killing people.'*

or

Answers that identify a valid purpose - to persuade the government to do something about the state of the dirty water in London (3)

or

Explains why 1858 (doesn't get message/purpose) (3-4)

Level 4 Answers that use details from the source and/or contextual knowledge to explain the second type of Level 3 (4-5)

Level 5 Answers that explain why it was published in 1858 plus message or purpose explained (5)
These answers must refer to a specific factor from the 1850s eg the Great Stink of 1858, Snow's discovery/ideas about water, cholera.

2(a) Briefly describe the main features of Egyptian medicine.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: simple surgery such as cutting out swellings, kept clean - for religious reasons, believed that gods caused disease, , prayed to gods for cures, wore amulets, had doctors - examined patients, made diagnoses, used drugs, did not dissect but learned from mummifying, knowledge of anatomy - veins, arteries, muscles, main bone structure; knowledge of physiology - breathing, nervous system, role of the heart and pulse. Learned about the body from their irrigation systems.

Eg 'Egyptian medicine was a mixture of natural and supernatural. They had gods like Bes who they thought caused and cured diseases but at the same time they did things like washing a lot and doing simple surgery They also had doctors for different parts of the body.' (5)

2(b) Explain why the Greeks used both supernatural and natural approaches in medicine.

Target: AO 1

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'They used both these because this is what helped medicine most. It meant they could make more progress.'*

Level 2 Identifies specific reason(s) for natural or supernatural (2-3)

Specific contextual knowledge demonstrated but no explanation.

Examples include: supernatural - the role of gods in Greek beliefs, to explain things they did not understand, because supernatural appeared to work; natural - Greek interest in the world, role of Greek philosophers, observation of eg phlegm increasing in winter, the work of Hippocrates, the influence of the Theory of Four Humours

OR

Identifies specific reason(s) for using both (3-4)

Specific contextual knowledge demonstrated but no explanation.

Eg *'They used both because they started to explain the world through gods but they gradually turned to natural explanations.'*

OR

Identifies specific reason(s) for natural and for supernatural (4)

Specific contextual knowledge demonstrated but no explanation.

OR

Identifies/describes supernatural/natural beliefs/methods without a hint of why they are used (2-4)

Award 4 marks for both described.

Level 3 Explains specific reason(s) for natural or supernatural (3-5)

E.g. *'They used natural methods. They believed in the Theory Of the Four Humours. This said that the body was made up of humours and that to be healthy these should be kept in balance. However, at different times of the year they got out of balance and this would lead to illness.'* **(4)**

Eg *'They used natural methods because the Theory of the Four Humours seemed to make sense. They could see that the body was made up of things like blood and yellow bile. They also saw that in the winter the body seemed to be trying to get rid of phlegm and in summer people vomited more. This made them think that the body was getting rid of excess humours at certain times of the year. They also saw that if you eat too much you were sick and that exercise made people healthier. So they turned to these natural explanations because they made sense of what they could see.'* **(5)**

continued over/...

Level 4 **Explains specific reason(s) for natural and supernatural - explained separately** (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

OR

Explains specific reasons for using both (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

2(c) 'The Romans depended on the Greeks for their medical ideas.' How far do you agree with this statement? Explain your answer.

Target: AO 1

* Written communication assessed in this question

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
Eg *'I think they did this because they could not make much progress themselves. The Greeks found out a lot about medicine and so the Romans copied them.'*
- Level 2 Identifies examples of Romans using Greek ideas or developing ideas of their own (2-3)**
Specific contextual knowledge demonstrated but no reasons explained. NB Galen can be used as either. If he is used in both the examples must be different.
Examples might include: Greek - use of Asclepios, use of Greek doctors, use of Greek ideas about causes of disease and treatment, importance of Galen (develops Greek ideas); own ideas – ideas about public health, progress by Galen eg opposites, army hospitals, surgery.
- Level 3 Identifies examples of Romans using Greek ideas and developing ideas of their own (4)**
Specific contextual knowledge demonstrated but no reasons explained.
- Level 4 Explains why/how the Romans used Greek ideas or their own ideas (5-6)**
Eg *'The Romans did use lots of Greek ideas. This was because they conquered the Greek Empire and as a result took on many of the Greek ideas. The Romans had lots of Gods and were quite happy to mix Greek gods in with their own and so this is why they worshiped the Greek god Asclepios and set up temples called Asclepeions. Here people went to worship the god and they were cured by him. So you can see the Romans used Greek ideas.'*
- Level 5 Explains why/how the Romans used Greek ideas and their own ideas (7-8)**
- Level 6 Supports an argument about 'how far' (8)**
These answers do not have to be fully developed as far as Greek ideas/new ideas are concerned. However there must be a supported argument about 'how far' - allow original, unusual but valid attempts. Eg *'I think the Romans developed their own ideas far more than copying the Greeks. They may have copied some Greek ideas at first like the god Asclepios but the really important thing that the Romans did was to develop the idea of public health. The Greeks knew it was important to keep clean and healthy but each family had to do this for themselves. The Romans realised that the best way to do this was to provide public health facilities for a whole city. They thought it was the job of the government to do this. This is why they built enormous water supplies for cities and sewers and public baths. This was a new idea and a very important one even today. This was a real step forward from the Greeks who thought more in terms of individuals looking after themselves. So I think the Romans did more in terms of developing their own ideas because they were so important in the history of medicine.'*

3(a) Briefly describe the main medical treatments used by doctors in the Middle Ages.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: different types of surgeons - medicines to balance the humours, ointments, purging, lancing boils, leeching and cupping, blood-letting, manipulating dislocated limbs, use of the cautery, trephining

Eg 'Medieval surgery was very basic. They used medicines to balance the humours. For example, there were warming medicines to help if the cold humours had increased in the body. The doctors also used blood-letting to get the humours into balance.' (4)

3(b) Explain why Pare was able to make advances in medicine.**Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

Eg *'Pare was able to make advances because there were lots of good ideas around at the time and you used some of these to make medicine better.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation. Examples include: new enquiring approach of the Renaissance, runs out of boiling oils, uses experiments - tests ideas, experiences in war lead him to develop artificial limbs and other new ideas, new technology made artificial limbs possible.

OR

Describes what Pare did (2-4)**Level 3 Explains one specific reason (3-5)**

Eg *'Pare made lots of advances because he was living at the time of the Renaissance. This was a time when people were beginning to study the natural world more and come up with natural ideas rather than rely on religion. Artists studied the human body more carefully and drew more realistic pictures of humans. This encouraged people like Pare to try new ideas. It also meant that people were more likely to accept the new ideas that Pare came up with.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) 'Who is more important in the history of medicine, Andreas Vesalius or William Harvey?' Explain your answer.

Target: AO 1

* Written communication assessed in this question

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
Eg *'I think Harvey was much more important because he developed new ideas about how the body works that are still important today.'*
- Level 2 Identifies reasons why Vesalius is/is not important or reasons why Harvey is/is not important (2-3)**
Specific contextual knowledge demonstrated but no explanation. Examples might include: Vesalius - knowledge of the body, shows Galen wrong, spreads his ideas through printed books, provides accurate drawings of human body, the methods he encourages eg dissections, observation; Harvey - circulation of the blood, begins end of harmful practices like blood-letting, examples of what circulation of the blood made possible in medicine, no practical application at the time.
- Level 3 Identifies reasons why Vesalius is/is not important and reasons why Harvey is/is not important (4)**
Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains reasons why Vesalius or Harvey is/is not important (5-6)**
Eg *'Vesalius is easily more important than Harvey. This is because he was the one who proved that Galen had got lots of things wrong about the human body. He actually dissected bodies to find out and found that Galen had made mistakes about the human jawbone and the septum in the heart. People had believed Galen for hundreds of years without checking. Vesalius is important because he encouraged doctors to find out about the body for themselves by carrying out dissections. This led to a whole approach with people not blindly following Galen anymore.'*
- Level 5 Explains reasons why both Vesalius and Harvey are/are not important (7-8)**
Award 8 marks for explanation of long-term impact of one of them.
- Level 6 Compares the importance of the two and supports an argument why one more important or why equally important (8)**
These answers do not have to be fully developed as far as the work of the two men are concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts.

4(a) Briefly describe the main features of surgery in the first half of the nineteenth century.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: problems of pain, infection, loss of blood, lack of anaesthetics, surgeons had to be quick, use of laughing gas, use of ether.

Eg Surgery at this time had lots of problems. They had no effective anaesthetics and patients died of pain. The surgeons also had to be really quick and made a lot of mistakes because of this. They did little to make sure everything was clean and often dirty instruments were used which infected the patient. Many people died after operations because of infection.' (5)

4(b) Why did some people oppose the use of chloroform as an anaesthetic?**Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

Eg *'It was opposed because people did not think it would work. They thought it was very dangerous and would kill people.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation. Examples include: religious reasons, death rate went up, worried about side effects, patients died because given too much, not needed for minor operations or childbirth, cowardly to use it.

Level 3 Explains one specific reason (3-5)

Eg *'People opposed the use of chloroform because of religious beliefs. They thought that the Bible said that childbirth was meant to be painful - this is what God wanted. They argued that surgeons who used chloroform were going against what God wanted.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

4(c) Who is more important in the history of medicine, Joseph Lister or Alexander Fleming? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'I think that Fleming is more important because he did a lot to save people's lives and this was a big step forward in medicine.'*

Level 2 Identifies reasons why Lister is/is not important or reasons why Fleming is/is not important (2-3)

Specific contextual knowledge demonstrated but no explanation of importance.

Examples might include: Lister - use of carbolic acid - hands and instruments washed in it, use of carbolic spray, reduced death rate from infection, develops antiseptic ligatures, opposition to him, continued to operate in ordinary clothes (infection), carbolic abandoned in 1890s, Lister's work leads to aseptic surgery; Fleming - discovery of penicillin, impact of penicillin, he did not develop it, work of Florey and Chain, role of chance.

Level 3 Identifies reasons why Lister is/is not important and reasons why Fleming is/is not important (4)

Specific contextual knowledge demonstrated but no explanation of importance.

Level 4 Explains the importance/lack of importance of either Lister or Fleming (5-6)

Award 6 marks for explanation of long-term impact.

Eg *'I do not think Lister was very important at all. He tried to use carbolic acid to make sure that everything was clean before operations to cut down the rate of infection. However, he was not very successful. This was because there was a lot of opposition to him. A lot of people did not believe that germs in the air caused disease and so they would not accept Lister's idea of the carbolic spray. Also surgeons thought that being quick in an operation was the most important thing. They made their reputations by being quick. Using carbolic acid slowed everything down and was regarded as a nuisance. By the 1890s carbolic acid was no longer being used and so Lister was not important.'*

Level 5 Explains the importance/lack of importance of both Lister and Fleming (7-8)

Award 8 marks for explanation of long-term impact of one of them.

Level 6 Compares the importance of the two and supports an argument why one more important or why equally important (8)

These answers do not have to be fully developed as far as the work of the two men are concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts.

