

**General Certificate of Secondary Education
History A (Schools History Project)**

Development Study with Britain, 1815–1851

Specimen Paper

A951/12

Morning/Afternoon

Time: 2 hours

Candidates answer on the question paper.

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and Candidate Number on the answer booklet.
- Read each question carefully and make sure you know what to do before you start each answer.
- Write your answers, in black ink only, in the answer booklet.
- There are two sections in this paper:

Section A (Development Study)

Choose **one** of these options:

Either (a) Medicine Through Time (Pages 2–4)

Or (b) Crime and Punishment Through Time (Pages 6–8)

Then answer **Question 1** and **one** other question from the option you have chosen

Section B (Depth Study)

Answer **Question 5** and **one** other question.

- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for quality of written communication in the following questions:
 - Development Study, Questions 2(c), 3(c) and 4(c);
 - Depth Study, Questions 6(c) and 7(c).
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **11** printed pages and **5** blank pages.

Section A: Development Study

In this section, answer questions from **EITHER**:

(a) Medicine Through Time **OR** (b) Crime and Punishment Through Time

(a) Medicine Through Time

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You are advised to spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

Source A

When the cautery iron is heated, bring it down upon the marked place with one downward stroke using gentle pressure. If you see that some bone is exposed, then take away the cautery iron; otherwise repeat with the same cautery iron till the bone is exposed. Then take a little salt in water, soak some cotton in it and apply to the place, then leave for three days.

An eleventh-century description of how to use cauterisation to treat a diseased wound.

Source B

An illustration of a man having his leg amputated around 1800.

Source C

Everything was soaked in carbolic, including hands, instruments and patients' skin. The whole area of the operation was covered in carbolic spray, which got into every part of the wound. Our faces and coat-sleeves often dripped with it.

It was a relief to us all when the spray was abandoned. It was costly and cumbersome and often broke down. Carbolic acid made sad work with our hands which were always rough and cracked.

An account of Lister's carbolic spray in use. The author was a doctor who worked with Lister in the 1870s.

1

(a) Study Source A.

Would Pare have approved of the method described in Source A? Use the source and your knowledge to explain your answer. **[5]**

(b) Study Source B.

Study Source B. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. **[5]**

(c) Study Sources A and C.

Do these sources prove that by the 1870s surgery had improved little since the time of Pare? Use the sources and your knowledge to explain your answer. **[5]**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 2 Ancient societies like those of the Egyptians and the Greeks made more progress in medicine than people in the Middle Ages.
- (a) Briefly describe the medical progress made by the Ancient Egyptians. [5]
- (b) Explain why bloodletting was widely used in the Middle Ages. [7]
- (c) Why did the Ancient Greeks make more progress in medicine than people in the Middle Ages? Explain your answer [8]
-  Spelling, punctuation and grammar [6]
- 3 Both religion and chance have had an important impact on the development of medicine.
- (a) Briefly describe the impact of religion on Ancient Greek medicine. [5]
- (b) Explain ways in which chance has had an impact on the development of medicine. [7]
- (c) 'Since Roman times religion has hindered, rather than helped, medical progress.' Explain how far you agree with this statement. [8]
-  Spelling, punctuation and grammar [6]
- 4 Since the time of the Ancient Greeks there have been many ideas about the cause and the prevention of disease.
- (a) Briefly describe how the Romans tried to prevent disease. [5]
- (b) Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century. [7]
- (c) 'Between the time of the Ancient Greeks and the end of the nineteenth century there has been more continuity than change in ideas about the causes of disease.' Explain how far you agree with this statement. [8]
-  Spelling, punctuation and grammar [6]

Section A total: [41]

BLANK PAGE

Section A: Development Study**(b) Crime and Punishment Through Time**

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

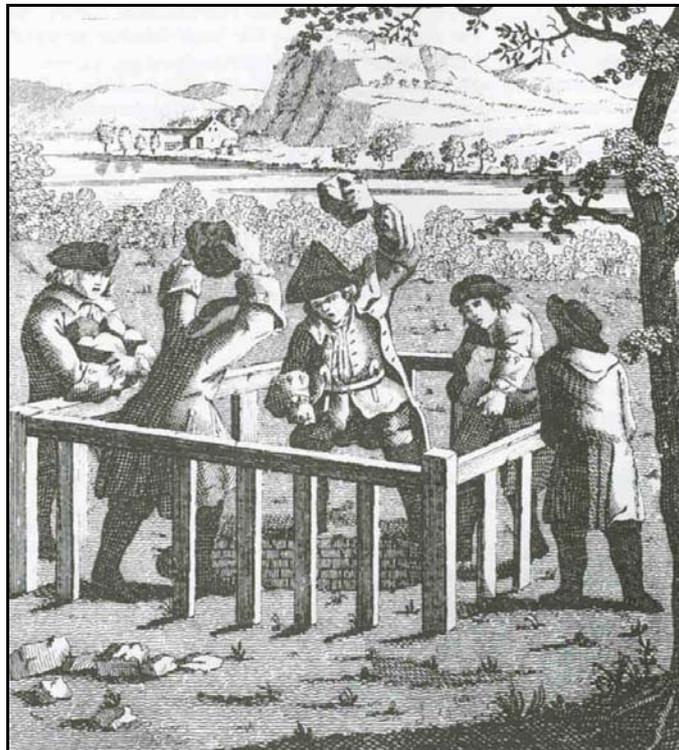
Source A

Cutting down growing trees.

Being out at night with a blackened face.

Stealing from a rabbit warren.

A list of some of the crimes that could be punished by the death penalty in the late eighteenth century.

Source B

An engraving, published in 1748, about the Hawkhurst Gang of smugglers. The engraving is called 'The Bloody and Inhuman Smugglers throwing down stones on the dying Body of Daniel Chater [an informer], whom they had flung into Lady Holt Well'.

Source C

The authorities had difficulty in convincing criminals in England that Australia was a terrible place to go. There was the idea that you might be better off there than in England. This idea may have come from prisoners sending letters home playing down their sufferings to soothe the anxieties of their wives and children. Also, those prisoners who were destroyed by the system did not write home; those who prospered sometimes did.

From a book about transportation published in 1987.

1**(a) Study Source A.**

Are you surprised that these crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer.

[5]**(b) Study Source B.**

How far does this source give an accurate impression of eighteenth-century smugglers? Use the source and your knowledge to explain your answer.

[5]**(c) Study Source C.**

Does this source prove that transportation was a failure? Use the source and your knowledge to explain your answer.

