

## **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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**1935/1035/MS/R/08**

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# 1035/01 Paper 1(Short Course)

## MEDICINE THROUGH TIME

1(a) Study Source A. How useful is this source to an historian studying Ancient Greek medicine? Use the source and your knowledge to explain your answer.

Target AO 1 and 2

**Level 1 Unsupported rejections of the source (1)**

E.g. *'It is not very useful because there are lots of things about Greek medicine that it doesn't tell you.'*

**Level 2 Surface information repeated - no inferences (1-2)**

E.g. *'This source is useful because it tells us a lot. It tells us that they went to temples and they could have abscesses cut out to make them better.'*

**OR**

Useful because primary or an inscription

**Level 3 Uses contextual knowledge to identify aspects of Greek medicine not in the source (3)**

**Level 4 Makes inferences about Greek medicine from Source A (4-5)**

E.g. *'This source is very useful because it tells you that Greek medicine was based on supernatural beliefs. It shows they had to depend on gods to cure people because they didn't know a lot about disease.'*

**Level 5 Levels 3 and 4 (6)**

**1(b) Study Source B. Are you surprised by what this source tells us? 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)**

E.g. *'I am surprised because this was a strange thing to do. I didn't think they did that kind of thing then.'*

**OR**

Answers at Levels 2-5 but fails to say whether surprised or not surprised

**OR**

Explains surprise/not surprise about issues in Source H other than Roman actions

**Level 2 Surprised or not surprised about Roman actions based on content of source (2-3)**

E.g. *'I am not surprised because if they were suffering from a terrible plague they would be willing to do anything, even supernatural things.'* *'I am surprised because snakes and gods are not going to help them much with a plague.'*

**Level 3 Identifies reasons for being surprised or not surprised about Roman actions. Both = 3 marks (3-4)**

**Level 4 Uses knowledge to explain surprised/not surprised about Roman actions (5)**

E.g. *'I am not surprised because the Romans conquered the Greeks and often used their gods and their ideas about medicine. This is why I am not surprised that they are setting up a temple for Asclepius.'* *'I am not surprised because Asclepius was the Greek god of medicine and healing. The Greeks built many Asclepiions where people went to be healed. When they were asleep they visited by the God and were healed. So this would be a natural thing for the Romans to do if they were suffering from plague.'*

**Level 5 Uses knowledge to explain surprised and not surprised about Roman actions (6)**

**1(c) Study Sources C and D. Do these two sources give similar or different impressions of medicine in the Middle Ages? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on comparing the surface information in the sources (1)**

*E.g. 'These sources are different. It is the king doing the curing in one and Hippocrates in the other.'*

**Level 2 Answers that make inferences about medieval medicine from one source but fails to do this with other source (2)**

These might include: supernatural, natural, using Greek ideas.

**Level 3 Answers that compare inferences about medieval medicine - inferences not explained through contextual knowledge (3)**

*E.g. 'They give different impressions because one shows that medieval medicine was based on supernatural ideas but the other sources shows that natural methods were used.'*

**Level 4 Answers that compare inferences about medieval medicine - at least one inference is explained through contextual knowledge (4), both explained (5)**

**(4-5)**  
*E.g. 'They are different. Source B shows that they used supernatural beliefs. They thought the king had special powers to cure people. But Source C shows natural methods being used. Hippocrates was Greek doctor who encouraged people to find natural causes for illness.'*

**1(d) Study Source E. What can you learn from this source about medical knowledge in 1500? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Describes surface details without making inferences (1)**

*E.g. 'This source tells me that nuns looked after sick people. The hospital is quite big and there are lots of patients there.'*

**Level 2 Valid inferences but not about medical knowledge (2)**

**Level 3 Answers that identify, but do not explain, valid inferences (2-3)**

These might include: depended on religion, little knowledge.

**Level 4 Answers that use details in the source to explain valid inferences (4-5)**

*E.g. 'I can learn from this that they did not know about how disease was spread otherwise they wouldn't have put ill people together in a bed.' 'I know from this source that their medical knowledge was not very good. They still thought God would cure people. You can see this by all the religious symbols around the patients.'*

**Level 5 Answers that use contextual knowledge to explain valid inferences (6)**

These answers must contain explicit and precise contextual knowledge. Do not allow general statements e.g. they were very religious.

*E.g. 'I can learn from this source that they did not know that disease was spread by germs. If they had known this they wouldn't leave corpses there. At that time they thought disease was spread by miasmas.'*

**1(e) Study Sources F and G. Do these two sources prove that there was no progress in understanding disease between 1365 and 1854? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Unsupported assertions (1)**

*E.g. 'No these sources show that there was a lot of progress. They knew a lot more in 1854.'*

**Level 2 Answers that ignore the sources but use valid contextual knowledge to show how there had been progress (2-4)**

**OR**

**Understands one source and not the other (2-3)**

**Level 3 Answers that use the evidence in the sources to explain progress or no progress (3-5)**

**Level 4 Answers that use the evidence in the sources to explain progress and no progress (6-7)**

**Level 5 At least Level 3 and in addition uses contextual knowledge to give examples of progress that was made in this period (7-8)**

*E.g. 'At first you might think there was no progress because in both sources they believed that disease is spread through the air. But I know that progress had been made in understanding disease because by 1854 they knew that disease had a natural cause and didn't think that it was just caused by God. They had theories like spontaneous generation that showed a knowledge of germs but the theory was wrong.'*

**1(f) Study all the sources. How far do these sources show that people have depended on religion to understand illness? 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 of Hippocrates.**

**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: theory of Four Humours, natural explanation of disease, Hippocratic writings, clinical method of observation, Hippocratic Oath, natural treatments.

*E.g. 'Hippocrates came up with the clinical method of observation. This told doctors how to study patients carefully and to keep good notes about their illness. He said doctors should examine the patient's symptoms and use this to decide what was wrong with them. If the doctor kept records he could use these when another patient had a similar disease.'* (3)

**2(b) Explain why the work of Galen is important in the history of medicine.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.  
E.g. *'This is because he made lots of steps forward and helped doctors a lot with their work. He told them how to cure people.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation. Examples include: first-hand observation, methods of diagnosis, dissected animals, showed the importance of the nerves in the human body, discoveries about human anatomy, knew importance of the heart, veins and arteries separate, use of opposites, revived Hippocratic methods, his influence throughout the Middle Ages

**OR**

**Describes what Galen did (2-4)**

**Level 3 Explains one specific reason (3-5)**

These explanations must explain how what Galen did or discovered was an advance on what was done before or how it helped future development or they must explain his influence throughout the Middle Ages (for good or bad)  
E.g. *'Galen is important because he was the person that most people followed in the Middle Ages for their ideas about the human body and medicine. He found out a lot about the structure of the human body and his books were used by doctors for hundreds of years. The trouble was he got some of this wrong. But because he was respected so much no one would question what he said. This held up medicine for hundreds of years and it was not until Vesalius that people were able to go beyond Galen.'*

**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) 'Great individuals were more important than other factors in the development of medicine during the Medical Renaissance.' 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.