CRIME AND PUNISHMENT THROUGH TIME

- 1(a) Study Source A. Are you surprised by the actions of the Romans in this source?
Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

Level 1 Unsupported assertions/Answers that fail to use the sources (1)
 Eg *'I am surprised because I did not think the Romans would do this kind of thing. It is very nasty.'*

Level 1 No statement about surprised /not surprised (1)

Level 2 Surprised or not surprised explained – reasons internal to the source (2)
 Eg *'I am not surprised the Romans did all this. The British had rebelled and so the Romans had to deal with them.'* *'I am surprised. The Romans had no reason to take the land belonging to the Iceni. The Iceni had nothing wrong. The Romans took advantage of the fact that the king of the Iceni had died.'*

Level 3 Surprised and not surprised explained – reasons internal to the source (3)

Level 4 Contextual knowledge of Romans used to explain surprised or not surprised (4)
 Eg *'I am very surprised by the actions of the Romans because they brought law and order to their empire. They usually recognised the laws of the local people and set up law courts so that disputes could be settled. This makes me surprised that the Romans seem to be breaking the law in Source A.'* *'I am not surprised by what the Romans are doing. They were ready to respect the rights of the tribes they conquered as long as they recognised Roman rule. The Romans thought they were superior to the tribes they conquered many of whom they thought were barbarians. For example they did not like the Druids and their primitive ways. So if a British tribe rebelled they would be dealt with very harshly like in Source A.'*

Level 5 Contextual knowledge of Romans used to explain surprised and not surprised (5)

- 1(b) Study Source B. Why did they punish beggars so harshly in the sixteenth century?
Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Answers based on everyday empathy** **(1)**
Eg *'They punished them because they thought that begging was wrong. They thought that people ought to work and not go round living off other people.'*
- Level 2** **Answers that identify contextual reasons** **(2-3)**
Examples include; religious/Puritan beliefs, fear of disorder/rebellion, threat to natural order of things, beggars attacked people and stole, moved around the country, cost of poor rates, increase in beggars, deterrent
- Level 3** **Answers that explain one contextual reason** **(3-4)**
Eg *'Beggars were punished harshly like this because people like Puritans thought that they were deliberately avoiding work. Puritans believed that not working and being lazy was wrong and against their religious beliefs. They thought everyone should work hard.'*
- Level 4** **Answers that explain more than one contextual reason** **(5)**

- 1(c) Study Sources C and D. Why do these two sources give such different impressions of the police in the nineteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Describes the differences rather than explaining them (1)

Level 2 Infers impressions (2)

Level 3 **Answers about time/purpose/audience – out of context** (3-4)
Eg *'They give different accounts of the police because one is trying to tell people that the police were stupid and drunk while Source D is saying that the police were violent and beat people up. So each of them wants people to believe different things about the police.'*

Level 4 **Answers that explain a valid reason for the difference – one source explained in context** (4)
Eg *These two sources give different impressions of the police because they were produced at different times. Source C was produced in 1830. This was the time when the first police force was being set up. The first police were not very good. Drunkenness was a major problem and hundreds of the first police had to be sacked because they were drunk on duty. The police were paid very low wages and this meant that the quality of people applying to be policemen was low.'*
'These sources give different impressions because in Source D the artist is trying to show the police as violent. One of the worries people had about the police at that time was that they would interfere with people's freedoms. They thought that they would act like soldiers and that the government would use them to stop people protesting. This is what the artists in Source D wants to tell people.'

Level 5 **Answers that explain valid reasons for the difference – both sources explained in context** (5)

2(a) Briefly describe the work carried out by juries in the Middle Ages.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: juries made up of people from the area who knew the accused, the jury heard the evidence to decide if guilty, they jury used their knowledge of the accuser and the accused to decide, they swore an oath when they announced their verdict called compurgation, if they could not decide an ordeal was used

Eg *'Juries passed judgement on local people that they knew. If they thought that a person was likely to have committed a crime because of the kind of person he was they would find him guilty.'* (3)

2(b) Explain why trial by ordeal was used in the Middle Ages.**Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

Eg *'It was used because people thought that it worked and it found out who was guilty.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Specific reasons include: a jury could not decide, no witnesses to the crime, usually for theft and murder, to let God decide, their religious beliefs at that time, to try priests.

or

Describes trials by ordeal (2-4)**Level 3 Explains one specific reason (3-5)**

Eg *'Trial by ordeal was used because it let God decide if someone was guilty and there were very religious at that time. For example someone would have to carry a piece of red-hot iron. Their hand was then bandaged. After three days if the wound was healing well then the person was innocent but if it wasn't this would be God saying that the person was guilty.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for both reasons explained.

- 2(c) 'By the end of the Middle Ages the system of law and order had changed little since the beginning of the Middle Ages.' How far do you agree with this statement?
Explain your answer.

Target: AO 1

* Written communication assessed in this question

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions | (1-2) |
| | Valid but general answers. No specific contextual knowledge.
Eg ' <i>I think there had been lots of changes. They did this to make the system work better because there had been lots wrong with it at the beginning of the middle ages.</i> ' | |
| Level 2 | Identifies changes or things that stayed the same | (2-3) |
| | Specific contextual knowledge demonstrated but no explanation. Examples might include: changes - trial by ordeal abolished, new laws introduced like forest laws, the king's law extended, royal courts established, royal judges travelled around the country, JPs introduced, wergilds no longer used, benefit of clergy introduced; things that stayed the same - still no police force, hue and cry still used, tithings still used, juries still used. | |
| Level 3 | Identifies changes and things that stayed the same | (4) |
| | Specific contextual demonstrated but no explanation. | |
| Level 4 | Explains changes or things that stayed the same | (5-6) |
| | Eg 'One of the things that changed the most during the middle ages was the king deciding that he wanted to be in control of the whole country. At the beginning local people were often in charge of law and order and if a crime was committed the view was that it was only against the person who suffered or their family. This led to the blood feud where the family of a murdered person could track the murderer down and kill them. Later in the middle ages kings introduced the idea of the king's law. This meant that if a crime was committed it was committed against the king. Royal judges visited all parts of the country to enforce the king's law and royal officials were appointed such as sheriffs.' | |
| Level 5 | Explains changes and things that stayed the same | (7-8) |
| Level 6 | Supports an argument about 'how far' | (8) |
| | These answers do not have to be fully developed as far as the details of changes/things staying the same are concerned. However there must be a supported argument about 'how far' – allow original, unusual but valid attempts. | |

- 3(a) Briefly describe what people in the sixteenth century and seventeenth centuries believed about witches.**

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: in league with the Devil, had familiars e.g cats, had 'Devil's marks' on their bodies, responsible for terrible happenings eg poor harvest, local deaths/misfortunes, could be identified through swimming test.

Eg *'People believed that witches were responsible for strange things happening like cows becoming bewitched and producing multi-coloured milk. They thought they could tell if someone was a witch by Devil's marks on them like ulcers.'* (4)

3(b) Explain why highway robbery declined towards the end of the eighteenth century.

Target: AO 1 and 2

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'It declined because they were not making much money from it and lots of people were getting caught.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: open land around London built on, JPs refused to licence taverns that harboured highwaymen, travellers stopped carrying large amounts of money, the development of banks, the harsh punishments of the Bloody Code, coaches more frequent so less time to rob one, mounted patrols set up in and around London.

Level 3 Explains one specific reason (3-5)

Eg *'Highway robbery declined because the banking system was more developed.*

This meant that people did not have to carry lots of money with them when they travelled by stagecoach. So there was not so much money for the robbers to steal and it was not worth the risk anymore.'

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) Which was more of a problem for the government and the landed classes in the eighteenth century, smuggling or poaching? Explain your answer.

Target: 1 and 2

*** Written communication assessed in this question**

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg 'I think smuggling was more of a problem because a lot more people were involved and so it was much more difficult for the government to control.'

Level 2 Identifies reasons why smuggling or poaching was/ was not a problem (2-3)

Specific contextual knowledge demonstrated but no explanation.

Answers might include: smuggling - threat to government income, smugglers often violent and killed customs officers, juries would not convict, whole communities involved, not regarded as a crime, local officials and landowners sometimes involved; poaching - difficult to get local people to inform on each other, people did not see it as a crime, people thought they had a right to poach, poachers driven to it by poverty, poaching was a full time job for many, juries let poachers off, poachers attacked constables and landowners and their property, the animals were regarded as the property of the landowner, not a big threat to government law and order or finances;

or

Describes smuggling/poaching (2-3)

Level 3 Identifies reasons why smuggling and poaching were/were not a problem (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains reasons why smuggling or poaching was/was not a problem (5-6)

Eg 'Smuggling was a very serious problem and much more serious than poaching. This was because the smugglers in some parts of the country consisted of whole villages. They were all involved. This meant that the customs officials could not get anyone to inform and if smugglers were brought to court the jury, made up of local people, would not find them guilty. This made it very difficult for the government to punish the smugglers.'

Level 5 Explains reasons why smuggling and poaching were/were not problems (6-7)

Level 6 Supports an argument about 'which was more of a problem' (8)

These answers do not have to be fully developed as far as the reasons for each are concerned.. However there must be a supported argument about how they compare in terms of being a problem. Some supported comparison is required - allow original, unusual but valid attempts.

- 4(a) Briefly describe the contribution made to developments in law and order by any one individual.

Target: AO 1

1 mark for each valid contribution identified, 2-3 marks for any changes that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Individuals might include: William I, Matthew Hopkins, John Fielding, Sir Robert Peel, Elizabeth Fry, John Howard.

Eg *'Elizabeth Fry made an important contribution. She improved conditions in women's prisons. She got them to behave better and introduced lessons where they could learn to read and write and learn skills that might help them to get jobs later.'* (3)

4(b) Explain how people's desire to rebel or protest has led to problems for the authorities.

Target: AO 1 and 2

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'It has been important because it has caused a lot of violence which the government has had to deal with.'*

Level 2 Identifies specific examples (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: Guy Fawkes, Peterloo, Rebecca Riots, the Suffragettes,

or

Describes specific examples of rebellions/protests

Level 3 Explains one specific example (3-5)

Eg *'The Suffragettes caused lots of problems for law and order. They were protesting for the vote for women and they were often put in prison. They then went on hunger strike and the government did not know how to deal with this. If they had let the women die they would have become unpopular. But the women were getting lots of publicity so they had to stop it somehow. What they did was very clever. They let the women out of prison until they were healthy and then they put them put into prison.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

4(c) Which had the greater impact on crime and punishment in the nineteenth century, industrialisation or religion? Explain your answer.

Target: AO 1

*** Written communication assessed in this question**

Level 1 General assertions (1-2)

Valid but general answers. No specific contextual knowledge.

Eg *'I think it was religion because this made people think about new ideas for crime and punishment. It led to a lot of reforms in the nineteenth century.'*

Level 2 Identifies examples of impact for industrialisation or religion (2-3)

Specific contextual knowledge demonstrated but no explanation.

Answers might include: industrialisation – increase in crime in cities, new types of crime, political demonstrations, police forces set up; religion – changes in purpose and nature of prisons.

Level 3 Identifies examples of impact for industrialisation and religion (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains examples for industrialisation or religion (5-6)

Eg *'Industrialisation led to big towns growing up. These were very crowded and with so many people living close together there was bound to be a rise in the crime rate. This made it impossible for the old systems of law and order like the constables to cope. They were out-of-date and had been designed to cope with a different situation. This made it very easy for criminals to get away with their crimes. It was much easier to hide in big cities and there was little chance of being caught. So the crime rate went up.'*

Level 5 Explains examples for industrialisation and religion (6-7)

Level 6 Compares the impact of the two and supports an argument why one had more important impact than the other (8)

These answers do not have to be fully developed as far as the two factors are concerned. However the reason for having a more important impact than the other, or for them having an equal equally impact, must be explained and valid - allow original, unusual but valid attempts.

ELIZABETHAN ENGLAND

- 1(a) Study Source A. What can you learn from this source about Elizabethan England?
Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | Surface information only
Eg <i>'You can learn that they tortured people in Elizabeth's time.'</i> | (1) |
| Level 2 | Everyday empathy
Eg <i>'This source tells me that people in Elizabeth's time were cruel.'</i> | (2) |
| Level 3 | Contextual knowledge used to explain that the government feared/hunted down Jesuits/Catholic priests
Eg <i>'This source tells me that the government wanted to catch Catholics like Jesuits. They were afraid of them and thought they would encourage people to become Catholic or support a Catholic rebellion. They saw them as a real threat which is why this one is being tortured.'</i> | (3-5) |
| Level 4 | Contextual knowledge used to explain that England was divided over religion or that religion was very important at that time
Eg <i>'This source shows that England was split down the middle over religion. Elizabeth wanted the country to be Protestant but there were lots of Catholics left over from Mary's reign so Elizabeth found it difficult to keep the country united. There was always the chance that the Catholics would go against Elizabeth. The picture shows the lengths the government would go to try and sort out the Catholics.'</i> | (6-7) |

1(b) Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Surprised based on surface information in the source – no contextual understanding demonstrated (1)

Candidates might be surprised by the odd things kept in the house or by the fact that they have broken into someone's house.