[5]**[Turn over**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 2 Some attitudes about crime and punishment have changed over the years.
- (a) Briefly describe ways in which the Romans punished criminals. [5]
 - (b) Explain why the story of Robin Hood was popular in the Middle Ages. [7]
 - (c) 'The treatment of criminals in the nineteenth century was different from their treatment in the Middle Ages.' Explain how far you agree with this statement. [8]
-  Spelling, punctuation and grammar [6]
- 3 Preventing lawlessness and disorder has always been a major concern of the authorities.
- (a) Briefly describe how criminals were caught in the Middle Ages. [5]
 - (b) Explain why Sir Robert Peel was able to set up a police force in the late 1820s. [7]
 - (c) Were the Middle Ages more lawless and violent than the nineteenth century? Explain your answer. [8]
-  Spelling, punctuation and grammar [6]
- 4 There have been many different ways of breaking the law over the centuries.
- (a) Briefly describe the Gunpowder Plot of 1605. [5]
 - (b) Explain why the Rebecca Riots took place in the 1830s and 1840s. [7]
 - (c) How far were crimes committed in the twentieth century different from those committed in earlier periods? Explain your answer. [8]
-  Spelling, punctuation and grammar [6]

Section A total: [41]

BLANK PAGE

[Turn over

Section B: Depth Study

Britain, 1815–1851

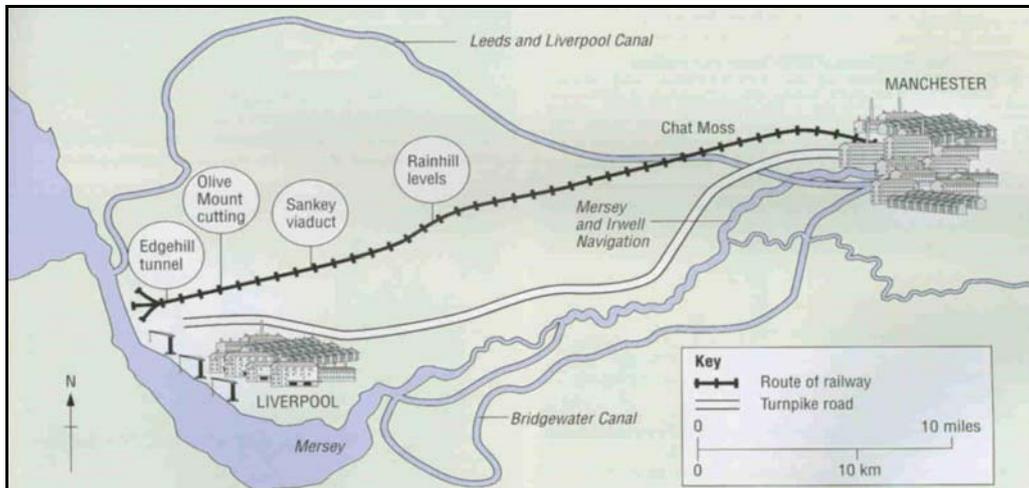
Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 5 and ONE other question.

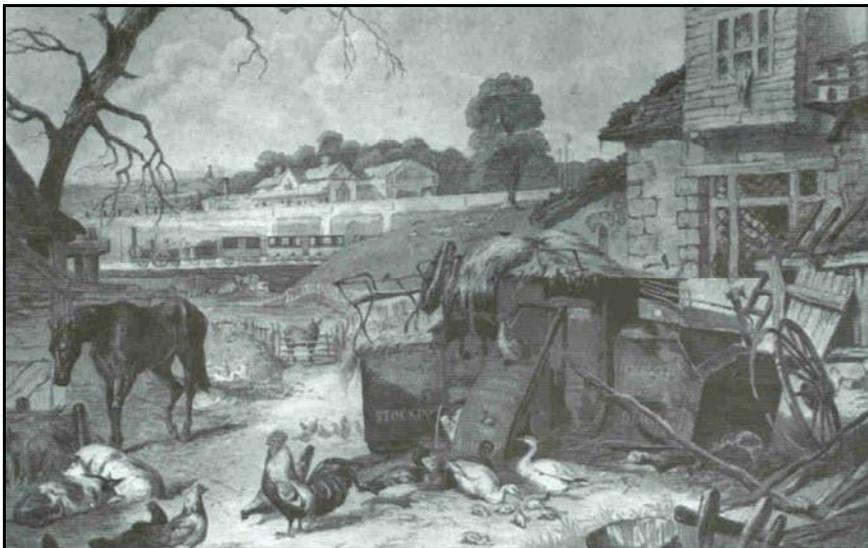
- 5 Study the sources carefully and then answer the questions which follow.

Source A



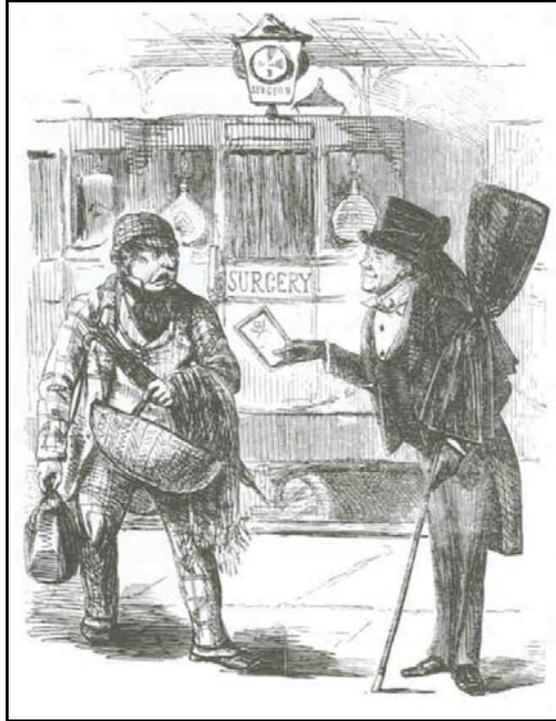
A map of the route of the Liverpool and Manchester Railway.

Source B



A painting from 1850 called 'Past and Present Through Victorian Eyes'.

Source C



A cartoon entitled 'Railway Undertaking', published in 1852. The undertaker is saying to the passenger, 'Going on this train, sir? Then allow me to give you one of my cards.'

Source D



A cartoon from 1849 showing George Hudson 'The Railway King'.

[Turn over

5

(a) Study Source A.

Why did the builders of the Liverpool and Manchester Railway face many difficulties?

Use the source and your knowledge to explain your answer.