E.g. *I think individuals were more important because they actually did the work. They were the ones who made the discoveries and without them nothing would have been done.'*

**Level 2 Identifies reasons why individuals were important or identifies reasons why other factors were important (2-3)**

Specific contextual knowledge demonstrated but no reasons explained.

Examples might include: Vesalius questioning and correcting of Galen was wrong, his methods of finding out for himself, discoveries about the human body, the printing and influence of his book; Pare and ligatures, soothing ointments, testing bezoar, artificial limbs; Harvey and circulation of the blood, his methods; other factors - nature of the Renaissance, new interest in the Greeks, back to original sources, questioning attitude, importance of first-hand observation, invention of printing, mechanical pumps, new styles used by artists.

N.B. Only award **two** marks for naming factors such as war, chance and for naming individuals

**Level 3 Identifies reasons why individuals were important and identifies reasons why other factors were important (4)**

**Level 4 Explains why individuals were important or why other factors were important (5-6)**

E.g. *'I think individuals were important because without them no discoveries would have been made. The circulation of the blood was discovered because of the work of William Harvey. He was the one who realised that the heart pumps out more blood than the body contains. This made him realise that it must be the same blood going round the body all the time. He then did some experiments to prove that it. So individuals like Harvey were more important than other things.'*

**Level 5 Explains why individuals were important and why other factors were important (7-8)**

continued on next page

**Level 6 Explains valid reason for why one was more important than the other or explains how they were connected and thus both important (8)**

These answers do not have to be fully developed as far as the explanation of developments are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts. E.g. *'I think they were equally important because they were both needed for the discoveries to be made. Vesalius was very clever and had the courage to question Galen's ideas. He wrote the Fabric of the Human Body which showed that Galen was wrong about the jawbone and blood flowing from one side of the heart to the other. He discovered this by carrying out dissections of humans. But he would not have been able to do any of this if he had lived in the Middle Ages. He lived during the Renaissance when people were testing old ideas and looking for themselves. Vesalius was helped by the fact that he lived when he did.'*

**3(a) Briefly describe the work of surgeons 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.**

**Maximum of 3 marks for lack of specific knowledge of Middle Ages**

Points might include: Differences between barbers and surgeons, pulling teeth, leeching and cupping, blood-letting, setting broken bones, extracting arrows, alcohol and opium used as anaesthetics.

E.g. *'The work of surgeons was very basic. They used to take blood from people to even up the humours and would do other simple surgery. They didn't have any effective anaesthetics and so it was very painful.'* (3)

**3(b) Explain why the work of Pare is important in the history of surgery.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'Pare was very important because he came up with new methods and this helped surgery along a lot. It had been stuck in a rut.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: used ligatures, stopped using cauterisation, used soothing ointments for gunshot wounds, stopped using burning oil, proved bezoar didn't work, made artificial limbs.

**OR**

Describes what Pare did (2-4)

**Level 3 Explains one specific reason (3-5)**

These explanations must explain how what Pare did was an advance on what was done before or how it helped future development

E.g. *'Pare is important in the history of medicine because he used ligatures instead of cauterisation. This was a big step forward. People had sealed up wounds by burning the flesh with red- hot irons. This was very painful and could cause infection. Pare stopped doing this. He tied the veins with silk threads to stop the bleeding. This was less painful and more people lived.'*

**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 most important advances in surgery were made in the nineteenth century rather than in the twentieth century.' 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.

E.g. *'I do agree with this. There were lots of important advances in the nineteenth century and surgery developed a lot. So by 1900 there wasn't much left to do.'*

**Level 2 Identifies advances in surgery in 19C or identifies what was left to be done or what was done in the 20C (2-3)**

Specific contextual knowledge demonstrated but no advances explained.

Examples might include: 19C: development and use of anaesthetics, ether, chloroform, work of Simpson, Lister and antiseptics, beginnings of aseptic surgery, beginnings of X-rays: 20C relaxing muscles using curare, artificial respiration, discovery of blood groups, successful blood transfusions, storing of blood, clotting prevented, development of blood banks, plastic surgery, transplanting of organs, heart-lung machines, key hole surgery

**Level 3 Identifies two of the following: advances in surgery in 19C, what was left to be done, what was done in the 20C (4)**

**Level 4 Explains importance of what was done in 19C or of what still needed to be done/what was done in 20C (5-6)**

E.g. *'The developments in the nineteenth century were much more important because this is when all the advances were made. The most important development was anaesthetics. Before this complicated operations could not take place because of the pain. Patients often died of the pain. James Simpson developed the use of chloroform. This put people to sleep during the operation and allowed operations deep inside the body to take place. This was a big step forward in surgery. It was accepted by everyone and widely used after Queen Victoria had it during childbirth.'*

**Level 5 Explains importance of what was done in 19C and what of what still needed to be done/what was done in 20C (7-8)**

continued on next page

**Level 6 Explains valid reason for why one was more important than the other (8)**

These answers do not have to be fully developed as far as the explanation of developments are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts. E.g. *'I think the developments in the nineteenth century were much more important. Before then three things were stopping surgery from developing - pain, infections and loss of blood. These were the three big things that had to be overcome and two of them were overcome in the nineteenth century. Ether was used as an anaesthetic but it had problems. Then Simpson developed chloroform which was the first really effective anaesthetic. This meant that deep and long operations could not take place because pain had been overcome. However, patients still died from infections. Lister solved this with his carbolic spray. This killed germs before they could get into the body. Surgery really developed after this. There was still the problem of the loss of blood but even this was being developed at the end of the century. There was lots of progress in the twentieth century - blood groups were discovered which made blood transfusions were more successful and better anaesthetics were developed. But all these were simply better developments of discoveries that were made in the nineteenth century. Even things like giving people new hearts would not be possible without anaesthetics and antiseptics developed in the nineteenth century.'*

**4(a) Briefly describe what people believed about the causes of disease at the beginning 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: spontaneous generation, miasma, theory of the Four Humours, God.

*E.g. 'They thought that disease was caused by bad air. they thought that that bad smells caused disease and they were caused by rubbish rotting in the streets. Some people knew about germs but thought that germs were caused by things rotting, not the other way round.'* (5)

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

Valid, but general answers. No specific contextual knowledge.

E.g. *'He was able to do this because there were lots of things that helped him make his discoveries. He is a very important person in the history of medicine.'*

**Level 2 Identifies specific factors (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: Pasteur's own knowledge of chemistry, his experiments, his own genius (must have examples), needs of French industry, chance, team work, rivalry with other scientists, national rivalry with Germany

**OR**

**Describes Pasteur's advances (2-4)****Level 3 Explains one specific reason (3-5)**

E.g. *'Chance helped Pasteur a lot. When his assistant was injecting chickens with germs he forgot to do it because he wanted to rush off on his holiday. When he came back he did the injections then. The chickens did not die. Pasteur worked out that the germs that had been left had got weaker. When they were injected into the chickens they were not strong enough to kill them but they did give the chickens protection from disease. Pasteur realised this told him how vaccination worked but he would not have known without the chance factor.'*

**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) 'Pasteur is more important than Koch in the history of medicine.' How far do you agree with 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.