Level 2 Surprised that the gentry are going against the Queen (2)

or

Surprised because these things are Catholic (2-3)

Eg 'I am surprised that they found all this stuff. It is all Catholic like the altar cloth and the candlesticks. The Catholics liked their churches to be decorated. But I thought that everybody was Protestant in Elizabeth's reign.'

or

Not surprised because these are the kind of things you would expect to find in a Catholic household – explained (2-3)

Level 3 Surprise based on contextual knowledge eg later in the reign (4-5)

or

Not surprised – uses contextual knowledge and details from the source to explain about the presence of Catholics in England at this time (4-5)

Eg 'This source tells me that there were Catholics in England. You can tell this from the source because it mentions a canopy for an altar and candlesticks. These were things used by Catholics. This is not surprising. There were many Catholics in Elizabeth's England but they had to keep the fact a secret like this family.'

Level 4 Both types of level 3 (6)

Level 5 Not surprised - answers that use contextual knowledge and details from the sources to explain why not surprised that the government is looking for Catholics (7)

Eg 'I am not surprised because the government was always looking for secret Catholics like this. The government was very worried about the Catholics. They thought they might rise up in rebellion against Elizabeth and Support Mary Queen of Scots. So I am not surprised that they are searching the houses of Catholic people.'

1(c) Study Source C. How do you think Queen Elizabeth would have reacted to this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Asserts Elizabeth would have been pleased because at least they were attending church** (1)

or

Level 1 **Answers limited to information in the source** (2)
Eg *'Elizabeth would have been disgusted by this because these are the wrong kind of things to be going on in a church. They are not paying any attention to the service and are coughing and spitting and even asleep.'*

Level 2 **Elizabeth angry because herself/ her Church/ her authority not respected** (3)

or

Level 2 **Answers that focus on the date** (3)
Eg *'Elizabeth would not have been pleased. This took place at the end of her reign and it shows she has not been very successful if this is all that she has achieved.'*

Level 3 **Answers in context that focus on the importance of church/religion at that time or the threat from Catholicism – in context** (4-5)
Eg *'Elizabeth would not have been very pleased. She wanted to establish her Church of England and wanted people to obey it. The Church of England was important for Elizabeth in controlling the country and its people. It was the only organisation that had contact with everyone. If the people were not taking it seriously and were not listening to the clergyman this would worry Elizabeth as she used the clergy to get people to obey her.'*

Level 4 **Contextual knowledge used to explain that Elizabeth only wanted outward obedience in religion** (5-6)

2(a) What problems did Elizabeth face at the beginning of her reign?

Target: AO 1

1 mark for each valid problem identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Problems might include: divisions over religion, disputed claim to the throne, threat from France and Spain, the government was in debt.

Eg 'Elizabeth had lots of problems in 1558. The country was divided over religion. It had been Catholic in Mary's reign and there were still many Catholics in the country. But Elizabeth wanted the country to be Protestant. She had to find a way of not upsetting the Catholics too much and making sure they stayed loyal to her.' (3)

2(b) Explain why Mary Queen of Scots was a difficult problem for Elizabeth.

Target: AO 1

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

Eg *'She was a problem because people liked her better than Elizabeth. She was a rival to Elizabeth who was afraid of what she might do.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: Elizabeth's heir, a Catholic, many Catholics in England, claimed to be the rightful Queen, supported by France, the rebellions, still a problem after being captured - she was royalty, pressure from Parliament to execute her.

Level 3 Explains one specific reason (3-5)

Eg *'Mary was a problem because she claimed to be the rightful Queen of England instead of Elizabeth. She claimed that Elizabeth was illegitimate and so had no right to be Queen. This meant she was the true Queen. This was very dangerous because she was Catholic and there were a lot of Catholics in England who thought she should be Queen and not Elizabeth. This meant that Mary was always a threat to Elizabeth.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

2(c) How far was Elizabeth's reign a 'Golden Age'? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions
Eg <i>'I think it was. Elizabeth had many achievements and was a very successful Queen so I think it was a golden age.'</i> | (1-2) |
| Level 2 | Identifies examples of it being/not being a 'Golden Age'
Specific contextual knowledge demonstrated but no explanation.
Examples might include: successes – Armada, overseas exploration, theatre, and culture uniting the country, defeating rebellions; failures – there were rebellions, failure to deal with poverty and crime, decline in later years, rise of Puritans, country in debt. | (2-3) |
| Level 3 | Identifies examples of it being and not being a 'Golden Age'.
Specific contextual knowledge demonstrated but no explanation. | (4) |
| Level 4 | Explains specific reasons why it was/was not a 'Golden Age'
Eg <i>'Elizabeth's reign was a golden age because she achieved so much. By the end of her reign England had become a great power. She had defeated the attempt by the Spanish to invade England and helped the Dutch to rebel against Spanish rule. The English navy was one of the strongest in the world and colonies were set up. This increased trade and brought in a lot of wealth into England. English sailors like Drake also had a lot of success in attacking Spanish treasure fleets and settlements. England's strong navy was also was important for her defence and meant she was safe from Catholic countries. So I think it was a golden age.'</i> | (5-6) |
| Level 5 | Explains specific reasons why it was and why it was not a 'Golden Age' | (6-7) |
| Level 6 | As for Level 5 but in addition explains why on balance it was more one than the other
These answers do not have to be fully developed as far as the Examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.
Eg <i>'On the whole Elizabeth's reign was a golden age. Although there was a decline in Elizabeth's later years and although the country was not completely united with Catholics and Puritans rebelling against her Church, the successes were much more important. Elizabeth was never going to have complete success because the problems were so great when she became Queen. The country was divided between Catholics and Protestants, her right to the throne was questioned and England was under threat from countries like France. It was an achievement for Elizabeth to last for as long as she did and to hand on a peaceful succession to James. By the end of her reign nobody questioned her claim to the throne and even Catholics were loyal to her. She had united the country under her. There was no longer any danger of a Catholic threat – few people supported the Gunpowder Plot a few years later. By the time she died the throne was safe and England was united – a very different situation from 1558.'</i> | (8) |

3(a) Describe the achievements of Francis Drake.**Target: AO 1**

1 mark for each valid achievement, 2-3 marks for any achievements that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Achievements might include: attacked Spanish towns and captured gold and silver, attacked Spanish treasure ships, first Englishman to sail around the world, brought back a lot of wealth for Elizabeth, attack on Cadiz, involvement in defeat of Armada.

Eg Francis Drake's main achievement was to be a nuisance to the Spanish. He attacked their treasure fleets and stole a lot of treasure and he attacked Spanish towns in the America and stole more treasure. The Spanish King hated him but could not catch him. Drake stood up for England and raised its prestige and brought a lot of wealth back to England.' (4)

3(b) Explain why Elizabeth and her governments were worried by the theatre.

Target: AO 1

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'Elizabeth was worried by the theatre because it caused a lot of trouble and made a lot of work for her government.'*

Level 2 Describes what happened at the theatre (2-4)

OR

Level 2 Identifies specific reasons for the theatre causing worry (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: pickpockets, prostitutes, violence, plays used for political messages, outside the city, travelling actors, could lead to more serious disturbances.

Level 3 Explains one specific reason (3-5)

Eg *'The theatre caused lots of problems because it attracted all kinds of people including lots of criminals. It became a place where a lot of crime was committed. This was because of the large crowds, giving criminals plenty of opportunities. There were pickpockets and prostitutes and robbers. Lots of fights broke out and it led to general disorder which the Elizabethan authorities did not want.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) 'The main reason why it was important for England to be powerful on the oceans was the advantages this brought in terms of colonies and trade.' How far do you agree with this statement? Explain your answer.

Target: AO 1

*** Written communication assessed in this question.**

Level 1 General assertions (1-2)

Eg 'I do agree with this because it was very important to have lots of colonies and trade. They made England a more powerful country.'

Level 2 Identifies specific reasons for agreeing or disagreeing (2-3)

Specific contextual knowledge demonstrated but no explanation.

Examples include: agreeing – wealth brought back, they lead to a strong navy, lead to later colonies, established England's control of the seas, increased England's prestige; disagreeing – no colonies survived, many voyages were not successful, led to more enmity with Spain, military defeats like Armada more important.

Level 3 Identifies specific reasons for agreeing and disagreeing (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons for agreeing or disagreeing (5-6)

Eg 'I disagree with this. The number of voyages of exploration meant that England had a large number of ships and although their main purpose was to explore and develop trade they led to a massive number of ships being built up. This meant that if England needed a large fleet like when the Spanish Armada attacked the ships were there and could be converted into navy ships. So although the ships were built to explore and develop moiré trade their main advantage was that they made the navy stronger and England safer from attacks from Catholic countries like Spain.'

Level 5 Explains specific reasons for agreeing and disagreeing (6-7)

Level 6 As for Level 5 but in addition explains why on balance they agree more than they disagree (8)

These answers do not have to be fully developed as far as the examples on each side are concerned.

However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

BRITAIN 1815–1851

1(a) Study Source A. How far is this source reliable evidence of what happened at Peterloo? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers restricted to surface descriptions of the source – no inferences or contextual knowledge** (1)
 Eg 'Yes it is. It tells you a lot about what happened – you can see the soldiers attacking people.'

Level 2 **Answers based on the fact that it was produced soon after/or that there is no evidence it was produced by an eye-witness – no use of content or source** (2)
 Eg 'I think this must be accurate because it says that it was published soon afterwards so they have probably got the facts right.'

Level 3 **Uses the text from the source or the style/content of the drawing to argue it is biased** (3-4)
 Eg 'I don't think this is accurate. The words that go with it are meant to be the words of the soldiers but they are over the top and are clearly exaggerated. The soldiers did not really say 'the more you kill the less poor rates you will have to pay.' This shows that the artist is clearly biased against the soldiers and cannot be trusted.'

Level 4 **Answers that use contextual knowledge of the events to check the version of events portrayed in the source** (5-6)
 Eg 'I think this is accurate because I know this is the kind of thing that happened. It was a peaceful demonstration when the magistrates ordered the Yeomanry to arrest the speakers. The cavalry rode in and killed and injured many people including women and children. This is what is shown in the picture.'

or

Answers that consider the message or purpose of the source (5-6)

Level 5 **Both Level 4s or the first Level 4 with Level 3 as a qualification** (7)

**1(b) Study Source B. How useful is this source to an historian studying the Chartists?
Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

Level 1 Useful because it is from the time - not supported (1)
Eg *'It is useful because it was written at the time and therefore it will tell us a lot.'*

Level 2 Useful because of the surface information - no inferences about Chartists (2)
Eg *'It is useful because it tells us that people were starving.'*

Level 3 Dismisses the source because it is a petition and so would exaggerate things or accepts it because it is a petition and therefore will tell us what the Chartists wanted (3)

or

Level 3 Uses contextual knowledge to identify limitations (3)

or

Level 3 Answers that interpret the content of the source in relation to the aims/motives/ causes of Chartism no explicit contextual knowledge (3)
Eg *'It is useful because it tells us why the Chartists were demonstrating. They did not get what they wanted from the 1832 Reform Act and many people are still starving. So this source tells us why the Chartists wanted to get things changed.'* (3)

Level 4 Uses contextual knowledge to develop/explain points in source or uses contextual knowledge to explain limitations (4-5)

Level 5 Answers that use contextual knowledge to interpret and explain the source and explain its limitations (6)
Eg *'This source is useful because it tells us why the Chartists were so unhappy and why they were demonstrating. They had hoped that the 1832 Reform Act would lead to MPs being elected who would pass laws to help the poor but this didn't happen. In fact no working class people were given the vote or became MPs. But the source does not tell us about other reasons for the Chartists such as their opposition to the new Poor Law which they were very much against.'*

1(c) Why was this cartoon published in 1848? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers that suggest it was to provide information (1)
Eg. *'It was published to show what Chartists were like and how they dressed.'*

Level 2 Asserts a valid message/purpose (2)
Eg *'It was published to make fun of the Chartists.'*

Level 3 Answers based on knowledge of physical force/moral force Chartists (3-4)
These answers will explain the reference to physical force and may go on to explain about moral force Eg *'This cartoon was published to show that some Chartists believed in using physical force. They believed in using violence to get their message across. Feargus O'Connor was one of these.'*

Level 4 Uses details of cartoon or contextual knowledge to explain message/purpose (5-6)
These answers will explain that the cartoon was published to make fun of the Chartists - must be supported from the source or from contextual knowledge.

or

Level 4 Uses contextual knowledge to explain why 1848 (5-6)
Eg *'This cartoon was published in 1848 because this is when the Chartists organised their last big demonstration. It was a difficult time and there was a lot of unemployment and poverty. The government was worried about a revolution because there was one in France that year. The Chartists organised a big demonstration in London but fewer people than expected turned up and there was no violence.'*

Level 5 Both types of Level 4 (6)

2(a) Describe the problems facing the navvies in the building of the Liverpool and Manchester Railway.