[6]

(b) Study Sources B and C.

How far do these two sources agree about the railways?

Use the sources and your knowledge to explain your answer.

[7]

(c) Study Sources C and D.

Why was this cartoon published in 1849?

Use the source and your knowledge to explain your answer.

[7]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 6 By 1832 many people were arguing that the electoral system was in need of reform.
- (a) What were the main weaknesses of the electoral system before 1832? [5]
 - (b) Explain the arguments that were used to oppose electoral reform. [7]
 - (c) How far did the 1832 Reform Act satisfy those who had supported electoral reform? Explain your answer. [8]
- 7 By 1834 many people were arguing that the systems of poor relief were in need of reform.
- (a) Briefly describe how the poor were helped before 1834. [5]
 - (b) Explain the arguments that were used to support the reform of the Old Poor Law. [7]
 - (c) How far did people at the time think the New Poor Law was a success? Explain your answer. [8]

Section B total: [40]

[Turn over

BLANK PAGE

BLANK PAGE

[Turn over

Copyright Acknowledgements:

Medicine Through Time:

Source A: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 74

Source B: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 142

Source C: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 151

Crime and Punishment Through Time:

Source B: From *Crime and Punishment: A Study Across Time* by Roger Whiting, Stanley Thornes 1986, p77

Source C: From *Crime and Punishment: Investigations* by C. Shephard & R. Rees, Hodder Murray 2005, p 40

Britain 1815-51:

Source A: From *Britain 1815-51* by Dave Martin, John Murray 2000, p 121

Source B: From *Britain 1815-51* by R. A. Rees, Longman 1990, p 134 © Ironbridge Gorge Museum Trust

Source C: From *Changing Britain 1815-51*, by Greg Hetheron, Hutchinson, 1998, p. 84, © The Mansell Collection

Source D: From *Changing Britain 1815-51*, by Greg Hetheron, Hutchinson, 1998, p. 84, © Mary Evans Picture Library

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2008

Unit A951/12: Development Study
with Britain, 1815–1851

Specimen Mark Scheme

The maximum mark for this paper is **81**.

INSTRUCTIONS TO EXAMINERS

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. 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.
- 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 (e.g. 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 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, i.e. 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.

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5-6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3-4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1-2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Section A Medicine Through Time		
Question Number		Mark
1(a)	<p>Study Source A. Would Pare have approved of the method described in Source A? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO1, 2 & 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 Yes or No, based on details in the source - no contextual knowledge but some common sense reasoning</p> <p><i>E.g. 'I think he would have approved because it is a very careful method. It is telling the doctor exactly what to do.' 'No I don't think he would have approved. What good will it do burning the skin like this. It is a daft thing to do.'</i></p> <p>or</p> <p>Unsupported assertions that Pare lived much later so methods would have improved or this is the kind of thing that Pare learned to do(1)</p> <p>or</p> <p>Describes work of Pare / fails to answer the question(1)</p> <p>Level 2 Yes and no based on details in the source -no contextual knowledge.</p> <p>Level 3 Uses contextual knowledge either to explain the purpose of cauterisation or to find similarities with Pare's soothing ointment</p> <p><i>E.g. 'Yes he would have approved of this because what was happening was that the infected parts were being burned away to stop the infection spreading further.' 'Yes he would have approved because the cotton and the salt sound very gentle and this is similar to the eggs and oil of roses that Pare used.'</i></p> <p>or</p> <p>Uses the fact that Pare lived at the time of the Medical Renaissance as a reason why he would not have approved/would have approved before he found a better method</p> <p><i>E.g. 'No he would not have approved because Pare lived during the Renaissance when lots of new methods were being used.'</i></p> <p>or</p> <p>Uses contextual knowledge to explain that Pare continued to use old methods so he would have approved</p> <p>or</p> <p>Identifies contextual reason why Pare would not have approved e.g. ligatures</p> <p>Level 4 Explains he would not have approved either because of his use of ligatures or his use of soothing ointments</p> <p><i>E.g. 'Pare would not have approved because he knew that this method caused a lot of pain and fever and did not clear up the infection. Instead of cauterising he started to use an ointment made from eggs and oil of roses. This worked much better and more patients survived.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4]</p> <p>[5]</p>

Section A Medicine Through Time		
Question Number		Mark
1(b)	Study Source B. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. [5]	
	Target: AO1, 2 & 3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Identifies danger(s) These include: pain, infection, loss of blood. E.g. <i>'Patients faced the danger of pain and the fact that they might die from losing a lot of blood.'</i>	[1-2]
	Level 2 One danger explained using the source or contextual knowledge E.g. <i>'One danger is pain. It looks like the operation is really painful. This is because they had no anaesthetics and so the patient had to put up with terrible pain. Some people died of the pain.'</i>	[3]
	Level 3 One danger explained using source and contextual knowledge	[4]
	Level 4 Two dangers explained using source and contextual knowledge (does not have to use both for both dangers)	[5]
1(c)	Study Sources A and C. Do these source prove that by the 1870s surgery had improved little since the time of Pare? Use the sources and your knowledge to explain your answer. [5]	
	Target: AO1, 2 & 3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Answers using the sources to argue that there was little progress E.g. <i>'Yes, this shows that the carbolic acid that Lister developed was no good. It did not work. This shows there was little progress made.'</i>	[1]
	Level 2 Answers that identify examples of progress during the period or explain the problems that remained in the 1870s. Answers could include: progress - laughing gas, ether, chloroform as anaesthetics; problems - infection, blood loss.	[2]
	Level 3 Answers that use knowledge to compare the details in the two sources to argue there was progress E.g. <i>'I think there was lots of progress. In Source A there is a lot of pain and a great danger of infection. But Lister in Source C was trying to find a way of stopping infection. His carbolic spray did work and did cut down the death rate during operations so there was progress.'</i>	
	OR Answers that use contextual knowledge to explain advances that had been made These answers might explain the importance of, for example, the development of anaesthetics.	[3]
	Level 4 Both types of Level 3	[4]