E.g. *'I think Koch was much more important. He was the one who made really important discoveries and helped medicine progress.'*

**Level 2 Identifies or describes the work of Pasteur and or Koch (2-4)**

Specific contextual knowledge demonstrated but no explanation of importance.  
Maximum of 3 marks for only Pasteur or Koch.

**OR**

**Identifies reasons why one or both were important/not important**

Only award 4 marks if both men are covered.

Examples might include: Pasteur: germ theory, proved spontaneous wrong, develops pasteurisation, explains how vaccination works, develops vaccines for anthrax and rabies; Koch: discovers which germ causes anthrax, stains and photographs germs making it easier to study them, grows germs, discovers the germ causing tuberculosis.

**Level 3 Explains the importance/lack of importance of either Pasteur or Koch (5-6)**

Award 6 marks for explanation of long-term impact.

E.g. *'I think Koch was much more important because he was the person who made it much easier to study germs and this led to lots of other discoveries. Koch knew that the germ causing a disease would grow more quickly so he was able to isolate that germ. Once doctors knew which germ was causing the disease they could develop a drug to kill it like with tuberculosis. Koch also found a way of staining germs. This made it easier to study them. Koch's work let scientists study germs properly for the first time.'*

**Level 4 Explains the importance/lack of importance of both Pasteur and Koch (7-8)**

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

**cont. on next page**

**Level 5 Compares the importance of Pasteur and Koch****(8)**

To get into this level reasons must be given for why one is more important than the other or why they are equally important. These answers do not have to be fully developed as far as the explanation of Pasteur and Koch are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts.

*E.g. 'I think they were both important because they drove each other along because they were competing. They were jealous of each others' work and wanted to do better. Also, Pasteur was French and Koch was German. These two countries were great enemies at this time and so the two men wanted to be the first to make discoveries to make their country greater. Whenever one found out something this made the other one make a new discovery. For example when Koch found out each germ caused anthrax this led Pasteur to develop a vaccine for it. The two men would not have made so many discoveries without the other one.'*

**CRIME AND PUNISHMENT THROUGH TIME**

**1(a) Study Source A. What can you learn from this source about the attitudes of Roman governments towards crime and punishment? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Describes surface details without making inferences (1)**

*E.g. 'We can learn that it had harsh punishments like whipping and the death penalty.'*

**Level 2 Answers that identify, but do not explain, valid inferences (2-3)**

These might include: not interested in causes, not interested in maintaining peace through policing, only interested in deterrence

**Level 3 Answers that use details in the source to explain valid inferences (3-4)**

*E.g. 'I can learn from this that they were not interested in dealing with crime by tackling the causes of it like poverty and bad living conditions. I know this because it says that the government was not interested in improving poverty and overcrowded housing.'*

**Level 4 Answers that use contextual knowledge to explain valid inferences (5)**

These answers must contain explicit and precise contextual knowledge. Do not allow general statements e.g. they were very cruel.

**1(b) Study Source B. Are you surprised by what is happening 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)**

*E.g. 'I am surprised because this was a cruel nasty thing to do.' 'No I am not surprised because they were cruel and nasty then.'*

**Level 2 Answers that identify, but do not explain, religions as the reason for not being surprised (2-3)**

*E.g. 'I am not surprised because in those days religion was very important so they were ready to kill people for it.'*

**OR**

**Answers that demonstrate Level 3/4 understanding and knowledge but fail to say whether this leads them to being surprised or not**

**Level 3 Answers that identify the deterrent nature of the punishment as a reason for not being surprised (4)**

*E.g. 'I am not surprised because this kind of punishment was used as a warning to everyone else - they might be burned as well if they were Protestants. It was a good deterrent.'*

**Level 4 Not surprised - contextual explanation of why people were punished harshly for their religious beliefs (5-6)**

*E.g. 'I am not surprised people though that if you had the wrong religious beliefs then you were going against God. They were heretics. This meant they needed to be punished very harshly.' 'I am not surprised they were being punished like this because if everyone didn't follow the same religious ideas then the government would be in trouble. Religion was used as a way of keeping people under control. This is why the government would punish people harshly if they had the wrong ideas.' 'I am not surprised because it was very important to have the right religious ideas. If you went against God with your beliefs then you would be burned so that your body was destroyed. This would mean you would not be saved when God came to resurrect Christian believers.'*

**1(c) Study Sources C and D. Do these two sources show the same attitude towards transportation? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on comparing the surface information in the sources (1)**

*E.g. 'These sources are different. One shows the prisoners going off in a boat but the other one shows the men with their women.'*

**Level 2 Answers that make inferences about attitudes towards transportation from one source or both sources - not explained (1-2)**

*E.g. 'I think Source B supports transportation because it shows the men with their lovers.'*

**Level 3 Misinterprets sources (2-3)**

**Level 4 Answers that explain inferences about attitudes from one source (4-5)**

These answers use the content of the source to explain the inference  
*E.g. 'I think that Source C is saying that transportation is an easy way out for criminals. This is because in the background you can see people being hanged. This is saying that people who are being transported are being let off easy because they could have been hanged for their crimes.'*

**Level 5 Answers that compare and explain inferences about attitudes in both sources (6)**

These answers use the content of the sources to explain the inference.

**1(d) Study Sources E and F. How far does Source F prove that Source E is an accurate description of life in prisons in the early nineteenth century?  
Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Rejects Source F simply because it is a painting (1)**

**Level 2 Evaluates Source E but ignores Source F (2-3)**

This evaluation might use valid contextual knowledge but this is still Level 2

**Level 3 Compares the details in Sources E and F and finds similarities or differences (3-4)**

**Level 4 Compares the details in Sources E and F and finds similarities and differences (5-6)**

*E.g. 'I think it proves partly right. Source F shows all the prisoners sitting around Elizabeth Fry all well behaved and some of them working just as it is described in Source E. But there are some things in Source E that Source F does not confirm. It does not show that prisoners also fought and were as mentioned in E.'*

**Level 5 At least Level 3 plus uses contextual knowledge to evaluate either Source E or F. (7)**

**1(e) Study Source G. Why do you think this cartoon was published in the 1860s? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on the claim that it was published simply to show what executions were like (1-2)**

*E.g. 'I think this cartoon was published to show people what an execution was like.'*

**Level 2 Answers that claim it was published then because public executions took place then (2)**

*E.g. 'It was published then because that was when public executions took place and so the artist would have seen one. This is why he was able to draw one.'*

**Level 3 Answers that explain the message of the cartoon (3-5)**

*E.g. 'This cartoon was published to tell people that public executions were horrible. You can see this by the way the artist has drawn the crowd. They are made to look really nasty monsters who are enjoying it all.'*

Public order answers - only 3-4 marks.

**Level 4 Answers that explain the purpose of the cartoon (5-6)**

*E.g. 'I think this cartoon was published to make people oppose executions. It tries to show what a horrible thing it was by making the crowd look like unpleasant people. The whole scene looks horrible and was to turn people against executions.'*

Only award 5 marks for public order answers.