Target: AO 1

1 mark for each valid problem identified, 2-3 marks for any points that are described or explained.

Award a maximum of 2 marks to general answers lacking in specific contextual knowledge - this includes answers that could refer to navvies building railways anywhere in England.

Problems might include: crossing Chat Moss, crossing the Sankey Brook, making the Olive Mont cutting, boring the tunnel into Liverpool

E.g. 'One of the problems was crossing the boggy Chat Moss. They had to cut drainage ditches and then build a good foundation for the track. They made this from earth, sand and gravel.' (3)

2(b) Explain why there was 'Railway Mania' in the 1840s.**Target: AO 1****Level 1 General assertions (1)**

Valid, but general answers. No specific contextual knowledge.

Eg *'There was Railway Mania because everybody went completely stupid over railways at this time.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation. Examples include: to make money, the success of earlier railways like Liverpool and Manchester, the needs of industry and business, the activities of George Hudson.

or**Level 2 Describes what 'Railway Mania' was (2-4)****Level 3 Explains one specific reason (3-5)**Eg *'There was railway mania because a lot of people thought they could make easy money from the railways. Lots of people invested in new railways all over the country even where they stood little chance of being a success. Hundreds of new lines were planned and people bought shares thinking they would make a fortune. They often lost all their money.'***Level 4 Explains more than one specific reason (6-7)**Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) 'Who benefited more from the development of the railways, the working class or the factory owners? Explain your answer.'

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)
Eg *'I think the working class benefited more. They got more out of it and their lives were improved a lot by the railways.'*

Level 2 Identifies examples of working class benefiting/ not benefiting or examples of factory owners benefiting/ not benefiting (2-3)
Specific contextual knowledge demonstrated but no explanation.
Examples include: working class - new jobs on the railways and in factories, seaside holidays possible, fresh food, Chartist speakers and papers can be moved about; factory owners - demand for iron, steel, bricks, pumps to build railways went up, raw materials and finished goods delivered more quickly.

Level 3 Identifies examples of working class benefiting/ not benefiting and examples of factory owners benefiting/ not benefiting (4)
Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific examples of one group benefiting/ not benefiting (5-6)
Eg *'The factory owners benefited the most because when the railways were built a lot of iron and steel was needed because engines, rails, stations, signal-boxes, engine sheds and equipment had to be made. This provided plenty of work for the factories and many expanded. This led to increased profits for the factory owners.'*

Level 5 Explains specific examples of both groups benefiting/ not benefiting (6-7)

Level 6 As for Level 5 but in addition explains why on balance they think one group benefited more than the other (8)
These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

3(a) Describe the Swing Riots in the 1830s.**Target: AO 1**

1 mark for each valid aspect identified, 2-3 marks for any aspects that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Aspects might include: in south and east of England, farm labourers involved, feared for their jobs because of threshing machines, burned hayricks and attacked threshing machines, left threatening notes with farmers signed Captain Swing.

Eg *'The Swing Riots mainly took place in the south of England. Farm labourers attacked threshing machines because they thought they were taking their jobs.'* (4)

3(b) Explain why some employers opposed the reform of working conditions in coal mines and factories.

Target: AO 1

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions | (1) |
| | Valid, but general answers. No specific contextual knowledge.
Eg <i>They opposed it because they thought it was a bad idea and would not do themselves any good.</i> | |
| Level 2 | Identifies specific reasons | (2-4) |
| | Specific contextual knowledge demonstrated but no explanation.
Reasons include: employers did not like government interfering, threat to their profits, less competitive, laissez faire. | |
| Level 3 | Explains one specific reason | (3-5) |
| | Eg <i>'They opposed the reforms because they thought their factories were their own concern and they should run them as they thought right. They thought that the government had no right to interfere in their private business. They said they were doing the workers a favour by providing them with work and it was no business of the government's.'</i> | |
| Level 4 | Explains more than one specific reason | (6-7) |
| | Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained. | |

3(c) Which benefited the poor more, the reform to the poor law or the reform of working conditions in coal mines and factories? Explain your answer.

Target: AO 1

*** Written communication assessed in this question.**

Level 1 General assertions (1-2)
Eg *'I think they were better off because of the reform of working conditions because this helped them a lot and gave them much better working conditions to work in.'*

Level 2 Identifies specific examples of poor law or reform to working conditions benefiting/not benefiting the poor (2-3)
Specific contextual knowledge demonstrated, but no explanation.
Examples include: poor law - improvement to moral character, harsh conditions, families split, loss of outdoor relief; working conditions - lost children's income, women given fewer rights to work than men, dreadful conditions - long hours, unhealthy work restricted, inspectors appointed to check

Level 3 Identifies specific examples of poor law and reform of working conditions benefiting/not benefiting the poor (4)
Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific examples for either the poor law or reform to working conditions (5-6)
Eg *'I think that they were a lot better off because of the reform of working conditions in factories and coal mines. Children had to work very long hours and do very dangerous work. For example they crawled along narrow shafts in coal mines pulling heavy wagons of coal. Many of them were deformed because of this work. So when young children were banned from working underground this was a big step forward. These children could now receive an education instead of working long hours in mines.'*

Level 5 Explains specific examples for both the poor law and for reform of working conditions (6-7)

Level 6 As for Level 5 but in addition explains why on balance they think one factor benefited them more than the other (8)
These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

THE AMERICAN WEST, 1840–1895

1(a) Study Source A. Why do you think this illustration was published in America in the 1860s? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers based on surface information (1)

These answers see this cartoon simply as a piece of factual reporting - no message or purpose Eg *'This was published to show a woman about to attack an Indian.'*

Level 2 Understands that it is anti-Indian or pro-homestead woman but no contextual knowledge demonstrated (2-3)

These answers will show an understanding that the cartoon is anti-Indian or is pro-pioneer white woman. Award 3 marks if supported from the source. Eg *'This cartoon was published to make the Indians look like savages.'*

Level 3 Contextual knowledge of situation on the Plains in the 1860s to explain 'why 1860s' (4-6)

Eg *'This illustration was published in the 1860s because this was the time of the Plains Wars between the Indians and white Americans. There were many killings during this period like the Sand Creek Massacre of Indians. Indian attacks on homesteaders increased because the Indians were trying to protect their hunting grounds and their sacred land. Red Cloud, an Indian leader, wanted to drive all the white people away. So this illustration shows an Indians attacking a homestead because this is what was happening then.'*

or

Level 3 Explains the message/purpose of the illustration in the context of attitudes at the time (4-6)

Eg *' This illustration was published to show people how dreadful and cowardly Indians were compared to white people like the brave woman who is defending her home and family. This illustration shows the popular image of Indians - that they were violent savages and subhuman. It may have even been published to make white people hate the Indians even more to justify anti-Indian policies.'*

Level 4 Both types of Level 3 (6-7)

- 1(b) Study Sources B and C. Why do these two paintings of the Little Big Horn differ?
Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

Level 1 **Answers that simply state that one is produced by an Indian and the other by a white man/company – no reference to content/message of sources** (1)
Eg *'These two paintings differ because one is by an Indian and the other is by a brewing company.'*

Level 2 **Suggests reasons based on access to information** (2)
These might include: one heard stories from his father, the other made it up, they might have listed to different accounts

or

Describes how the paintings differ/similar (2-3)

Level 3 **Explains that they would see the Battle in different ways/portray it in different styles because of who they are** (4-6)
Eg *'They differ because one is by an Indian and the other is by a white man. Because of this they would see the Battle in different ways.'* (4)

Level 4 **Explains the different messages the two sources want to convey** (4-6)
Eg *'These paintings differ because they want to say different things about the battle. Source B shows Custer to be a hero, surrounded by Indians but still fighting. Source C almost shows the opposite. It shows the Indians chasing the soldiers away so the Indians are the heroes. They differ because they want to create different impressions of the battle. The one by a white man wants to focus on Custer and his bravery while the Indian painting wants to concentrate on their victory.'*

Explains one message, identifies another message (4)

or

Compares the sources but only explains message of one (4)

Level 5 **Concentrates on the purpose of the paintings in context** (6-7)
Eg *'These paintings have a different purpose. Source B wants to persuade people that despite being defeated Custer was a hero. He is shown fighting against all the odds until the end. This was in saloons all over America and its purpose was to make white Americans feel good about themselves and feel proud to be American. It is trying to get something good from a bad defeat. Source C is painted by an Indian at a time when the Indians were losing the battle for the Plains and were treated badly on reservations. He wants to restore some pride for the Indians and this is why he has chosen the paint an example of when the Indians defeated the white men.'*

Explains one purpose, identifies another purpose (6)

or

Compares the sources but only explains the purpose of one (6)

1(c) Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers that fail to say whether they are surprised or not** (1)

Level 2 **Answers that are surprised/not surprised by minor details in the source** (2-3)
Eg *'I am surprised that the commanding officer had time to sit and smoke with the cowboy. You would think he had better things to do with his time in an army camp surrounded by Indians.'*

Level 3 **Contextual explanations why surprised by the fact that they do not want him to kill Indians** (3)
Eg *'I am surprised by this source because the soldiers do not want him to kill the Indians. This is very surprising because they were having a lot of trouble with the Indians at this time. The army was still struggling with the Sioux and there were many battles still going on like the one with Black Kettle. You would have thought that they would be glad if he killed a few Indians.'*

Or

Not engaging with source. Assertion – not surprised because killing buffalo = killing Indians. Contextual development award 4 marks (3-4)

Level 4 **Contextual explanation why not surprised with reference to source** (5-6)
Eg *'I am not surprised by this source. The army officer when he says 'just kill buffalo' knows what he is talking about. What he means is that if the hunter kills the buffalo this will kill the Indians because they depended on the buffalo for just about everything. They needed it for meat, clothing, tools, even their religion. The army officer is suggesting that killing the buffalo is a lot easier than killing Indians which could be very dangerous. I am not surprised they want to be rid of the Indians because they were fighting with them for control of the Plains.'*

2(a) Describe a woman's life in a homestead on the Plains.

Target: AO 1

1 mark for each valid feature identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: seeking fuel - using dried buffalo dung, difficulties of keeping sod houses clean and hygienic, lack of doctors - childbirth, some worked as teachers, loneliness, helping out on the homestead, making eg clothes, soap.