Section A Medicine Through Time		
Question Number		Mark
1(c) cont'd	<p>Level 5 As for Level 4 but answer is qualified from contextual knowledge</p> <p>Qualifications could include: remaining problems with anaesthetics, the problem of loss of blood, carbolic replaced by boiling instruments, Lister operated in his ordinary clothes. Lister did not develop new operations.</p>	[5]
2(a)	<p>Briefly describe the medical progress made by the Ancient Egyptians. [5]</p> <p>Target: AO 1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: knowledge of anatomy and physiology, close examination of patients, diagnosis, blockage theory, they had doctors, recorded treatments/diseases, keeping clean.</p> <p>E.g. <i>'The Egyptians made progress because they developed a natural theory about illness. They thought that you became ill because the channels in the body were blocked. They got this idea from their irrigation channels getting blocked.'</i></p>	[0]
2(b)	<p>Explain why bloodletting was widely used in the Middle Ages. [7]</p> <p>Target: AO1 & 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'They used bloodletting a lot because it was a really good idea. It seemed to work and so people liked to use it a lot.'</i></p> <p>OR</p> <p>Level 1 Describes bloodletting</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: the Greeks/Hippocrates/Galen used it, the Theory of the Four Humours, revival of Galen, Church support for Galen, fitted in with astrology, doctors were trained this way, could prevent illness</p> <p>Level 3 Explains one specific reason</p> <p>E.g. <i>'Bloodletting was popular because of the Theory of the Four Humours. This was accepted by everybody as the way to explain why people became ill. This was because the humours got out of balance. One way of getting the humours back into balance was to bleed people so that the excess blood was lost and the person became better.'</i></p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Level 4 Explains more than one specific reason</p>	[0]
		[1]
		[1]
		[2-3]
		[4-6]
		[7]

Section A Medicine Through Time		
Question Number		Mark
2(c)	<p>Why did the Ancient Greeks make more progress in medicine than people in the Middle Ages? Explain your answer. [8]</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. <i>E.g. 'They made more progress because they were cleverer and they had more opportunities to experiment. They did not have the disadvantages that the people in the Middle Ages had.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies or describes specific progress of the Greeks and/or lack of progress of the Middle Ages - reasons for this are not explained Specific contextual knowledge demonstrated but no reasons explained. Examples of progress of Greeks might include – natural explanations of illness, the Four Humours, clinical observation; lack of progress of Middle Ages - supernatural ideas and treatments, astrology, examples of continuity e.g. bleeding, poor public health. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 3 Identifies reasons for Greek progress or for lack of medieval progress Reasons might include: Greek philosophy, interest in the natural world, religious reasons, recorded examinations and treatments; fall of Roman Empire, ideas/books lost, role of Christian Church, dependence on Greeks/Galen. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Identifies reasons for Greek progress and for lack of medieval progress Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p>

Section A Medicine Through Time		
Question Number		Mark
2(c) cont'd	<p>Level 5 Explains reasons for progress of the Greeks or for lack of medieval progress</p> <p><i>E.g. 'The Greeks made much more progress than the people in the Middle Ages because the Christian Church held things back in the Middle Ages. It taught that illness could be caused by devils or by God as a punishment. God had to be prayed to to make people better because he was the only one powerful enough to do this. People themselves could not cure illness. This led to people thinking they had to rely on God to cure them and so they lost interest in researching the causes of disease and investigating the structure of the body. This held back progress.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
	<p>Level 6 Explains the reasons for progress of the Greeks and for lack of medieval progress</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-8]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG [6]

Section A Medicine Through Time		
Question Number		Mark
3(a)	<p>Briefly describe the impact of religion on Ancient Greek medicine.[5]</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>1 mark for each valid example identified, 2-3 marks for any features that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: belief in Ascepios and his daughters, aspects of temple medicine, praying to the God, patients visited by Asclepios and the snake, faith healing. Asclepion, human dissection banned.</p> <p>E.g. 'Religion had a great impact because the Greeks believed in the god Asclepios and thought that he visited people at his temple when they were asleep and cured them.'</p>	[0]
	<p>Level 1</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. '<i>Chance has sometimes led to new discoveries being made.</i></p> <p><i>This was done completely by chance and without it the discoveries would not have been made'</i></p>	[5]
3(b)	<p>Explain ways in which chance has had an impact on the development of medicine. [7]</p> <p>Target: AO1 & 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. '<i>Chance has sometimes led to new discoveries being made.</i></p> <p><i>This was done completely by chance and without it the discoveries would not have been made'</i></p>	[1]
	<p>Level 2 Identifies specific examples of chance having an impact</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: Pare's discovery of new ways of treating gunshot wounds, Pasteur and chicken cholera, Fleming and penicillin.</p>	[2-3]
	<p>Level 3 Explains one specific example</p> <p>E.g. '<i>Chance had an impact on medicine when Pare ran out of oil in the middle of a battle. Usually boiling oil was used to treat soldiers with gunshot wounds but Pare ran out. He had to use whatever he had at hand which was things like egg yolks and oil of roses. From this he made a soothing ointment which actually worked much better than the boiling oil which caused pain and a lot of swelling.</i></p> <p>Award 6 marks for one reason explained and another identified.</p>	[4-6]
	<p>Level 4 Explains more than one specific example</p>	[7]

Section A Medicine Through Time		
Question Number		Mark
3(c)	<p>'Since Roman times religion has hindered, rather than helped, medical progress.' Explain how far you agree with this statement. [8]</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. <i>E.g. 'I think religion slowed progress down more than it helped. It stopped new discoveries being made and there was little development in medicine.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies examples of religion hindering or helping medical progress Specific contextual knowledge demonstrated but no explanation. Examples include: hindered - no point in finding cures if illness was a punishment from God, some of the religious treatments used for the Black Death (or other specific diseases) which did no good, Church's ban on dissection, Church's support for Galen which prevented new ideas, opposition by the Church to women becoming doctors, opposition to smallpox vaccination, opposition to anaesthetics; helping - Christianity taught that the sick should be cared for, the Church set up hospitals, contribution of monasteries to caring, public health and the preserving of classical writings on medicine e.g. Galen's.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 3 Identifies examples of religion hindering and helping medical progress Specific contextual knowledge demonstrated but no explanation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains example(s) of religion hindering or helping medical progress <i>E.g. 'Religion slowed down medical progress in the Middle Ages. This was because they thought that disease was caused by God and so there was no point in finding out more about disease or the human body. Instead they did things like whipping themselves to clean themselves of their sins so God would take the Black Death away. This did no good and certainly did not speed up progress in medical development.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4]</p> <p>[5-6]</p>