**Level 5 As for Level 3 or 4 but in addition uses relevant contextual knowledge to develop the explanation (7)**

*E.g. 'This cartoon was published to show people that public executions were nasty events and should be stopped. The date shows that this was drawn at a time when many people saying that public executions were not working. They were meant to act as a deterrent but you can see that people used to go along and enjoy themselves and the criminal was sometimes the hero of the event. This led to demands that public executions be stopped.'*

**1(f) Study all the sources. How far do these sources show that punishment has been used to reform criminals? 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 Anglo-Saxon methods of policing, trial and punishment.**

**Target: AO 1**

**1 mark for each valid method 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.**

Methods might include: hue and cry, tithings, wergild (compensation), the blood feud, outlawing people, mutilation, juries, trial by ordeal, compurgators

E.g. *The Anglo-Saxons used the community to track people down. All men belonged to a tithing and if one of the tithing committed a crime the others had to get that person to court and they would have to pay a fine.'* (3)

**2(b) Explain why, after 1066, William the Conqueror changed some aspects of the system of law and order.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'He thought it was better like this. He did not want to upset anybody.'*

**OR**

**Level 1 Describes aspects of the post 1066 system of law and order (1-2)**

**Level 2 Identifies specific reasons (2-4)**

Specific reasons include: , had just conquered the country, uprisings/resistance, to keep stability, William believed God decided who was guilty, some new laws introduced to keep law and order through fear, he saw crimes as crimes against the king, to raise money.

**Level 3 Explains one specific reason (3-5)**

E.g. *'William did this because he wanted to make sure he kept form control of the country. He had just conquered it and there were many people ready to rebel against him. To show that he was in charge he introduced the system where all crimes that people committed were crimes against him. This gave him the right to punish everyone and to show that he was in charge.'*

**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) 'The crimes that worried governments in the eighteenth century were different from those that worried governments in the sixteenth century.' 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.

E.g. *'I do agree with this lots of things had changed and so different things would worry them. They were more worried about dangers to the government.'*

**Level 2 Identifies types of crime that were different or types that worried them both (2-3)**

Specific contextual knowledge demonstrated but no explanation.

Examples might include: changes: - 1400-1600 - over-mighty subjects, rebellion, heretics, vagrancy; 18C - poaching, highway robbery, smuggling, crimes against property, crimes that affected the economy; continuity in crimes - theft, violence, murder, rioting, disorder, treason

**Level 3 Identifies types of crime that were different and types of crime that worried them both (4)**

Specific contextual demonstrated but no explanation.

**Level 4 Explains one period – 5 marks (5-6)**  
**Explains both – 6 marks**

E.g. *'These crimes did change a lot. In the eighteenth century society was changing and this brought about new kinds of crimes. The rich landowners wanted to protect their property and so they introduced very harsh punishments for crimes against property. This means that crimes like poaching were punished very harshly. This was not punished so much in earlier periods.'* *'Things did change a lot. In 1400-1600 religion was very important and the government made everybody believe the same ideas. If you went against the government's religious ideas you were a heretic and punishment was harsh. You were seen as a threat. By the eighteenth century this had faded away in terms of importance and it did not matter so much.'*

**Level 5 Compares periods (7-8)**

continued on next page

**Level 6 Compares degree/importance of differences and continuities****(8)**

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

*E.g. 'I think that crimes did change a lot. But some things stayed the same. Governments were still worried about crimes like theft and murder. They still had to keep law and order for people. When rioting took place the government was still worried about it. But there were changes. In the eighteenth century there were not so many vagrants wandering around the country so it was not so much as a problem. They were also less worried about different religious beliefs and witches. They were more worried about smuggling because this took taxes away from governments. But I would say that the day to day things that governments had to worry about like keeping basic law and order for everyone and stopping theft and violence stayed the same across these different periods. Other things like poaching only affected a minority of people.'*

**3(a) Briefly describe how vagrants were punished in the sixteenth century.**

**Target: AO 1**

**1 mark for each valid method 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.**

Methods might include: whipped, returned to place of birth, slavery, execution, branding/burning an ear, House of Correction, banishment

E.g. *'Vagrants were punished very harshly. They were whipped until they were bloody and could even be hanged. (3)*

**3(b) Explain why there was such a fear of witches in the sixteenth and seventeenth centuries.**

**Target: AO 1 and 2**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They were very afraid of witches because they thought they could do all kinds of dreadful things to you.'*

**OR**

**Level 1 Describes campaign against witches (1-2)**

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: religious change, claims by Protestants, fear in a time of instability and uncertainty, fears whipped up by people like Hopkins, economic problems

**Level 3 Explains one specific reason (3-5)**

E.g. *'This was because it was a time of great religious change and problems. Protestants encouraged people to believe that the Devil and his servants were all around doing their work. So this made people even more afraid about them.'*

**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 Bloody Code was successful.' How far do you agree with this statement?  
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.  
E.g. *The Bloody Code did not really work and after a time it was stopped.*

**Level 2 Identifies or describes successes or failures of Bloody Code (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Answers might include: successes - highway robbery declined, protected property, failure - number of executions went down, juries unwilling to convict, criminals often not caught - law enforcement poor, public executions not a deterrent, did not stop smuggling, introduction of transportation, crime rate went up

**Level 3 Identifies or describes successes and failures of Bloody Code (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains successes or failures of Bloody Code (5-6)**

*E.g. 'I think the Bloody Code was a failure. It introduced really harsh punishments for small crimes and this meant that juries thought it wasn't fair for someone to be hanged for something small like stealing a bit of food when they were hungry. So the criminals got away with it which meant the Code wasn't working. '*

**Level 5 Explains successes and failures of the Bloody Code (6-7)**

**cont. on next page**

**Level 6 Compares extent/degree of success and failure****(8)**

These answers do not have to be fully developed as far as the explanation of failure and success are concerned. However the reason for one the Code being more of a success or a failure must be explained and valid - allow original, unusual but valid attempts.

E.g. *'In some ways the Bloody Code was a success. The crime rate in the eighteenth century when the Bloody Code was used went down so it looks as if it did stop people from committing crimes. The idea was that harsh punishments would stop people from carrying out crimes. So it looks as if it was working. But it had no effect at all on some crimes like smuggling which just went on. Nearly everyone in a community was involved in smuggling so it was difficult to catch anyone and when they were caught no one would be a witness or serve on a jury. So the Bloody Code often did not work because of this. Overall I think it was more of a failure. It is no good having harsh punishments if there is no police force and criminals are not caught. People were not worried about the harsh punishments because they thought they would never get caught.'*

**4(a) Briefly describe the changes to prisons in the nineteenth century.**

**Target: AO 1**

**1 mark for each valid change 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.**

Changes might include: introduction of silent system, introduction of separate system, improvements by people like Fry, introduction of useful work, introduction of useless work, aim to reform, sentences reduced for good behaviour, harsher punishments introduced towards end of century e.g. more hard labour.