Eg A woman's life on the Plains was very hard. They had a really difficult job keeping the sod houses clean. These were made from clumps of earth and insects lived in the walls. There would probably be no doctors nearby so the woman had to act as a doctor as well.'
(3)

2(b) Explain why the Mormons decided to go West in the 1840s.**Target: AO 1**

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'They decided to go west because they thought it was the best thing for them. They were in big trouble where they were.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: collapse of Mormon banks, attacked and property destroyed in Missouri, driven out of Missouri, unpopularity of polygamy, Smith planned to run for President, Smith killed, Young's decision to go west, attractions of Salt Lake.
- Level 3 Explains one specific reason (3-5)**
Eg *'The Mormons decided to go West because they had become very unpopular in the East. They had set up a successful town at Nauvoo but Smith made the mistake of deciding to allow polygamy. He said God had told him that it was all right. But this was very unpopular with other people there. They thought it was against Christian teachings and were worried it would lead to a big increase in the Mormon population. So the Mormons became very unpopular there and needed somewhere else to live.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) Did the Indians and the homesteaders want to live on the Plains for the same reasons? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)
Eg *'I think they did. They both thought it would be a good place to live and thought it was better than anywhere else.'*

Level 2 Identifies specific reasons why the Indians or the homesteaders wanted to live on the Plains (2-3)
Specific contextual knowledge demonstrated but no explanation of the reasons.
Reasons include: Indians - buffalo, hunting grounds, sacred land, had adapted life style to Plains, wanted to be free, ; homesteaders - persecution/poverty in Europe, ex- soldiers from Civil War, ex-slaves from the South, free land, lack of land in East, economic crisis in East.

Level 3 Identifies specific reasons why the Indians and the homesteaders wanted to live on the Plains (4)
Specific contextual knowledge demonstrated but no explanation of the reasons.

Level 4 Explains specific reasons why the Indians or the homesteaders wanted to live on the Plains (5-6)
Eg *'I think that the homesteaders wanted to live on the Plains because of the free land. They were often families who could never afford land back in the east but the land in the west was offered by the government at very cheap prices or even free. This was because the government wanted the Plains to be settled - this was one way of driving the Indians out. The dream of owning their own homes and farms is what led to many homesteaders going west on to the Plains.'*

Level 5 Explains specific reasons why the Indians and why the homesteaders wanted to live on the Plains (6-7)

Level 6 As for Level 5 but in addition explains overall how similar/different their reasons were (8)

These answers do not have to be fully developed as far as the explanation of reasons are concerned. However the comparison of reasons and an overall conclusion about how different/similar they were must be explained and be valid - allow original, unusual but valid attempts.

3(a) Describe the work done by cowboys.**Target: AO 1**

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: rounding up cattle, branding them, riding the line, cattle drives, dealing with stampedes, rustlers, homesteaders.

Eg 'Cowboys had to take the cattle on long drives to get them to market where they could be sold. This was a long hard job where they would be wet and frozen. On the drive they had to deal with stampedes when the cows bolted. They could be trampled to death in one of these.' (3)

3(b) Explain why cattle ranching spread to the Plains.**Target: AO 1**

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
Eg *It spread to the Plains because this was the best place for it to be. It would be a lot more successful there.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: the establishment of Abilene (McCoy) as a cow town, difficulties in long drives from Texas - rustlers, attacked by homesteaders, problem of Texas fever, poor grazing land, nearer markets in the north, development of railroads, cheaper
- Level 3 Explains one specific reason (3-5)**
Eg *'Cattle ranching started in Texas but the trouble with this was that it was a long way from the main markets for meat - the big cities in the north like Chicago. If they had ranching on the Plains then they were much nearer their markets and they did not have the problems they faced on the long drives from Texas like the Texas fever disease which the cattle picked up in Texas and spread to everywhere they passed.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) 'Was the harsh weather of 1883 to 1887 the most important reason why the 'open range' came to an end? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)

Eg *'Yes I think it was. The weather was so terrible that it meant that it could no longer carry on and it forced big changes on everybody.'*

Level 2 Identifies specific reasons why the weather caused problems or identifies other factors (2-3)

Specific contextual knowledge demonstrated but no explanation. The weather - drought withered the grass, blizzards killed cattle; other factors - demand for beef fell, over supply of cattle, overgrazing of the grass, Johnson County War, use of barbed wire, wind pumps

Level 3 Identifies specific reasons why the weather caused problems and identifies other factors (4)

Specific contextual knowledge demonstrated but no explanations.

Level 4 Explains specific reasons why the weather had this impact or explains how other factors had this impact (5-6)

Eg *'The open range ended because of the invention of the wind pump. The cattle needed water so the range had to be left open so they could find the water. There would be many areas where there was no water so the cattle had to be allowed to wander. When the wind pump was invented this all changed. The wind pump pumped up water from below ground. This meant there was water wherever the cattle where so the rancher could now fence off his land. This meant the open range was ended.'*

Level 5 Explains specific reasons why the weather had this impact and explains how other factors had this impact (6-7)

Level 6 As for Level 5 but in addition explains overall why one was more important than the other (8)

These answers do not have to be fully developed as far as the explanation of factors is concerned. However the reason for why overall one was more important than the other must be explained and be valid - allow original, unusual but valid attempts.

GERMANY, 1919–1945

1(a) Study Source A. What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Surface description (1)
Eg *'It shows Hitler and a man standing outside a shop that has its glass window broken.'*

Level 2 Answers based on misinterpretation of cartoon (2-3)
Eg *'The message is that Hitler and the Nazis have not been attacking Jewish shops. In fact, they are trying to protect them.'*

Level 3 Valid interpretation asserted (4)
A valid interpretation is suggested but not explained. Eg *It is criticising Hitler, making fun of Hitler, criticising Nazi anti-Jewish policies.*

Level 4 Answers that explain that the message is that Hitler/Nazis were pursuing anti-Jewish policies (5-6)
These answers will be supported by reference to details in the cartoon/contextual knowledge.
Eg *'The message is that the Nazis were attacking Jews. You can see the shop window of a Jewish shop that has just been attacked. The cartoon is saying that the Nazis were doing this.'*

Level 5 Answers that explain that the message is that Hitler/Nazis were lying about their anti-Jewish policies (6-7)
Award 6 marks if supported by reference to contextual knowledge or to details in the cartoon and 7 marks if both are used. Award 6 marks if not explained, award 7 if explained
Eg *'The message is that the Nazis are lying about their policies against the Jews. This is why it is called All Fools Day and why Hitler is dressed as a clown. He is trying to fool people about something that they know all about that he is stupid to think that he can get people to accept that he has not been attacking Jews.'*

1(b) Study Source B. Why did the Nazis publish this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers based on the surface information – no inferences made** **(1)**
Eg *'I think this was published to tell people that they could only marry blue-eyed women and women that were virgins.'*

Level 2 **Answers based on simple inferences from Source B** **(2)**
Eg *'This source was published to tell Germans that they had to be careful who they married.'*

Level 3 **Identifies eg master race, strong army, world conquest** **(3)**

Level 4 **Explains the Nazi beliefs about race that produced this kind of source** **(4-5)**
Eg *'This source was published because the Nazis believed that Germans belonged to a superior Aryan race. They were superior to other races like Jews and Slavs. They believed that their duty was to breed a master race. Germans must only marry pure Germans otherwise they would be impure.'*

Alternative

Level 4 **Explains purpose of source as brainwashing/controlling/influencing peoples ideas** **(4-5)**

Level 5 **Level 4 plus explains the broader purpose of a source like this** **(6-7)**
Eg *'This source was published by the Nazis because they want to keep Germany strong. They wanted to make sure that they produced a master race of superior people. The Germans were part of this Aryan master race. They believed that other people like Jews were inferior. If Germans married inferior races they would weaken the German race and it would not be strong enough to conquer the world. They wanted pure Germans to be produced to go into the army and be strong to conquer the world. So the purpose of this source was to make Germany pure and the strongest country in the world.'*

1(c) Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Everyday empathy used to express surprise (1)
Eg 'I am surprised by this source. It seems very odd to stick plasticine in the keyhole and to stuff pillows along the crack of the door of your house. This is very odd behaviour.'

Alt Level 1 Fails to state whether surprised or not (1)

Level 2 Valid assertion about the nature of Nazi Germany (2)
Eg 'I am not surprised at all. In Germany at this time everyone was spying on you.'

Level 3 Contextual explanations about the reaction of the American journalist or the behaviour of the Germans (3-5)
Eg '*I am not surprised by the fact that the journalist finds all this a bit strange. He might just be visiting Nazi Germany and not realise that it was a police state where there were spies everywhere and where the Gestapo spied on people and arrested anyone who said anything critical about the government. All opponents of the government like Communists had been locked up.*'

Level 4 Contextual explanations of lack of surprise about behaviour of the Germans and surprised/not surprised by the reaction of the journalist (6)
Eg '*I am not surprised they were taking all these precautions because Nazi Germany was full of spies. Even children were encouraged to spy on their parents. Any passing remark that was a little critical of the Nazi regime could mean that you would be arrested by the Gestapo and be put in prison. So people had to be very careful what they said. However I am rather surprised that the journalist was surprised by all this. There were plenty of reports by now that this was what Nazi Germany was like and so he should have known that this went on.*'

2(a) How did the terms of the Treaty of Versailles restrict German military power?

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: air force disbanded, Rhineland occupied by Allies and no German troops allowed there, army limited to 100,000, navy limited to 15,000, only 6 battleships, no submarines, conscription not allowed.

Eg It make Germany militarily weaker by not allowing it to have an army of over 100,000 men and the navy was not allowed to have any submarines.' (3)

2(b) Explain why the Weimar Republic has serious problems in the period 1919–1923.

Target: AO 1

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'They had serious problems because things were not going well and they could not find any answers. So all the German people suffered.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: blame for signing Treaty of Versailles, blamed for the stab in the back, the Kapp Putsch, occupation of the Ruhr, printing of money and inflation, Munich Putsch

Level 3 Explains one specific reason (3-5)

Eg *'This was a difficult time because there were lots of risings. For example by 1920 private armies were growing up all over Germany. They were mainly right-wing and threatened the stability of Germany. The problem got worse in 1920 when some of these led by Kapp marched into Berlin and tried to take over the government. The government nearly collapsed because the army would not help it but was saved by a general strike of workers. All public services came to a halt and Kapp was forced to give in.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

2(c) 'Was the depression in Germany the most important reason why Hitler was able to come to power by the beginning of 1933? Explain your answer.'

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)

Eg 'I think it was. It made people support Hitler instead of other parties and it was because of this support that he was able to come to power.'

Level 2 Identifies reasons why the depression was a factor or identifies other factors (2-3)

Specific contextual knowledge demonstrated but no explanation.

Examples include:

Eg the depression - unemployment, taxes raised, wages cut, unemployment benefits cut, ; other factors - change of tactics in later 20s, Mein Kampf, Hitler's leadership and speaking abilities, promises that were made to middle classes, farmers, promise of strong leadership, promise to make Germany great again, revoke Treaty of Versailles, fear of the Communists.

Level 3 Identifies reasons why the depression was a factor and identifies other factors (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons why the depression was a factor or explains other factors (5-6)

Eg 'I think that the depression was the most important factor. It led to massive unemployment and many people were starving. The Weimar government did not seem to know what to do. They even cut wages to make things worse. This gave the Nazis the chance to promise people to get them out of their misery by providing lots of jobs and strong leadership. So this is why people started to vote for Hitler. The depression made them fed up with the Weimar government.'

Level 5 Explains specific reasons why the depression was a factor and explains other factors (6-7)

Level 6 As for Level 5 but in addition explains whether the depression or other factors was more important (8)

These answers do not have to be fully developed as far as the explanation the factors is concerned. However the reason why the depression or the other factors is more important is more important must be explained and be valid - allow original, unusual but valid attempts.

3(a) Describe the different ways the Nazis used propaganda.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any example that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Award max of 2 marks to answers that simply list different types of propaganda eg radio, posters.

Max of 3 marks for one area of propaganda.

Examples might include: mass rallies to indoctrinate people through the emotion of being one of a group, Olympics to show Germany off and show the master race in action, radios in factories where people had to listen to them, election posters to make promises or criticise the opposition.