Section A Medicine Through Time		
Question Number		Mark
4(b) cont'd	giving humans a disease from animals, Jenner could not explain how it worked, sometimes vaccination did not work, against compulsory vaccination, smallpox seen as a punishment from God, Jenner not a well known doctor.	[2-3]
	<p>Level 3 Explains one specific reason</p> <p>E.g. <i>'In the middle of the nineteenth century vaccination against smallpox became compulsory and many people did not like this. They did not see why the government should force them to have their children vaccinated. This caused a lot of opposition against government interference in their lives.</i></p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Level 4 Explains more than one specific reason</p>	[4-6] [7]
4(c)	<p>Between the time of the Ancient Greeks and the end of the nineteenth century there has been more continuity than change in ideas about the causes of disease? Explain how far you agree with this statement. [8]</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'I think there has been much more change. This is because people in the nineteenth century did not believe the same as people in Greek times about disease.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1]
	<p>Level 2 Identifies or describes examples of continuity and/or change</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>2/3 marks for 1/2 examples of continuity or change. 4 marks for examples of both continuity and change.</p> <p>Examples might include: continuity - Four Humours, dirt, bad air; change - spontaneous generation, miasma, germ theory.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[2-4]
	<p>Level 3 Explains example(s) of continuity or of change</p> <p>E.g. <i>'Continuity is more important because for most of that period ideas did not change much at all. The Greeks came up with the idea of the Four Humours. This said that you became ill because the humours in your body were out of balance. This was still believed even in the nineteenth century when many doctors still used bloodletting as a treatment.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]

Section A Medicine Through Time		
Question Number		Mark
4(c) cont'd	<p>Level 4 Explains the importance/lack of importance of both Jenner and Pasteur</p> <p>Award 7 marks for explanation of long-term impact of one of them. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 5 As for Level 4 and comes to a supported conclusion</p> <p>To get into this level reasons must be given to support the conclusion.</p> <p><i>E.g. 'I think there has been much more change than continuity. This is because although some beliefs have stayed the same for all this time for example the Romans believed that bad air spread disease. They always made sure they built towns away from swamps because they thought that the bad air and smells from swamps caused disease. At the beginning of the nineteenth century people still believed bad air caused disease. Even when John Snow showed that cholera was spread by water and not air a lot of people did not believe him. However, when Pasteur came along and proved that disease was spread by germs most people had to accept it. This was a revolution and opened up new kinds of treatments that are still used today like drugs and vaccinations. This is why I think change is more important because when there was this change it was so basic as to change the whole way that medicine worked.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG [6]
Section A Total		[41]

Section A Crime and Punishment Through Time		
Question Number		Mark
1(a)	<p>Study Source A. Are you surprised that these crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO1, 2 & 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Answers based on everyday empathy</p> <p>E.g. <i>'Yes, I am surprised. It is quite ridiculous to punish people for stealing rabbits with death. This is far too harsh.'</i></p>	[1]
	<p>Level 2 Assertions of no surprise because punishments at that time were very harsh - no contextual explanation</p> <p>E.g. <i>'No I am not surprised because that is what things were like then. They did punish people very harshly.'</i></p>	[2]
	<p>Level 3 Contextual knowledge of the eighteenth century used to explain why punishments were harsh at that time</p> <p>E.g. <i>'No I am not surprised because this was the time of the Bloody Code when hundreds of minor crimes were punished by death. This is because people thought the crime rate was going up and something had to be done to stop it.'</i></p>	[3-4]
	<p>Level 4 Contextual knowledge of the eighteenth century used to explain why those particular offences were punished so harshly</p> <p>It is enough to explain just one of the offences at this level or to write about them generally - what matters is that the offences were against landed interests. Explanations will be based on the fact that these offences were threats/nuisances to the landed interests of the time.</p> <p>E.g. <i>'No I am not surprised because the laws in those days were passed by the landed classes. They wanted to protect their property. They regarded the rabbits on their land as their property and they saw poaching as theft. They did not want people making their faces black because this is what they did when they were poaching at night so they would not be seen.'</i></p>	[5]
1(b)	<p>Study Source B. How far does this source give an accurate impression of eighteenth-century smugglers? Use the source and your knowledge to explain your answer. [5]</p> <p>Target: AO1, 2 & 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Unsupported assertions</p> <p><i>'No it doesn't, these are only a few smugglers. They were not all like that.'</i></p>	[1]
	<p>Level 2 Answers based on surface detail</p> <p>These answers will not demonstrate specific contextual knowledge.</p> <p>E.g. <i>'This source shows that the smugglers were really nasty people. They are killing an informer in a nasty way and this shows what they were like.'</i></p>	[2]

Section A Crime and Punishment Through Time		
Question Number		Mark
1(b) cont'd	<p>Level 3 Uses contextual knowledge to explain either the source does or does not give an accurate impression of smugglers E.g. <i>'This source doesn't give an accurate impression of smugglers. Smugglers were not murderers like this they were just ordinary people who did not have enough to live on and needed to save some money by not paying duties. Many people did not regard smuggling as a crime and it was part of their everyday lives. They didn't all go round murdering people like in the picture.'</i></p> <p>Level 4 Evaluation of source through provenance</p> <p>Level 5 Uses contextual knowledge to explain that some smugglers were like that and some were not or Level 3 and Level 4(5)</p>	[3] [4] [5]
1(c)	<p>Study Source C. Does this source prove that transportation was a failure? Use the source and your knowledge to explain your answer. [5] Target: AO1, 2 & 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Uses source to argue it was/was not a failure These answers will be restricted to information in the source. E.g. <i>'This source does prove it was a failure because it says that prisoners thought Australia was a good place so it would not put them off breaking the law.'</i> or Evaluates source because of date / secondary</p> <p>Level 2 Uses source to argue that it was and it was not a failure These answers will be restricted to information in the source.</p> <p>Level 3 Contextual knowledge used to argue that it was/was not a failure E.g. <i>'No this source doesn't prove it was a failure. As the source says those convicts who had a dreadful time in Australia did not write back home telling people about it. The conditions were terrible. They were put in prison camps like those on Tasmania where they were put to hard labour and were often whipped. They were often put into solitary confinement. So it was a not a failure, the convicts were punished.'</i></p> <p>Level 4 Contextual knowledge used to argue that it was and it was not a failure.</p>	[0] [1-2] [3] [4] [5]