E.g. *'There were many changes. People thought that prisoners should not mix with each other to stop them spreading bad habits and ideas so they were kept in separate cells. They then let them mix and work together but the silent system was introduced which stopped them talking to each other.'*

**4(b) Explain why new types of crime appeared in the twentieth century.****Target: AO 1 and 2****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'This happened because society changed and so new crimes were invented that didn't exist. People also changed their mind about what was a crime.'*

**OR**

**Level 1 Describes new types of crimes (1-2)****Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: invention of the motor car and computers, new attitudes about different types of discrimination e.g. race and sex, attitudes about drugs, reactions to terrorism.

**Level 3 Explains one specific reason (3-5)**

E.g. *'One new crime is racial discrimination. A law against this was introduced because it was found that black people were being discriminated against when they applied for jobs or tried to get housing. There have also been race attacks in the streets. This sometimes led to riots. Black people also thought the police picked on them. So laws were passed to stop this.'*

**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) 'The police force changed more in the twentieth century than it did in the nineteenth century. 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.

E.g. *'I think this is right. There have been lots of changes because they have a different kind of job to do and crimes keep changing.'*

**Level 2 Identifies or describes changes in 19C or 20C (2-3)**

Specific contextual knowledge demonstrated but no explanation.

Answers might include: 19C - Bow Street Runners, Metropolitan Police set up in 1829, towns and counties allowed to set up own forces, later made compulsory, CID/detectives, high turnover/low quality - improves, gradually accepted and more effective, ; 20C - women police, Flying Squad, forensic labs, use of cars/helicopters, computers for records, number of police increased but number of forces reduced, training, special squads set up e.g. drugs, some police armed, National Police College for better training, developments in communications.

**Level 3 Identifies or describes changes in 19C and 20C (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains changes in 19C or 20C (5-6)**

E.g. *'I think the twentieth century was a period of greater change. The police are completely different from the nineteenth century. They are now properly trained at a special college and some are trained in specialist areas like computers or drugs. They use all the new equipment like two-way radios and computer records. These changes had to happen if they were going to keep up with the criminals who were also using new methods. In the nineteenth century most police just walked their beat and looked after law and order on their patch. So there have been great changes.'*

**Level 5 Explains changes in 19C and 20C (6-7)**

cont. on next page

**Level 6 Compares extent/degree of changes****(8)**

These answers do not have to be fully developed as far as the explanation of changes are concerned.

However the reason for why the candidate thinks one period was a period of greater change must be explained and valid – allow original, unusual but valid attempts. Allow answers based on the idea of which changes were more important.

*E.g. 'I think the changes in the nineteenth century were more important. The big problem was that criminals were not being caught so they had no fear when they committed crimes. With new cities growing up the crime rate was soaring and the night watchmen and constables were useless. The big change came when Peel invented the first police force with proper uniforms. This was a completely new idea and at first people were very suspicious of the police. However, the crime rate dropped later in the nineteenth century and the police became more accepted. Although there have been lots of changes to the police in the twentieth century like better training and new methods like forensics to catch criminals, these changes are just making the police better they are not basic changes like the invention of the police force was in the nineteenth century. So this is why I think there were bigger changes in the nineteenth century.'*

# 1935/11-15 Paper 1

## MEDICINE THROUGH TIME

1(a) Study Source A. Are you surprised by what this source tells us? 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)**

E.g. *'I am surprised because this was a strange thing to do. I didn't think they did that kind of thing then.'*

OR

**Level 1 Answers at levels 2-5 but fail to say whether surprised or not surprised (1)**

OR

**Level 1 Explains surprised or not surprised about issues in source A other than Roman actions (1)**

**Level 2 Surprised or not surprised about Roman actions based on content of source (2)**

E.g. *'I am not surprised because if they were suffering from a terrible plague they would be willing to do anything, even supernatural things.'* *'I am surprised because snakes and gods are not going to help them much with a plague.'*

**Level 3 Identifies reasons for being surprised or not surprised about Roman actions (2-3)**  
Both = 3 marks

**Level 4 Uses knowledge to explain surprised or not surprised about Roman actions (4)**

E.g. *'I am not surprised because the Romans conquered the Greeks and often used their gods and their ideas about medicine. This is why I am not surprised that they are setting up a temple for Asclepius.'* *'I am not surprised because Asclepius was the Greek god of medicine and healing. The Greeks built many Asclepians where people went to be healed. When they were asleep they were visited by the God and were healed. So this would be a natural thing for the Romans to do if they were suffering from plague.'*

**Level 5 Uses knowledge to explain surprised and not surprised about Roman actions (5)**

**1(b) Study Sources B and C. Do these two sources give similar or different impressions of medicine in the Middle Ages? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on comparing the surface information in the sources (1)**

*E.g. 'These sources are different. It is the king doing the curing in one and Hippocrates in the other.'*

**Level 2 Answers that make inferences about medieval medicine from one source but fails to do this with other source (2)**

These might include: supernatural, natural, using Greek ideas.

**Level 3 Answers that compare inferences about medieval medicine - inferences not explained through contextual knowledge (3)**

*E.g. 'They give different impressions because one shows that medieval medicine was based on supernatural ideas but the other sources shows that natural methods were used.'*

**Level 4 Answers that compare inferences about medieval medicine - at least one inference is explained through contextual knowledge (4), both explained (5) (4-5)**

*E.g. 'They are different. Source B shows that they used supernatural beliefs. They thought the king had special powers to cure people. But Source C shows natural methods being used. Hippocrates was Greek doctor who encouraged people to find natural causes for illness.'*

**1(c) Study Source D. What can you learn from this source about medical knowledge in 1500? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Describes surface details without making inferences (1)**

*E.g. 'This source tells me that nuns looked after sick people. The hospital is quite big and there are lots of patients there.'*

**Level 2 Valid inferences but not about medical knowledge**

*E.g. churches set up hospitals, it was a woman's role to look after the sick (1-2)*

**Level 3 Answers that identify, but do not explain, valid inferences (2)**

*These might include: depended on religion, little knowledge.*

**Level 4 Answers that use details in the source to explain valid inferences (3-4)**

*E.g. 'I can learn from this that they did not know about how disease was spread otherwise they wouldn't have put ill people together in a bed.' 'I know from this source that their medical knowledge was not very good. They still thought God would cure people. You can see this by all the religious symbols around the patients.'*

**Level 5 Answers that use contextual knowledge to explain valid inferences (5)**

*These answers must contain explicit and precise contextual knowledge. Do not allow general statements e.g. they were very religious.*

*E.g. 'I can learn from this source that they did not know that disease was spread by germs. If they had known this they wouldn't leave corpses there. At that time they thought disease was spread by miasmas.'*

**2(a) Briefly describe the work of Hippocrates.**

**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: theory of Four Humours, natural explanation of disease, Hippocratic writings, clinical method of observation, Hippocratic Oath, natural treatments.