Eg 'One way the Nazis used propaganda was to put loudspeakers into factories. These would broadcast pro-Nazi messages from the radio that everyone had to listen to while they worked.' (3)

3(b) Explain how Hitler managed to consolidate his power during 1933 and 1934.

Target: AO 1

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
Eg <i>'He was able to do this by becoming very popular and dealing with all the people that opposed him.'</i> | (1-2) |
| Level 2 | Identifies specific methods
Specific contextual knowledge demonstrated but no explanation.
Examples include: use of the Reichstag Fire, Communists arrested, emergency decree giving police emergency powers, bans Trade Unions, other political parties banned, the Enabling Act, the Night of the Long Knives. | (2-4) |
| Level 3 | Explains one specific method
Eg <i>'Hitler consolidated his power by getting the Enabling Act passed. This gave Hitler the power to make laws by himself without getting anyone else to agree. It really meant he was a dictator and in total power. He was able to pass all kinds of laws to make himself more powerful and there was nothing anyone could do about it.'</i> | (3-5) |
| Level 4 | Explains more than one specific method
Award 6 marks for one method explained and another identified.
Award 7 marks for two methods explained. | (6-7) |

3(c) 'How successful were Nazi policies towards young people? Explain your answer.'

Target: AO 1

*** Written communication assessed in this question.**

Level 1 General assertions (1-2)
Eg *'I think they were very successful because they got young people to support Hitler a lot so they worked.'*

Level 2 Identifies examples of success or examples of failure (2-3)
Specific contextual knowledge demonstrated but no explanation of examples. Examples include: successes - indoctrination in the Hitler Youth, indoctrination through the education system, indoctrination of girls about their role in Nazi Germany; failures - declining popularity of the Hitler Youth, White Rose, Swing, Edelweiss Pirates.

Level 3 Identifies examples of success and examples of failure (4)
Specific contextual knowledge demonstrated but no explanation of examples.

Level 4 Explains specific examples of success or failure (5-6)
Eg *'The Nazis policies were not very successful You can see this by the fact that longer on some young people turn against the Nazis and even rebel against them. The Edelweiss Pirates did this. They were young people who beat up Hitler Youth patrols and helped people who were on the run from the Nazis. They even attacked Nazi buildings. Clearly the Nazis policies were not very successful with them otherwise they would not have turned against them.'*

Level 5 Explains specific examples of success and of failure (6-7)

Level 6 As for Level 5 but in addition explains whether overall the policies were more a success or more a failure (8)

These answers do not have to be fully developed as far explaining the successes or failures is concerned. However the reason for why the policies were overall more successful or more of a failure must be explained and be valid - allow original, unusual but valid attempts.

SOUTH AFRICA

1(a) Study Source A. Explain why this photograph was taken in 1955. Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers based on surface information – claims it was taken to provide information – no context (1)
 Eg *'This photograph was taken to show that these people would not move.'*

Level 2 Answers that focus on the context only (2-3)
 These answers will write about the forced removals in Sophiatown.
 Eg *'This photograph was taken in 1955 because this was when people were being forced to move out of Sophiatown. Under the Group Areas Act black South Africans were not allowed to live in certain areas. Sophiatown, despite being a black community, was described as a white area and all the black South Africans who lived there were forced to move.'*

Level 3 Infers a message – set in context but not explained (4)
 Eg *'This photograph was taken to tell everyone that the black South Africans in Sophiatown were refusing to move.'*

Level 4 Infers a purpose – set in context but no explained (5)
 Eg *'This photograph was taken to encourage more black people in Sophiatown to refuse to move. The photographer has deliberately chosen this scene for his purpose.'*

Level 5 Explains message or purpose in context - explained (6)
 Eg *'I think this taken to support the black people in Sophiatown who were being forced to move by the South African government. They said that the black people living there should move to black areas like Soweto. A lot of the people refused to move but in the end they were forcibly moved. I think the photographer wanted people to support the protestors so he has photographed the slogan 'we will not move' to show that there are people resisting the government.'*

1(b) Study Source B. What is the message of this cartoon? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Literal readings of the cartoon (1-2)**
Eg *'The message is that Bantustans are wonderful places to live in.'*
- Level 2 Infers valid message – no support (3-4)**
Valid message - Bantustans are wrong, terrible places, very different from what the South African government claims. Only award 4 marks for the last message.
- Level 3 Valid message supported by explanation using of details in the cartoon (4-5)**
Eg *'I think the message is that the South African government has been lying about the Bantustans. The cartoon shows the government painting a wonderful picture of them but the world not believing this and seeing the truth out the window where the words 'banishment' give the meaning that these were awful places where people were forced to go to.'*
- Level 4 Valid message supported by contextual explanation (6)**
Eg *'The message is the Bantustans were not as good as the South African government was claiming. These were self-governing homelands that the government set up in 1959. Black South Africans went to the one for their own ethnic group. This would mean that white South Africans would be left as the biggest single racial group in South Africa. Many people thought that this was why it was done and not to give Black South Africans the right to rule themselves.'*
- Level 5 Valid message supported by contextual explanation and by use of details in the cartoon (7)**

- 1(c) Study Sources C and D. Does Source D mean that Verwoerd would have seen the Bantustans as a failure? Use both sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Unsupported assertions (1)**
Eg *'No, nothing would have persuaded him that they were a mistake.'*
- Level 2 Answers that focus on the differences between Sources C and D (2-3)**
Eg *'Yes he would. This is because he hoped that they would give the black South Africans independence but in fact they did not. They were not democratic and were still under the power of the Big Dictator which was South Africa.'*
- Level 3 Answers that focus on the provenance of Source D (4)**
Eg *'No he would not accept that there were a failure. Source D is by Albert Luthuli who was President of the ANC so he would be against the Bantustans. Verwoerd would not take any notice of what he said.'*
- Level 4 Answers that focus on the real purpose of the Bantustans as far as the South African government was concerned (5-6)**
Eg *'No he would not think they were a failure. Although he says in Source C that they were meant to give black South Africans independence and Source D says that they were not democratic or independent, he would not be worried by this. The real reason he wanted to set the Bantustans up was to separate black South Africans from white South Africans and to give white South Africans the best land and the cities. It was to stop the black South Africans from developing and to make South Africa an all-white country. So he would not be bothered by the criticisms made in Source D.'*
- Level 5 Combines Levels 3 and 4 (7)**

2(a) Describe the main features of apartheid in the 1950s.

Target: AO 1

1 mark for each valid feature identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Features might include: marriages between people of different races illegal, sexual relations between different races illegal, everyone was classified into a particular racial group, separate parks, beaches, trains, buses, cinemas for different races, each town divided into different areas where different races had to live, different curriculum for white and black children, less money spent on black education, the pass system.

Eg *'Apartheid meant that public areas like beaches were divided between white and black areas and that each town was divided into different areas to keep people separate.'* (2)

2(b) Explain why the National Party won the 1948 election.

Target: AO 1

- Level 1 General assertions (1)**
Valid, but general answers. No specific contextual knowledge.
Eg *'They won it because they were the most popular party with the best ideas for South Africa.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: white South Africans worried about black workers in their jobs after the war, wages for black workers had risen, Smuts unpopular - kept food prices low so farmers angry, had talked of democracy and had allowed blacks to strike and protest promised flexible apartheid so black workers available for factories
- Level 3 Explains one specific reason (3-5)**
Eg *'The National Party won the election because they managed to appeal to the Afrikaner voters by promising to deal with their fears. They were worried that black South Africans were getting too much power and they wanted them put in their place. The National Party promised to do this by making sure that South Africa was ruled by Afrikaners and black South Africans were moved to reserves.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) 'How far was opposition to apartheid within South Africa in the 1950s and 1960s a failure? Explain your answer.'

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)
Eg 'I think it was a failure because they did not manage to get rid of apartheid.'

Level 2 Identifies examples of it being a failure or examples of it having some impact (2-3)
Specific contextual knowledge demonstrated but no explanation.
Examples might include: failure - impact of banning orders, mass arrests, repression, the Rivonia Trial and leaders sentenced to life imprisonment; some effect - the Defiance Campaign 1952 thousands defied apartheid regulations - ANC membership rose, Freedom Charter united different organisations and races, and wins a lot of support, success of the bus boycotts, failure of Treason Trial in 1956, international impact of Sharpeville, the impact of Black consciousness.

Level 3 Identifies examples of it being a failure and examples of it having some impact (4)
Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons why (or examples of how) it was a failure or reasons why (or examples of how) it had some impact (5-6)
Eg 'I do not think the opposition to apartheid was a failure. Although they did not get rid of apartheid they were organising a lot of people against it and pressure was growing. For example the Defiance Campaign of 1952 involved disobeying apartheid regulations and travelling in white only compartments of trains for example. Thousands of people took part and were arrested. But this got them a lot of publicity in South Africa and abroad. It led to the membership of the ANC going up to over 100,000 and it was reported in newspapers all round the world. So it did have some success.'

Level 5 Explains specific reasons why (or examples of how) it was and was not a failure (6-7)

Level 6 As for Level 5 but in addition explains why on balance it was more one than the other (8)
These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

3(a) Describe what happened in Soweto in 1976.

Target: AO 1

1 mark for each valid example, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: riots/demonstrations by students, police fired and students killed, classes boycotted, schools burnt down, protesting against poor quality of black education, government announced that some subjects would be taught in Afrikaans, Soweto out of government control for good.

Eg What happened was the school students started to protest about the very poor education they received. The government spent ten times more on white education than on black education. They rioted and burned down schools.' (3)

3(b) Explain why external factors were important in bringing about the end of minority rule in South Africa.

Target: AO 1

Level 1 General assertions (1-2)

Valid, but general answers. No specific contextual knowledge.

Eg *'I think these were very important and put a lot of pressure on the government to make changes.'*

Level 2 Identifies reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Examples include: African states gaining independence from white rule, South Africa increasingly isolated, provide bases for the MK, UN sanctions, sporting sanctions, pressure from industry for changes, Botha begins to introduce reforms, financial crisis by 1985 - businesses pulling out of South Africa, pressure for release of Mandela.

Level 3 Explains one specific reason (3-5)

Eg *'External factors were important. For example there was a lot of violence in South Africa in the 1980s and this persuaded internal businesses like Barclays Bank that more reform was needed if there was going to be peace and their businesses could do well. Businesses began to pull out of South Africa and even began meeting with the ANC. When there were no more reforms the businesses acted. This had dreadful results in South Africa and taxes had to be put up and wages went down. It was clear that reforms would have to be passed.'*

Level 4 Explains more than one specific reason (6-7)

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) Who made the more important contribution to South Africa in the late 1980s and early 1990s, FW de Klerk or Nelson Mandela? Explain your answer.

Target: AO 1

*** Written communication assessed in this question.**

Level 1 General assertions (1-2)
Eg *'I think it was Nelson Mandela because he had been protesting and working to improve things in South Africa for a long time.'*

Level 2 Identifies specific reasons for de Klerk or for Mandela being important/not important (2-3)
Specific contextual knowledge demonstrated but no explanation.
Examples include: de Klerk - unbans ANC, releases Mandela and others, abandons apartheid, ready to talk with Mandela and ANC, agrees new constitution, holds first democratic elections, reforms forced on him by the circumstances; Mandela - long period in prison, becomes national and international rallying point, willing to negotiate with de Klerk, wins elections, sets up Truth and Reconciliation Commission .

Level 3 Identifies specific reasons for both de Klerk and Mandela being important/not important (4)
Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons for de Klerk or Mandela being important/not important (5-6)
Eg *'I think the de Klerk made a more important contribution to South Africa. This is because when he became President South Africa was in chaos and was even near civil war. As soon as he became President he realised this and immediately got rid of apartheid and started talks with the ANC. This was something that the South African government had never done before but it was the only thing that would save South Africa from descending into total chaos. De Klerk realised this and made an enormous contribution as he helped South Africa to move to democracy in a peaceful way.'*

Level 5 Explains specific reasons for both de Klerk and Mandela being important/not important (6-7)

Level 6 As for Level 5 but in addition explains why on balance one was more important than the other (8)
These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one being more important than the other must be supported and valid - allow original, unusual but valid attempts.