Section A Crime and Punishment Through Time		
Question Number		Mark
2(a)	<p>Briefly describe ways in which the Romans punished criminals. [5]</p> <p>Target: AO1</p> <p>1 mark for each valid point identified, 2-3 marks for any points that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Points might include: burning at the stake, fighting in the arena, the death penalty, noblemen were exiled, whipping, confiscation of property, repaying cost of stolen goods, crucifixion.</p> <p>E.g. <i>'The Romans punished people harshly. If a shop keeper cheated customers by selling under-weight bread they would have to pay the customer the cost of the bread.'</i></p>	[1-5]
2(b)	<p>Explain why the story of Robin Hood was popular in the Middle Ages. [7]</p> <p>Target: AO1 & 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'The story of Robin Hood was popular because Robin Hood was a hero to everybody and they liked hearing about his exciting adventures.'</i></p> <p>Level 2 Answers based on the surface features of the story</p> <p>These answers will be restricted to the surface features of the story</p> <p>E.g. - taking from the rich to give to the poor, outlaws, bad sheriffs, bad King John</p> <p>Level 3 Contextual knowledge used to explain one reason why it was popular</p> <p>These answers explain the significance of one feature of the story.</p> <p>These might include the unpopularity of forest laws, corrupt officials, over-mighty subjects, rich abbots, resistance to Normans.</p> <p>E.g. <i>'The story was popular because people hated the forest laws. These were laws that stopped anyone hunting or taking wood from the King's forests. People needed this timber and hunting deer would give them some meat to eat which they did not normally have. So the story of Robin was popular because liked to hear about someone breaking these laws.'</i></p> <p>Level 4 Contextual knowledge used to explain more than one reason for the story's popularity</p> <p>Award 6 marks for one example explained and another identified.</p> <p>Award 7 marks for two examples explained.</p>	[0] [1] [2-3] [4-6] [7]

Section A Crime and Punishment Through Time		
Question Number		Mark
2(c)	<p>'The treatment of criminals in the nineteenth century was different from their treatment in the Middle Ages. Explain how far you agree with this statement. [8]</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Treatment was very different. They were very cruel in the Middle Ages but gradually people became more understanding towards criminals.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies either differences or similarities in treatment Specific contextual knowledge demonstrated but no explanation e.g. 19C - transportation, increase in prisons, fewer executions, public executions banned, separate and silent systems, introduction of attempts to reform prisoners, fines introduced, physical punishments still used; MA - the wergild, executions and physical punishments, prisons not used as punishment, blood feud, outlawing, stocks and fines.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 3 Identifies differences and similarities in treatment Specific contextual knowledge demonstrated but no explanation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains differences or similarities in treatment E.g. <i>'The treatment was very different. In the nineteenth century they increased the number of prisons and people were sent there instead of being executed or being transported. Prisons were meant to reform the prisoners and to do this they introduced the separate system which stopped prisoners mixing and spreading bad habits. They would spend most of their time in their cells where they would work and would say their prayers This was different from the Middle Ages where prisons were not used as a punishment but just to hold someone while they waited for their trial.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 5 Explains differences and similarities in treatment Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 6 As for Level 5 but supports an overall conclusion about 'how far' Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4]</p> <p>[5-6]</p> <p>[7]</p> <p>[8]</p>

Section A Crime and Punishment Through Time		
Question Number		Mark
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG [6]
3(a)	<p>Briefly describe how criminals were caught in the Middle Ages</p> <p>Target: AO1 [5]</p> <p>1 mark for each valid method identified, 2-3 marks for any methods that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Methods might include: tithings, hue and cry, sheriffs and constables, allow trial by ordeal.</p> <p>E.g. <i>'They caught criminals by using tithings. All the men in a village were divided into groups of ten. If one of them broke the law the others had to bring him to court.'</i></p>	[1-5]
3(b)	<p>Explain why Sir Robert Peel was able to set up a police force in the late 1820s. [7]</p> <p>Target: AO1 & 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'He thought a police force was needed because nobody was catching the criminals. They were getting away with it and so something had to be done.'</i></p> <p>OR</p> <p>Level 1 Describes Peel's police force</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: inefficiency of present systems like the watchmen and constables, industrialisation/rapid growth of towns, rise in crime, fear of riots/protest, greater involvement of government in everyday life, people getting used to paying taxes for things like this.</p> <p>Level 3 Explains one specific reason</p> <p>E.g. <i>'Peel was able to set up a police force because many people were afraid of popular protests and even revolution. This was just after the French Revolution and they were afraid the same thing would happen here especially after riots like the Luddites and Peterloo. Rich people thought that a police force would protect their property and wealth and keep law and order.'</i></p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Level 4 Explains more than one specific reason</p>	<p>[0]</p> <p>[1]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-6]</p> <p>[7]</p>

Section A Crime and Punishment Through Time		
Question Number		Mark
3(c)	<p>Were the Middle Ages more lawless and violent than the nineteenth century? Explain your answer. [8]</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Yes the Middle Ages were more violent because that was how they settled things. They did not have much law and order.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies or describes examples of lawlessness and violence or of law and order Specific contextual knowledge demonstrated but no explanation. Answers might include: Middle Ages: methods such as tithings and hue and cry, new system set up by Normans and concept of King's peace, no police force, establishment of royal courts and JPs, work of manorial courts, outlaws ; nineteenth century - impact of industrialisation, popular protests like Peterloo, police at first ineffective, by end of century the police were accepted/respected, crime fell in second half of nineteenth century.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 3 Identifies or describes examples of lawlessness and violence or of law and order Specific contextual knowledge demonstrated but no explanation. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains examples of lawlessness and violence or of law and order E.g. <i>'Although you might think the nineteenth century was better because it had a police force this was not necessarily the case. This is because at first the police were a failure - they were not respected. This was because the quality of men recruited was so poor and this was because the pay was bad. Many of them had been general labourers and were not educated. For this reason the public regarded them as no good and did not respect them at all. This made it very difficult for them to do their job well.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 5 Compares Middle Ages with nineteenth century Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4]</p> <p>[5-6]</p> <p>[7]</p>