*E.g. 'Hippocrates came up with the clinical method of observation. This told doctors how to study patients carefully and to keep good notes about their illness. He said doctors should examine the patient's symptoms and use this to decide what was wrong with them. If the doctor kept records he could use these when another patient had a similar disease.'* (3)

**2(b) Explain why the work of Galen is important in the history of medicine.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'This is because he made lots of steps forward and helped doctors a lot with their work. He told them how to cure people.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation. Examples include: first-hand observation, methods of diagnosis, dissected animals, showed the importance of the nerves in the human body, discoveries about human anatomy, knew importance of the heart, veins and arteries separate, use of opposites, revived Hippocratic methods, his influence throughout the Middle Ages

**OR**

**Describes what Galen did (2-4)**

**Level 3 Explains one specific reason (3-5)**

These explanations must explain how what Galen did or discovered was an advance on what was done before or how it helped future development or they must explain his influence throughout the Middle Ages (for good or bad)

E.g. *'Galen is important because he was the person that most people followed in the Middle Ages for their ideas about the human body and medicine. He found out a lot about the structure of the human body and his books were used by doctors for hundreds of years. The trouble was he got some of this wrong. But because he was respected so much no one would question what he said. This held up medicine for hundreds of years and it was not until Vesalius that people were able to go beyond Galen.'*

**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) 'Great individuals were more important than other factors in the development of medicine during the Medical Renaissance.' 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.

E.g. *I think individuals were more important because they actually did the work. They were the ones who made the discoveries and without them nothing would have been done.'*

**Level 2 Identifies reasons why individuals were important or identifies reasons why other factors were important (2-3)**

Specific contextual knowledge demonstrated but no reasons explained.

Examples might include: Vesalius questioning and correcting of Galen was wrong, his methods of finding out for himself, discoveries about the human body, the printing and influence of his book; Pare and ligatures, soothing ointments, testing bezoar, artificial limbs; Harvey and circulation of the blood, his methods; other factors - nature of the Renaissance, new interest in the Greeks, back to original sources, questioning attitude, importance of first-hand observation, invention of printing, mechanical pumps, new styles used by artists.

N.B. Only award **two** marks for naming factors such as war, chance and for naming individuals

**Level 3 Identifies reasons why individuals were important and identifies reasons why other factors were important (4)**

**Level 4 Explains why individuals were important or why other factors were important (5-6)**

E.g. *'I think individuals were important because without them no discoveries would have been made. The circulation of the blood was discovered because of the work of William Harvey. He was the one who realised that the heart pumps out more blood than the body contains. This made him realise that it must be the same blood going round the body all the time. He then did some experiments to prove that it. So individuals like Harvey were more important than other things.'*

**Level 5 Explains why individuals were important and why other factors were important (7-8)**

continued on next page

**Level 6 Explains valid reason for why one was more important than the other or explains how they were connected and thus both important (8)**

These answers do not have to be fully developed as far as the explanation of developments are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts. E.g. *'I think they were equally important because they were both needed for the discoveries to be made. Vesalius was very clever and had the courage to question Galen's ideas. He wrote the Fabric of the Human Body which showed that Galen was wrong about the jawbone and blood flowing from one side of the heart to the other. He discovered this by carrying out dissections of humans. But he would not have been able to do any of this if he had lived in the Middle Ages. He lived during the Renaissance when people were testing old ideas and looking for themselves. Vesalius was helped by the fact that he lived when he did.'*

**3(a) Briefly describe the work of surgeons 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.**

**Maximum of 3 marks for lack of specific knowledge of Middle Ages**

Points might include: Differences between barbers and surgeons, pulling teeth, leeching and cupping, blood-letting, setting broken bones, extracting arrows, alcohol and opium used as anaesthetics.

E.g. *'The work of surgeons was very basic. They used to take blood from people to even up the humours and would do other simple surgery. They didn't have any effective anaesthetics and so it was very painful.'* (3)

**3(b) Explain why the work of Pare is important in the history of surgery.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'Pare was very important because he came up with new methods and this helped surgery along a lot. It had been stuck in a rut.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: used ligatures, stopped using cauterisation, used soothing ointments for gunshot wounds, stopped using burning oil, proved bezoar didn't work, made artificial limbs.

**OR**

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

**These explanations must explain how what Pare did was an advance on what was done before or how it helped future development**

E.g. *'Pare is important in the history of medicine because he used ligatures instead of cauterisation. This was a big step forward. People had sealed up wounds by burning the flesh with red- hot irons. This was very painful and could cause infection. Pare stopped doing this. He tied the veins with silk threads to stop the bleeding. This was less painful and more people lived.'*

**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 most important advances in surgery were made in the nineteenth century rather than in the twentieth century.' 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.

E.g. *'I do agree with this. There were lots of important advances in the nineteenth century and surgery developed a lot. So by 1900 there wasn't much left to do.'*

**Level 2 Identifies advances in surgery in 19C or identifies what was left to be done or what was done in the 20C (2-3)**

Specific contextual knowledge demonstrated but no advances explained.

Examples might include: 19C: development and use of anaesthetics, ether, chloroform, work of Simpson, Lister and antiseptics, beginnings of aseptic surgery, beginnings of X-rays: 20C relaxing muscles using curare, artificial respiration, discovery of blood groups, successful blood transfusions, storing of blood, clotting prevented, development of blood banks, plastic surgery, transplanting of organs, heart-lung machines, key hole surgery

**Level 3 Identifies two of the following: advances in surgery in 19C, what was left to be done, what was done in the 20C (4)**

**Level 4 Explains importance of what was done in 19C or of what still needed to be done/what was done in 20C (5-6)**

E.g. *'The developments in the nineteenth century were much more important because this is when all the advances were made. The most important development was anaesthetics. Before this complicated operations could not take place because of the pain. Patients often died of the pain. James Simpson developed the use of chloroform. This put people to sleep during the operation and allowed operations deep inside the body to take place. This was a big step forward in surgery. It was accepted by everyone and widely used after Queen Victoria had it during childbirth.'*

**Level 5 Explains importance of what was done in 19C and what of what still needed to be done/what was done in 20C (7-8)**

continued on next page

**Level 6 Explains valid reason for why one was more important than the other (8)**

These answers do not have to be fully developed as far as the explanation of developments are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts. E.g. *'I think the developments in the nineteenth century were much more important. Before then three things were stopping surgery from developing - pain, infections and loss of blood. These were the three big things that had to be overcome and two of them were overcome in the nineteenth century. Ether was used as an anaesthetic but it had problems. Then Simpson developed chloroform which was the first really effective anaesthetic. This meant that deep and long operations could not take place because pain had been overcome. However, patients still died from infections. Lister solved this with his carbolic spray. This killed germs before they could get into the body. Surgery really developed after this. There was still the problem of the loss of blood but even this was being developed at the end of the century. There was lots of progress in the twentieth century - blood groups were discovered which made blood transfusions were more successful and better anaesthetics were developed. But all these were simply better developments of discoveries that were made in the nineteenth century. Even things like giving people new hearts would not be possible without anaesthetics and antiseptics developed in the nineteenth century.'*

**4(a) Briefly describe what people believed about the causes of disease at the beginning 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: spontaneous generation, miasma, theory of the Four Humours, God.