1935/21 Paper 2 – Medicine Through Time

NOTES TO EXAMINERS

1. The mark scheme is graded in order from the lowest level of response to the highest. It is not cumulative and answers should be rewarded at the highest level reached. They do not have to reach the lower levels before they can be rewarded at the higher.
2. The examiner's first task is to establish the appropriate level at which the candidate is to be rewarded. Then the number of marks is allocated according to the quality (not quantity, unless specifically indicated) of response. Examiners should also take note of where marks within a band are determined by the quality of the candidate's supporting historical detail.

Marks are to be shown in the right hand margin with level followed by mark, eg L2/6. Examiners should underline or annotate an answer to indicate which part is considered worthy of the mark allocated. Where a question has several parts, the total for the complete question should be shown and ringed.

3. The mark scheme is intended as a guide to marking and there will almost certainly be answers which do not fit exactly into the levels. In such circumstances please allocate a mark in keeping with the level of understanding shown in the answer (show as = L2/6). If in doubt consult your team leader.
4. Please take care not to over-reward learned responses that are not directly linked to the sources. Unless answers such as 'It depends what you want to know' are supported by reference to the sources, they should be rewarded at a low level. Equally, care should be taken not to over-reward candidates for their skills in literacy. Flowing prose does not necessarily produce a better historical answer than a more deliberate style.

- 1 Study Source A.**
What can we learn about surgery in 1800 from this source? Use the source to explain your answer. [6]

Level 1: Answers which copy or paraphrase the source [1]

I can learn that the lack of a complete painkiller ruled out long or complicated surgery.

Level 2: Answers which make unsupported inferences [2-4]

I can learn that they didn't carry out many difficult internal operations (2). I can also see that it was extremely dangerous to have surgery.(3)

1 unsupported inference = 2 marks

2 unsupported inferences = 3 marks

3 unsupported inferences = 4 marks

Level 3: Answers which make supported inferences [5-6]

I can learn that they didn't carry out many difficult internal operations, as it says that most operations were concerned with external wounds because they didn't have a proper painkiller (5). I can also see that it was extremely dangerous to have surgery. There was a death rate of 90% in some London hospitals (6).

1 supported inference = 5 marks

2 supported inferences = 6 marks

2 Study Sources B and C.

How far do these sources prove that the standard of operations improved during the nineteenth century? Use the sources and your knowledge to explain your answer.

[9]

Level 1: Assertions – no support from source

[1]

I think they do. Things are much better in the second picture than in the first.

**Level 2: They don't because you can't believe Source B – undeveloped
Or uncritical acceptance of Source C**

[2-3]

You cannot use this source to say this. Source B is just a cartoon so you can't believe it. Source C is a photograph, so that would probably be accurate. (3)

Level 3: Matches detail to show improvement

[4-5]

I think this is obviously the case. Source C is a much more controlled environment than Source B – and they are using carbolic acid, which will obviously save lives (4)

Level 4: Level 3, plus a discussion of typicality or sufficiency

[6-7]

I think this is obviously the case. Source C is a much more controlled environment than Source B – and they are using carbolic acid, which will obviously save lives (4) However Source C is only about the use of carbolic acid. It doesn't, for example, tell me about survival rates after operations (6)

**Level 5: Level 3 plus developed evaluation of Source B (or less likely C)
Through cross-reference to knowledge or other sources**

[8-9]

I think this is obviously the case. Source C is a much more controlled environment than Source B – and they are using carbolic acid, which will obviously save lives (4) Of course, I have reservations about Source B. I think it was probably drawn to make fun of surgeons. Since Source A tells us that around this time 90% of people who had operations died, I can believe that there would be people opposed to the work of surgeons and so this source might be unreliable. (8)

3 Study Source D.

Are you surprised by what this source says? Use the source and your knowledge to explain your answer. [8]

Level 1: Unsupported answers**[1]**

I am not surprised. This sort of thing was always happening.

Level 2: Answers which fail to state surprised or lack of it**[2]**

Operations around this time were dangerous and the death rate was high. That is why the boy died.

Level 3: Surprise or lack of surprise not related to development of surgery**[3-4]**

I am not surprised by what this source says. Once they realised that something had gone wrong, they did all they could to put it right (3)

Level 4: Surprise or lack of surprise about development of surgery and supported by contextual knowledge or other sources.**[5-6]**

I am not surprised by what has happened in this source. They first started using chloroform in 1847 and Simpson found that it was more effective than laughing gas. So it doesn't surprise me that it was being used in 1893 in operations.

Level 5: Surprise and lack of surprise about development of surgery and supported by contextual knowledge or other sources.**[7-8]**

I am not surprised by what has happened in this source. They first started using chloroform in 1847 and Simpson found that it was more effective than laughing gas. So it doesn't surprise me that it was being used in 1893 in operations. What does surprise me is that they were using it on such a young child. They knew it was dangerous. In 1848 a young girl died from an overdose of chloroform when having an operation to remove a toe nail. So why were they using it on someone so young?

4 Study Source E.

How useful is this source to an historian studying the development of surgery in the nineteenth century? Use the source and your knowledge to explain your answer.

[8]

Level 1: Undeveloped provenance

[1]

I don't think that I would really believe this because it was written by Lister himself.

Level 2: Useful because of information in it.

[2-3]

OR

Not useful because (identified) things missing

This is very useful. It tells me that there were fewer deaths from amputation in the period 1867-70 than in the period 1864-66 (2)

Level 3: Useful because I can make these inferences

[4-5]

OR

Both parts of Level 2

I think this source is extremely useful. From 1867 the number of deaths from amputations dropped. Interestingly, the hospital started using carbolic acid as an antiseptic in 1867. So I can conclude that carbolic acid must have been effective in killing germs. (5)

Level 4: Level 2 or 3 plus a consideration of the status of the source as evidence (typicality, reliability, false inferences that could be made etc)

[6-8]

I think this source is extremely useful. From 1867 the number of deaths from amputations dropped. Interestingly, the hospital started using carbolic acid as an antiseptic in 1867. So I can conclude that carbolic acid must have been effective in killing germs (5). I also think that the figures would be reliable. They are taken from the personal records of someone who worked at the hospital and I see no reason for him to lie in personal records. (6) Of course, we might have to be a little bit careful about making conclusions from this evidence. It is only a small number of patients in one hospital and this might not apply to all hospitals.(7)

5 Study Source F.

Does Fleming's account mean that antiseptics did not work? Use the source and your knowledge to explain your answer. [9]

Level 1: Agrees or disagrees without support [1]

Yes I think it does. It shows that it doesn't work

Level 2: Agrees or disagrees using detail in sources [2-3]

I think it probably does. Fleming says that he used 'carbolic acid, boric acid and peroxide of hydrogen', but could see that they didn't kill all microbes.

Level 3: Agrees AND disagrees using detail in sources [4-6]

I think it probably does. Fleming says that he used 'carbolic acid, boric acid and peroxide of hydrogen', but could see that they didn't kill all microbes. However, Fleming does not actually say they didn't work. They might still have killed some microbes and other people told him they were better than nothing.(6)

Award 6 marks to candidates who see that they 'might' rather than 'did' work

Level 4: Level 2 or 3 plus a use of cross-reference to contextual knowledge or other sources to evaluate source. (7-9)

Level 2 plus evaluation = 7-8 marks

Level 3 plus evaluation = 8-9 marks

I think it probably does. Fleming says that he used 'carbolic acid, boric acid and peroxide of hydrogen', but could see that they didn't kill all microbes. However, Fleming does not actually say they didn't work. They might still have killed some microbes and other people told him they were better than nothing.(6) Of course, we need to be a little careful with the source. We are told that this is Fleming 'recalling' what happened. Perhaps he was recalling many years later and his memory may not have been entirely accurate. (8)

6 Study all the sources.

'In the period 1790–1918 patients had a good chance of surviving surgery.' How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Level 1: Answers which do not use sources**[1]**

At this level candidates just write about surgery and ignore the sources

Level 2: Non specific source use ie no supporting detail, no reference to source by letter or quote**[2-3]**

At this level candidates may talk of 'the sources', 'some sources', or even identify sources without using the detail in them

Level 3: Uses source(s) to support OR oppose interpretation**[4-7]**

One mark for each source used

Obviously they did. Source C shows carbolic acid being used and that reduced death from infection. Source E shows the number of deaths from amputations coming down and Source G says that anaesthetics and antiseptics brought down the number of deaths by a long way. (6)

Level 4: Uses source(s) to support AND oppose interpretation**[7-9]**

One mark in level for each 'pair' of Y/N used. If a candidate uses the same source to argue Yes and No, this counts as a 2 mark pair.

Obviously they did. Source C shows carbolic acid being used and that reduced death from infection. Source E shows the number of deaths from amputations coming down and Source G says that anaesthetics and antiseptics brought down the number of deaths by a long way. However, in Source F Fleming says that he doesn't really believe that antiseptics work and in Source G we are told that more patients died because surgeons were carrying out more operations. Source D backs this up by showing how dangerous anaesthetics were. (9)

Award TWO bonus marks for ANY consideration of the reliability, sufficiency etc of source but mark must not exceed 10.

- To score in L3/L4, there must be source use, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.

When marking, indicate each valid source use for 'important' with 'Y', and 'not important' or doesn't address issue with 'N'.

1935/22 Paper 2 – Crime and Punishment Through Time

Introduction

OCR will have sent you a copy of the booklet INSTRUCTIONS FOR EXAMINERS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 ***It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.***

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.

- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.
- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (eg L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - *When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right-hand margin at the end of the answer (eg L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.*
 - *When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.*

Question 1 [6 marks]

Study Source A. What can you tell from this source about women and the law in the Middle Ages? Use the source to explain your answer.

Level 1: Use of source but no inferences**[1-2]**

eg I can tell that the woman was sold for a pig.

Level 2: Valid inference(s) about women and the law**[3-4]**

ie what you can tell about women and the law *in general*, rather than the specific case in the source.

One inference = 3 marks, two = 4 marks

eg I can tell they were treated badly by the law/treated as property/had no rights etc.

Level 3: Valid inferences, supported**[5-6]**

One supported = 5 marks, two = 6 marks.

eg I can tell they were treated badly by the law because it says they could be sold by their husbands.

- Notes:
- (i) *inferences only need to be consistent with the legal position, not necessarily directly on the law.*
 - (ii) *there must be separate support for each inference, ie a piece of support may only be used once.*

Question 2 [8 marks]

Study Source B. This source is from later than the Middle Ages. Does this mean that it is no use as evidence about the treatment of women by the law in the Middle Ages? Use the source and your knowledge to explain your answer.

Note: They must answer the question, ie address the issue of utility. If not, 0 marks. 'The source shows/says...' is not enough. 'It tells me' is acceptable, so are answers which deal with reliability not utility.

Level 1: Utility judged through provenance alone [1]

eg No, it isn't useful because it's just a drawing.

OR

Unexplained acceptance of the assertion

eg It's useless because it comes from later than the Middle Ages.

Level 2: Any answers which assume the source shows a witch [2]**Level 3: Deals with utility but not with the time factor: Not useful because of what it does not show OR useful for what it shows [3]**

ie about women and the law

eg It isn't useful because it is so limited. It doesn't tell us anything at all about the protection that the law gave to women.

eg It is useful. It shows us how scolds were punished by using the ducking stool.

Level 4: Developed rejection of the assertion [4-5]

ie these answers are based on giving the reason that what the picture shows actually happened in the Middle Ages.

eg No, it's useful because this is the way that scolds were actually treated in the Middle Ages by using the ducking stool, and this shows us exactly how it happened.