Section A Crime and Punishment Through Time		
Question Number		Mark
3(c) cont'd	<p>Level 6 As for Level 5 but reaches a supported conclusion</p> <p><i>E.g. 'I think the Middle Ages were more lawless than the nineteenth century. This is because it was in the nineteenth century that a proper police force was set up for the first time. At first the police were not a success but things improved as the century went on. At first there was a lot of suspicion of them. They were seen as a threat by the government to peoples' freedoms. However, as the pay got better the quality of recruits improved. They became more effective in catching criminals especially when the detective branch was set up. By the end of the century the crime rate had gone down and people were glad to see the police around. They were so successful that police forces were introduced all over the country. So overall, they were more a success than a failure. They were certainly better than the methods used in the Middle Ages. The government did much less then and a lot of law and order was left up to the people themselves. So they had systems like the hue and cry and the tithings. In the hue and cry the victims had to find the criminal for themselves and then call out to people to help catch him. This was not very efficient. It was much better to have a proper police force like in the nineteenth century.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[8]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG [6]
4(a)	<p>Briefly describe the Gunpowder Plot of 1605. [5]</p> <p>Target: AO1</p> <p>1 mark for each valid event identified, 2-3 marks for any events that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Points might include: punishments against Catholics increased by James, high hopes of Catholics dashed, Fawkes, Catesby and other conspirators plan to replace James with one of his children, gunpowder in cellars under Parliament, planned for the opening of Parliament, the letter to Mounteagle, gunpowder and Fawkes discovered, other plotters killed or arrested, tortured, executed.</p> <p><i>E.g. 'Some Catholics put some gunpowder underneath the Houses of Parliament. They were planning to blow up the King and Parliament.'</i></p>	[5]
4(b)	<p>Explain why the Rebecca Riots took place in the 1830s and 40s.</p> <p>Target: AO1 & 2 [7]</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>E.g. 'They took place because people were very unhappy with what was going on. They wanted changes.'</i></p> <p>OR</p> <p>Level 1 Describes the Riots</p>	[0] [1] [1]

Section A Crime and Punishment Through Time		
Question Number		Mark
4(b) cont'd	<p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: turnpike tolls, new tollgates, high rents for farmers, tithes (now paid in cash), poor harvests, farmers who had more than one farm, the poor law, English landowners buying up land.</p>	[2-3]
	<p>Level 3 Explains one specific reason</p> <p>E.g. <i>They took place in the 1830s because this was when the farmers were having a hard time. The people who owned the land were English and they increased the rents the Welsh farmers had to pay. They could do this because there were a lot of people wanting to rent the farms. However, the farmers were poor and could not make much money from their farms and so could not afford the increases in rent,</i></p> <p>Award 6 marks for one reason explained and another identified.</p>	[4-6]
4(c)	<p>Level 4 Explains more than one specific reason</p>	[7]
	<p>How far were crimes committed in the twentieth century different from those committed in earlier periods? Explain your answer. [8]</p> <p>Target: AO1 & 2</p> <p>Written communication assessed in this question</p>	
	<p>Level 0</p> <p>No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>'I think they were very different. There were lots of new inventions in the twentieth century and these led to new crimes.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1]
	<p>Level 2 Identifies or describes examples of similarities or differences</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Answers might include: similarities - candidates might state that the basic types of crime - against the person, against property, against authority have stayed the same; differences - crimes such as highway robbery, witchcraft have died out while there are new crimes such as identity theft, car theft.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[2-3]
<p>Level 3 Identifies or describes examples of similarities and differences</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[4]	
		[5-6]

Section A Crime and Punishment Through Time		
Question Number		Mark
4(c) cont'd	<p>Level 4 Explains examples of similarities or differences</p> <p>E.g. <i>'Basically crimes have not changed. There are still lots of crimes against property. In the eighteenth century there were highway robbers like Dick Turpin. They became common because horses were cheap to buy and guns were easy to get. There were lots more stage-coaches and this gave the robbers more opportunities. In the twentieth century there are still crimes against property. A very common crime is stealing cars because there are so many cars around.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 5 Explains examples of similarities and differences</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 6 As for Level 5 but in addition reaches supported conclusion about 'how far'</p> <p>E.g. <i>'This is a difficult question. You could say that the basic types of crimes have stayed the same - most crimes are still against people or against property but there have obviously been changes because the way people live has changed. In the past crimes like poaching and highway robbery were common. Many people in the eighteenth century were poor and poached animals from landowners who were very rich. Highway robbery was common then because more people travelled by stage-coach and soldiers who were no longer needed became highwaymen. In the twentieth century life had changed. Most people owned cars and computers. This meant that car theft became a common crime as did stealing money by hacking into computers. These look like new types of crime because the technology is different but really they are not. They are still crimes against property like those hundreds of years ago. So overall I do not think crimes have changed although on the surface it might look as if they have.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 4.	SPaG [6]
Section A Total		[41]

Section B Britain 1815–1851		
Question Number		Mark
5(a)	Study Source A. Why did the builders of the Liverpool and Manchester Railway face many difficulties? Use the source and your knowledge to explain your answer. [6]	
	Target: AO1, 2 & 3	
	Level 0	
	No evidence submitted or response does not address the question.	[0]
	Level 1 Answers restricted to surface information in the source	
	E.g. <i>They faced difficulties because of Chat Moss and the fact that they had to build Sankey Viaduct and tunnels.</i>	[1-2]
5(b)	OR	
	Level 1 Answers about railway building in general - not specific to Liverpool/ Manchester Railway	[1-2]
	Level 2 Reasons identified that are not in the source	
	These might include: opposition from landowners/farmers, opposition from turnpikes and canals, first proposal rejected by Parliament.	[3-4]
	Level 3 Answers that use contextual knowledge to explain one reason why the builders faced difficulties	
	E.g. <i>They faced difficulties because the railway had to cross Chat Moss which was a kind of bog. They could not simply lay the railway line on this, it would have sunk. So they had to drain a lot of it and lay down strong foundations for the track.</i>	[5]
5(b)	Level 4 Answers that use contextual knowledge to explain more than one reason	[6]
	Study Sources B and C. How far do these two sources agree about the railways? Use the sources and your knowledge to explain your answer. [7]	
	Target: AO1, 2 & 3	
	Level 0	
	No evidence submitted or response does not address the question.	[0]
	Level 1 Answers based on comparing surface details	
E.g. <i>'They are different because in the first one the train is going through the countryside but in the second one it is in a station.'</i>	[1]	
5(b)	Level 2 Answers that assert that both sources are criticising the railways or that B is praising the railways while C is criticising no valid explanation	[2]
	Level 3 Answers that interpret one or both sources but fail to compare them	
	E.g. <i>'Source B is saying that the railways are bad because they are putting the stage coaches out of business. It shows an old stage-coach rotting away with the poor horse with nothing to do. In the background the steam train that has replaced it steams merrily long.'</i>	[3-4]