*E.g. 'They thought that disease was caused by bad air. they thought that that bad smells caused disease and they were caused by rubbish rotting in the streets. Some people knew about germs but thought that germs were caused by things rotting, not the other way round.'* (5)

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

Valid, but general answers. No specific contextual knowledge.

E.g. *'He was able to do this because there were lots of things that helped him make his discoveries. He is a very important person in the history of medicine.'*

**Level 2 Identifies specific factors (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: Pasteur's own knowledge of chemistry, his experiments, his own genius (must have examples), needs of French industry, chance, team work, rivalry with other scientists, national rivalry with Germany

**OR**

**Describes Pasteur's advances (2-4)****Level 3 Explains one specific reason (3-5)**

E.g. *'Chance helped Pasteur a lot. When his assistant was injecting chickens with germs he forgot to do it because he wanted to rush off on his holiday. When he came back he did the injections then. The chickens did not die. Pasteur worked out that the germs that had been left had got weaker. When they were injected into the chickens they were not strong enough to kill them but they did give the chickens protection from disease. Pasteur realised this told him how vaccination worked but he would not have known without the chance factor.'*

**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) 'Pasteur is more important than Koch in the history of medicine.' How far do you agree with 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.

E.g. *'I think Koch was much more important. He was the one who made really important discoveries and helped medicine progress.'*

**Level 2 Identifies or describes the work of Pasteur and or Koch (2-4)**

Specific contextual knowledge demonstrated but no explanation of importance.  
Maximum of 3 marks for only Pasteur or Koch.

**OR**

**Identifies reasons why one or both were important/not important**

Only award 4 marks if both men are covered.

Examples might include: Pasteur: germ theory, proved spontaneous wrong, develops pasteurisation, explains how vaccination works, develops vaccines for anthrax and rabies; Koch: discovers which germ causes anthrax, stains and photographs germs making it easier to study them, grows germs, discovers the germ causing tuberculosis.

**Level 3 Explains the importance/lack of importance of either Pasteur or Koch (5-6)**

Award 6 marks for explanation of long-term impact.

E.g. *'I think Koch was much more important because he was the person who made it much easier to study germs and this led to lots of other discoveries. Koch knew that the germ causing a disease would grow more quickly so he was able to isolate that germ. Once doctors knew which germ was causing the disease they could develop a drug to kill it like with tuberculosis. Koch also found a way of staining germs. This made it easier to study them. Koch's work let scientists study germs properly for the first time.'*

**Level 4 Explains the importance/lack of importance of both Pasteur and Koch (7-8)**

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

cont. on next page

**Level 5 Compares the importance of Pasteur and Koch****(8)**

To get into this level reasons must be given for why one is more important than the other or why they are equally important. These answers do not have to be fully developed as far as the explanation of Pasteur and Koch are concerned. However the reason for one being more important than the other must be explained and valid - allow original, unusual but valid attempts.

*E.g. 'I think they were both important because they drove each other along because they were competing. They were jealous of each others' work and wanted to do better. Also, Pasteur was French and Koch was German. These two countries were great enemies at this time and so the two men wanted to be the first to make discoveries to make their country greater. Whenever one found out something this made the other one make a new discovery. For example when Koch found out each germ caused anthrax this led Pasteur to develop a vaccine for it. The two men would not have made so many discoveries without the other one.'*

**CRIME AND PUNISHMENT THROUGH TIME**

**1(a) Study Source A. Are you surprised by what is happening 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)**

*E.g. 'I am surprised because this was a cruel nasty thing to do.' 'No I am not surprised because they were cruel and nasty then.'*

**Level 2 Answers that identify, but do not explain, religions as the reason for not being surprised (2)**

*E.g. 'I am not surprised because in those days religion was very important so they were ready to kill people for it.'*

**OR**

**Answers that demonstrate Level 3/4 understanding and knowledge but fail to say whether this leads them to being surprised or not**

**Level 3 Answers that identify the deterrent nature of the punishment as a reason for not being surprised (3)**

*E.g. 'I am not surprised because this kind of punishment was used as a warning to everyone else - they might be burned as well if they were Protestants. It was a good deterrent.'*

**Level 4 Not surprised - contextual explanation of why people were punished harshly for their religious beliefs (4)**

*E.g. 'I am not surprised people though that if you had the wrong religious beliefs then you were going against God. They were heretics. This meant they needed to be punished very harshly.' 'I am not surprised they were being punished like this because if everyone didn't follow the same religious ideas then the government would be in trouble. Religion was used as a way of keeping people under control. This is why the government would punish people harshly if they had the wrong ideas.' 'I am not surprised because it was very important to have the right religious ideas. If you went against God with your beliefs then you would be burned so that your body was destroyed. This would mean you would not be saved when God came to resurrect Christian believers.'*

**1(b) Study Sources B and C. Do these two sources show the same attitude towards transportation? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on comparing the surface information in the sources (1)**

*E.g. 'These sources are different. One shows the prisoners going off in a boat but the other one shows the men with their women.'*

**Level 2 Answers that make inferences about attitudes towards transportation from one source or both sources - not explained (1-2)**

*E.g. 'I think Source B supports transportation because it shows the men with their lovers.'*

**Level 3 Misinterprets sources (2-3)**

**Level 4 Answers that explain inferences about attitudes from one source (4)**

These answers use the content of the source to explain the inference  
*E.g. 'I think that Source C is saying that transportation is an easy way out for criminals. This is because in the background you can see people being hanged. This is saying that people who are being transported are being let off easy because they could have been hanged for their crimes.'*

**Level 5 Answers that compare and explain inferences about attitudes in both sources (5)**

These answers use the content of the sources to explain the inference.

**1(c) Study Source D. Why do you think this cartoon was published in the 1860s? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers based on the claim that it was published simply to show what executions were like (1-2)**

E.g. *'I think this cartoon was published to show people what an execution was like.'*

**Level 2 Answers that claim it was published then because public executions took place then (2)**

E.g. *'It was published then because that was when public executions took place and so the artist would have seen one. This is why he was able to draw one.'*

**Level 3 Answers that explain in the message of the cartoon (3-4)**

E.g. *'This cartoon was published to tell people that public executions were horrible. You can see this by the way the artist has drawn the crowd. They are made to look really nasty monsters who are enjoying it all.'*

Public order answers only **3** marks

**Level 4 Answers that explain the purpose of the cartoon (4-5)**

E.g. *'I think this cartoon was published to make people oppose executions. It tries to show what a horrible thing it was by making the crowd look like unpleasant people. The whole scene looks horrible and was to turn people against executions.'*

Only award **4** marks for public order answers

**Level 5 As for Level 3 or 4 but in addition uses relevant contextual knowledge to develop the explanation (6)**

E.g. *'This cartoon was published to show people that public executions were nasty events and should be stopped. The date shows that this was drawn at a time when many people saying that public executions were not working. They were meant to act as a deterrent but you can see that people used to go along and enjoy themselves and the criminal was sometimes the hero of the event. This led to demands that public executions be stopped.'*

**2(a) Briefly describe Anglo-Saxon methods of policing, trial and punishment.**

**Target: AO 1**

**1 mark for each valid method 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.**

Methods might include: hue and cry, tithings, wergild (compensation), the blood feud, outlawing people, mutilation, juries, trial by ordeal, compurgators

E.g. *The Anglo-Saxons used the community to track people down. All men belonged to a tithing and if one of the tithing committed a crime the others had to get that person to court and they would have to pay a fine.'* (3)

**2(b) Explain why, after 1066, William the Conqueror changed some aspects of the system of law and order.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'He thought it was better like this. He did not want to upset anybody.'*

**OR**

**Level 1 Describes aspects of the post 1066 system of law and order (1-2)**

**Level 2 Identifies specific reasons (2-4)**

Specific reasons include: , had just conquered the country, uprisings/resistance, to keep stability, William believed God decided who was guilty, some new laws introduced to keep law and order through fear, he saw crimes as crimes against the king, to raise money.