Level 5: It could be useful if the picture reflected what happened in the Middle Ages [6]

ie these answers do not reject the possibility of the source being useful, but make the point that its utility depends on whether the picture could be portraying what happened in the Middle Ages.

eg It might be useful but we aren't told if what it shows was from the Middle Ages. If they treated scolds in the same way then it would be useful because it would show they used the ducking stool then.

Level 6: It is useful because it is consistent with the harsh treatment of women in other sources [7]

ie answers based on cross-reference to other sources on the paper.

Level 7: Acceptance/rejection of the assertion on the grounds that this happened/did not happen in the Middle Ages too [8]

ie answers based on contextual knowledge of how scolds were treated in the Middle Ages.

eg I am not sure that this source is reliable evidence about the Middle Ages. Scolds were punished in the cucking stool, but there's no real evidence of the ducking stool being used until a bit later around Tudor times. On the other hand, we do know scolds were treated harshly because another punishment was the scolds' bridle.

Question 3 [8 marks]

Study Sources C and D. How far does Source D prove that the historian's judgements in Source C are wrong? Use the sources and your knowledge to explain your answer.

Level 1: Assertions about right/wrong, using source content but no valid comparison**[1-2]**

ie Candidates might think they are comparing, but they are just writing about the sources in turn.

Level 2: Typicality arguments: explains why the specific case in Source D cannot disprove the general conclusions of Source C**[3-4]**

eg It cannot prove Source C is wrong. Source D is only about Bury St. Edmunds – how do we know the rest of the country was the same? And Source D only deals with a case of disputed marriage but Source C is looking at women's legal rights as a whole. Also Source D is actually more about how the Church treated men, so it can't prove Source C wrong as that is all about women and the law.

Level 3: Valid comparisons of content: not wrong because they agree OR wrong because they contradict**[5-6]**

eg No it does not prove that Source C is wrong because actually they agree. Source C says they had a few legal protections and Source D shows the poor woman being protected against her husband.

Level 4: Valid comparisons of content: not wrong because they agree AND wrong because they contradict**[7]**

eg [L3 example plus] However there are some things in Source C which are wrong. It says the Church found it impossible to enforce its laws but Source D shows how a Church official could force a husband to obey using excommunication.

Level 5: Cross-reference of content of C/D to other sources to decide issue of proof**[8]**

eg I don't think it proves Source C wrong. Source D gives the impression that women did have some protection from the law, whilst Source C says they had very few rights. I think Source C has got it more right because what rights did women have when they could be sold for a pig, as Source A shows?

Question 4 [9 marks]

Study Source E. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Level 1: Surprised/not surprised by what it shows [1]

ie identifies what is/is not surprising, but no reason given.

eg It is surprising that a man would be attacked in this way by a woman.

OR

Unsupported assertions about surprise

Level 2: Yes/no, 'commonsense' explanations [2-3]

ie no use of context, the answer is not specific to the Middle Ages.

eg I am not surprised by this. If the man had done something wrong, why shouldn't the woman hit him to show disapproval?

Level 3: Answers based on the provenance [4]

eg I am surprised. This is a prayer book and I would not expect it to show violence.

However, maybe I'm not surprised because a prayer book is supposed to teach you lessons so maybe it's trying to tell men not to let their wives take over.

Level 4: Yes, using generalised context [5-6]

ie these answers are specific to the Middle Ages, but fall short of explicit cross-reference.

eg It is very surprising because we know that women were supposed to obey men in the Middle Ages, so why is she hitting him?

Level 5: Surprised/not depends on the relationship between the man and the woman [7]

ie explanation in context of the superior status of the women.

eg I'm not surprised. The woman must have the right to beat the man so it looks like this is a picture of a noble woman and a servant.

Level 6: Yes or no, specific cross-reference to other sources [8-9]

ie Don't allow references to 'the sources' in general.

eg I am surprised because the law made men dominant over women in the Middle Ages so you would not expect a woman to be able to hit a man. You can see in Source A that a husband could even sell his wife like any other property, so I would expect a woman to be frightened of upsetting any man.

eg Maybe it's not all that surprising. There were some pretty tough women around at that time. Just look at Source F where the wife obviously isn't afraid of ordering her husband around and demands that he share his gold with her.

Question 5 [9 marks]

Study Source F. How reliable is this source as evidence about women in the Middle Ages? Use the source and your knowledge to explain your answer.

Level 1: Unsupported assertions about content [1]

ie source content is identified as un/reliable, but no valid explanation given.

eg *It is reliable because it says that men would not share their property with their wives.*

Level 2: Provenance**(a) unreliable because it's a poem/fiction [2]**

eg *It is not reliable at all. It isn't even proper evidence because it's made up.*

(b) reliable explained [3]

eg *It's a reliable piece of evidence because, although it's a work of fiction, everyone recognized that it was a great piece of work so that means it must have been reflecting what society was like at that time, and especially as it says that the characters were very realistic.*

OR

Undeveloped typicality [2]

eg *Not very reliable. Because one woman acted like this does not tell us about all women's attitudes.*

Level 3: Reliable/not, 'commonsense' explanations [3]

ie no use of context. The answer is not specific to the Middle Ages.

Level 4: Unreliability as evidence of women's rebellion/reliability as evidence of men's control, explained in context [4]

ie but no explicit cross-reference.

eg *I think it is pretty unreliable. The wife sounds quite aggressive, and claims that the gold is hers as much as her husband's, but wives weren't even supposed to own property in those days so it isn't very realistic.*

Level 5: Reliability as evidence of women's rebellion, explained in context [5]

ie this must be based on the social status of the woman.

Level 6: Cross-reference to other sources to show reliable or unreliable [6-7]

eg *I don't think it's very reliable in giving the picture of a confident, aggressive woman who is equal to her husband. Generally women were second-class citizens without many rights, more like the poor woman in Source D who had to beg the court to get her husband back./It could be reliable. We know there were women who were not prepared just to do everything men told them because when we look at Source E we can see a woman hitting a man with a spindle.*

Level 7: Cross-reference to other sources to show reliable and unreliable [8-9]

ie both aspects of L6.

Question 6 [10 marks]Study **all** the sources.'In the Middle Ages the law kept women inferior to men.' How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**Level 1: Answers on women/the medieval legal system – no valid source use [1-2]****Level 2: Non-specific source use [3]**

ie no supporting detail, no reference to source by letter or quote.

At this level candidates may talk of 'the sources', 'some sources', or even identify sources without using the detail in them.

Level 3: Uses source(s) for *or* against the idea that the law succeeded in keeping women inferior [4-6]**Level 4: Uses source(s) for *and* against the idea that the law succeeded in keeping women inferior [7-9]**

Bonus of up to two marks (ie 1+1) in L3/L4 for *any* qualification of a valid source use in relation to its reliability, sufficiency etc (ie no matter how basic the comment on reliability) but total for question must not exceed 10.

Notes:

- To score in L3/L4 there must be source **use**, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough.
- Decide mark in L3 on number of sources used, a mark per source. Decide mark in L4 by 'pairing', a mark for each 'Y/N' pair – no mark for sources left over.
- When marking, indicate each valid source use with 'Y' for inferior and 'N' for not inferior.
- If an answer groups several sources together, what it claims must be true of **all** sources in the group to earn a **single** Y/N.
- The Background Information can count as a source.

Inferior – Y	Not Inferior – N
Sources: A B C (D) F B.Info	Sources: (A) C D E F B.Info

Grade Thresholds

**General Certificate of Secondary Education
History A (Schools History Project) 1935
June 2009 Examination Series**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
11	75	60	51	43	35	28	21	14
12	75	60	53	46	38	29	21	13
13	75	61	53	46	39	31	23	16
14	75	61	54	47	40	33	26	19
15	75	59	52	45	37	29	21	14
21	50	38	35	32	29	25	21	18
22	50	31	28	25	23	19	16	13
03	50	43	37	31	25	20	15	10

Option Thresholds (weighted marks)

Option A (Medicine with Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	157	139	121	102	83	65	47
Percentage in Grade		5.5	17.0	18.3	22.2	16.6	9.5	7.1	2.6
Cumulative Percentage in Grade		5.5	22.5	40.8	63.0	79.6	89.1	96.1	98.7

The total entry for the examination was 622.

Option B (Medicine with Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	176	159	142	125	105	85	65	45
Percentage in Grade		17.4	22.1	17.0	14.3	12.5	6.8	4.6	2.9
Cumulative Percentage in Grade		17.4	39.5	56.4	70.7	83.2	90.0	94.6	97.4

The total entry for the examination was 702.

Option C (Medicine with American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	173	157	141	125	106	87	68	49
Percentage in Grade		7.4	16.7	18.9	18.6	16.0	10.1	6.4	3.4
Cumulative Percentage in Grade		7.4	24.0	42.9	61.5	77.5	87.6	94.1	97.5

The total entry for the examination was 15,731.

Option D (Medicine with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	158	142	126	107	89	71	53
Percentage in Grade		7.7	17.8	19.1	18.2	14.6	9.9	6.3	3.7
Cumulative Percentage in Grade		7.7	25.4	44.5	62.8	77.4	87.2	93.5	97.2

The total entry for the examination was 10,269.

Option E (Medicine with S Africa)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	149	133	117	99	82	65	48
Percentage in Grade		16.7	5.6	5.6	27.8	11.1	11.1	16.7	5.6
Cumulative Percentage in Grade		16.7	22.2	27.8	55.6	66.7	77.8	94.4	100.0

The total entry for the examination was 18.

Option F (Crime with Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	147	129	112	94	76	59	42
Percentage in Grade		3.3	14.7	18.8	26.4	15.5	12.6	7.1	1.3
Cumulative Percentage in Grade		3.3	18.0	36.8	63.2	78.7	91.2	98.3	99.6

The total entry for the examination was 239.

Option G (Crime with Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	150	133	116	97	78	59	40
Percentage in Grade		8.6	21.0	22.8	21.0	14.2	8.0	3.1	0.6
Cumulative Percentage in Grade		8.6	29.6	52.5	73.5	87.7	95.7	98.8	99.4

The total entry for the examination was 162.

Option H (Crime with American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	147	130	114	96	79	62	45
Percentage in Grade		4.4	10.4	19.4	20.5	19.8	11.7	7.7	4.4
Cumulative Percentage in Grade		4.4	14.7	34.1	54.6	74.4	86.1	93.8	98.2

The total entry for the examination was 958.

Option J (Crime with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	149	133	117	99	82	65	48
Percentage in Grade		6.8	16.8	19.7	21.0	15.4	9.9	4.6	2.6
Cumulative Percentage in Grade		6.8	23.6	43.3	64.3	79.7	89.7	94.3	96.9

The total entry for the examination was 2645.

Option K (Crime with South Africa)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	169	151	133	115	96	77	59	41
Percentage in Grade		24.1	55.2	20.7	0.0	0.0	0.0	0.0	0.0
Cumulative Percentage in Grade		24.1	79.3	100.0	100.0	100.0	100.0	100.0	

The total entry for the examination was 29.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	7.5	17.0	19.0	18.8	15.5	10.0	6.2	3.4
Cumulative Percentage in Grade	7.5	24.5	43.5	62.3	77.8	87.8	94.0	97.5

The total entry for the examination was 31,404.

Statistics are correct at the time of publication.

**General Certificate of Secondary Education (Short Course)
History A (Schools History Project) 1035
June 2009 Examination Series**

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	60	49	42	36	29	22	16	10
02	25	21	18	15	12	10	8	6

Option Thresholds (weighted marks)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	90	79	68	57	47	37	28	19
Percentage in Grade		1.3	9.8	15.1	16.5	15.1	13.5	10.6	8.8
Cumulative Percentage in Grade		1.3	11.1	26.3	42.7	57.8	71.4	82.0	90.7

The total entry for the examination was 394.

Statistics are correct at the time of publication.

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