Section B Britain 1815–1851		
Question Number		Mark
5(b) cont'd	<p>Level 4 Answers that interpret the sources and compare their messages</p> <p>Award 7 marks to answers that explain the two different ways Source B can be interpreted.</p> <p>E.g. <i>'These cartoons disagree about the railway. Source C is saying that it is dangerous and if you travel on it you will be killed.</i></p> <p><i>It shows an undertaker giving the passengers his card because they will need him. But Source B sees the railway as a good thing. It is saying it belongs to the future and will replace outdated things like stagecoaches. So one is criticising the railway, while the other is praising it.'</i></p>	[5-7]
5(c)	<p>Study Sources C & D. Why was this cartoon published in 1849? Use the source and your knowledge to explain your answer. [7]</p> <p>Target: AO1, 2 & 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 Answers limited to surface details</p> <p>E.g. <i>'It was published to show a train crashing.</i></p> <p>Level 2 General answers claiming that it was published then because that is when railways were being built</p> <p>Level 3 Assertions that it was published to criticise Hudson or it was published then because of railway mania</p> <p>Level 4 Contextual knowledge used to explain how/why it is criticising Hudson</p> <p>E.g. <i>'This cartoon was published in 1849 because it is showing that some of the railway building would end in disaster. It was doing this because it was published just two years after railway mania ended. This was when they realised they had been building too many railways and some of them would never make money.'</i></p> <p>Level 5 Contextual knowledge used to explain about both Hudson and railway mania</p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7]</p>

Section B Britain 1815–1851		
Question Number		Mark
6(c) cont'd	<p>Level 1 General assertions</p> <p>E.g. <i>'It did not satisfy all of them because they did not get what they were hoping for. On the other hand somebody was satisfied with it.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1]
	<p>Level 2 Identifies or describes specific examples of some people being satisfied or some not being satisfied.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: satisfied - middle classes got the vote, industrial north given representation, revolution averted, prevented the whole system being torn down not satisfied - still corruption and pocket boroughs, landowners still dominated, working classes did not get the vote, Chartism, MPs not paid.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[2-3]
	<p>Level 3 Identifies or describes specific examples of some people being satisfied and some not being satisfied</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[4]
	<p>Level 4 Explains specific examples of being satisfied or not being satisfied</p> <p>E.g. <i>'People like the middle classes were satisfied. These people were for example factory owners. They got the vote after 1832 and they thought this was quite right because they were producing the wealth of the country so they should be able to vote.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 5 Explains specific examples of being satisfied and not being satisfied</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7]
	<p>Level 6 As for Level 5 but in addition explains whether there was more satisfaction than dissatisfaction</p> <p>E.g. <i>'Some people like the middle classes were pleased with the Reform Act. They were given the vote and the middle classes also started to become MPs. They had argued that as they produced most of the wealth of the country from their factories they should have the power. However, a lot of the demonstrations for reform had been carried out by the working classes and they were very disappointed when they did not get the vote. They were no better off than before. The new Parliament still showed no interest in looking after the poor and the working classes in its legislation and this was why years later they started the Chartists - to fight for the vote for the workers. So overall, although some of the middle classes were happy, most of the people were not satisfied at all.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[8]

Section B Britain 1815–1851		
Question Number		Mark
7(a)	<p>Briefly describe how the poor were helped before 1834. [5]</p> <p>Target: AO1</p> <p>1 mark for each valid aspect identified, 2-3 marks for any aspects that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Aspects might include: Speenhamland, Roundsmen, workhouses, outdoor relief, incompetent overseers.</p> <p>E.g. <i>‘The Speenhamland System was used to help the poor. The amount of money a poor family got depended on the size of the family and the cost of bread.’</i></p>	[5]
7(b)	<p>Explain the arguments that were used to support the reform of the Old Poor Law. [7]</p> <p>Target: AO1 & 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>E.g. <i>‘It was said that the old system was not working. The poor were not being helped and something had to be done.’</i></p> <p>Level 2 Identifies specific arguments</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: cost, inefficiency, incompetence of officials, poor encouraged to be lazy, to have children. Reform would improve morals, make people look after themselves, work harder.</p> <p>Level 3 Explains one specific reason</p> <p>E.g. <i>‘They said that the old system cost far too much money. As a result the poor rates were going up all the time and it was the middle classes that had to pay all this. They had to pay high rates so some people could sit around and be lazy. They said that the reforms would lead to lower rates.’</i></p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Level 4 Explains more than one specific reason</p>	[0] [1] [2-3] [4-6] [7]
7(c)	<p>How far did people at the time think the New Poor Law was a success? Explain your answer.</p> <p>Target: AO1 & 2</p> <p>* Written communication assessed in this question. [8]</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>Level 1 General assertions</p> <p>E.g. <i>‘No, most people did not like it. They thought it was much worse than the old system.’</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[0] [1]

Section B Britain 1815–1851		
Question Number		Mark
7(c) cont'd	<p>Level 2 Identifies or describes specific examples of success or failure</p> <p>Specific contextual knowledge demonstrated, but no explanation.</p> <p>Examples include: success - rates down, more people encouraged to work; failure – terrible conditions in workhouses (Andover), families split, some people could not help being unemployed/poor, special problems in the North (seasonal employment), opposition in the North.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[2-3]
	<p>Level 3 Identifies or describes examples of success and failure</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[4]
	<p>Level 4 Explains specific examples of success or failure</p> <p>E.g. <i>'People in the North of England did not think that the New Poor Law was a success. In industrial areas a trade slump could put people out of work through no fault of their own. When trade picked up again they would have jobs. It made no sense to put these people into workhouses but under the new system there was no choice. It would have been more sensible to give them outdoor relief while they needed it.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 5 Explains specific examples of success and failure</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7]
	<p>Level 6 As for Level 6 but in addition makes an informed judgement about 'how successful'</p> <p>E.g. <i>'The country was really split between the North and the South. In the South there was less industry and so jobs did not depend so much on trade. It was true that in the South some of the poor, realising how dreadful it would be in the workhouse did get jobs. The middle classes claimed it was a success because the poor rates went down. However, in the North it was different. Here all classes, even the factory owners, argued that it was stupid to put people into workhouses for a few months while trade was bad. They also argued that these people were not being lazy. If there was a slump in trade they could not get jobs. There were riots across northern England and because all the different classes thought it was wrong I would have to say that overall most people were against the New Poor Law.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[8]
	Section B Total	
Paper Total		[81]

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	SPaG	Total
1(a)	1	2	2		5
1(b)	2	1	2		5
1(c)	1	2	2		5
2/3/4 (a)	5	0	0		5
2/3/4 (b)	3	4	0		7
2/3/4 (c)	3	5	0	6	14
5(a)	1	2	3		6
5(b)	2	2	3		7
5(c)	1	3	3		7
6/7(a)	5	0	0		5
6/7(b)	3	4	0		7
6/7 (c)	3	5	0		8
Total	30	30	15	6	81

31
BLANK PAGE

SPECIMEN

32
BLANK PAGE

SPECIMEN