**Level 3 Explains one specific reason (3-5)**

E.g. *'William did this because he wanted to make sure he kept form control of the country. He had just conquered it and there were many people ready to rebel against him. To show that he was in charge he introduced the system where all crimes that people committed were crimes against him. This gave him the right to punish everyone and to show that he was in charge.'*

**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) 'The crimes that worried governments in the eighteenth century were different from those that worried governments in the sixteenth century.' 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.

E.g. *'I do agree with this lots of things had changed and so different things would worry them. They were more worried about dangers to the government.'*

**Level 2 Identifies types of crime that were different or types that worried them both (2-3)**

Specific contextual knowledge demonstrated but no explanation.

Examples might include: changes: - 1400-1600 - over-mighty subjects, rebellion, heretics, vagrancy; 18C - poaching, highway robbery, smuggling, crimes against property, crimes that affected the economy; continuity in crimes - theft, violence, murder, rioting, disorder, treason

**Level 3 Identifies types of crime that were different and types of crime that worried them both (4)**

Specific contextual demonstrated but no explanation.

**Level 4 Explains one period - 5 marks  
Explains both – 6 marks (5-6)**

E.g. *'These crimes did change a lot. In the eighteenth century society was changing and this brought about new kinds of crimes. The rich landowners wanted to protect their property and so they introduced very harsh punishments for crimes against property. This means that crimes like poaching were punished very harshly. This was not punished so much in earlier periods.'* *'Things did change a lot. In 1400-1600 religion was very important and the government made everybody believe the same ideas. If you went against the government's religious ideas you were a heretic and punishment was harsh. You were seen as a threat. By the eighteenth century this had faded away in terms of importance and it did not matter so much.'*

**Level 5 Compares periods (7-8)**

continued on next page

**Level 6 Compares degree/importance of differences and continuities****(8)**

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

*E.g. 'I think that crimes did change a lot. But some things stayed the same. Governments were still worried about crimes like theft and murder. They still had to keep law and order for people. When rioting took place the government was still worried about it. But there were changes. In the eighteenth century there were not so many vagrants wandering around the country so it was not so much as a problem. They were also less worried about different religious beliefs and witches. They were more worried about smuggling because this took taxes away from governments. But I would say that the day to day things that governments had to worry about like keeping basic law and order for everyone and stopping theft and violence stayed the same across these different periods. Other things like poaching only affected a minority of people.'*

**3(a) Briefly describe how vagrants were punished in the sixteenth century.**

**Target: AO 1**

**1 mark for each valid method 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.**

Methods might include: whipped, returned to place of birth, slavery, execution, branding/burning an ear, House of Correction, banishment

E.g. *'Vagrants were punished very harshly. They were whipped until they were bloody and could even be hanged. (3)*

**3(b) Explain why there was such a fear of witches in the sixteenth and seventeenth centuries.**

**Target: AO 1 and 2**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They were very afraid of witches because they thought they could do all kinds of dreadful things to you.'*

**OR**

**Level 1 Describes campaign against witches (1-2)**

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: religious change, claims by Protestants, fear in a time of instability and uncertainty, fears whipped up by people like Hopkins, economic problems

**Level 3 Explains one specific reason (3-5)**

E.g. *'This was because it was a time of great religious change and problems. Protestants encouraged people to believe that the Devil and his servants were all around doing their work. So this made people even more afraid about them.'*

**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 Bloody Code was successful.' How far do you agree with this statement?  
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.  
E.g. *The Bloody Code did not really work and after a time it was stopped.*

**Level 2 Identifies or describes successes or failures of the Bloody Code (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Answers might include: successes - highway robbery declined, protected property, failure - number of executions went down, juries unwilling to convict, criminals often not caught - law enforcement poor, public executions not a deterrent, did not stop smuggling, introduction of transportation, crime rate went up

**Level 3 Identifies or describes successes and failures of the Bloody Code (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains successes or failures of Bloody Code (5-6)**

*E.g. 'I think the Bloody Code was a failure. It introduced really harsh punishments for small crimes and this meant that juries thought it wasn't fair for someone to be hanged for something small like stealing a bit of food when they were hungry. So the criminals got away with it which meant the Code wasn't working.'*

**Level 5 Explains successes and failures of the Bloody Code (6-7)**

**cont. on next page**

**Level 6 Compares extent/degree of success and failure****(8)**

These answers do not have to be fully developed as far as the explanation of failure and success are concerned. However the reason for one the Code being more of a success or a failure must be explained and valid - allow original, unusual but valid attempts.

E.g. *'In some ways the Bloody Code was a success. The crime rate in the eighteenth century when the Bloody Code was used went down so it looks as if it did stop people from committing crimes. The idea was that harsh punishments would stop people from carrying out crimes. So it looks as if it was working. But it had no effect at all on some crimes like smuggling which just went on. Nearly everyone in a community was involved in smuggling so it was difficult to catch anyone and when they were caught no one would be a witness or serve on a jury. So the Bloody Code often did not work because of this. Overall I think it was more of a failure. It is no good having harsh punishments if there is no police force and criminals are not caught. People were not worried about the harsh punishments because they thought they would never get caught.'*

**4(a) Briefly describe the changes to prisons in the nineteenth century.**

**Target: AO 1**

**1 mark for each valid change 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.**

Changes might include: introduction of silent system, introduction of separate system, improvements by people like Fry, introduction of useful work, introduction of useless work, aim to reform, sentences reduced for good behaviour, harsher punishments introduced towards end of century e.g. more hard labour.

E.g. *'There were many changes. People thought that prisoners should not mix with each other to stop them spreading bad habits and ideas so they were kept in separate cells. They then let them mix and work together but the silent system was introduced which stopped them talking to each other.'*

**4(b) Explain why new types of crime appeared in the twentieth century.****Target: AO 1 and 2****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'This happened because society changed and so new crimes were invented that didn't exist. People also changed their mind about what was a crime.'*

**OR**

**Level 1 Describes new types of crimes (1-2)****Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: invention of the motor car and computers, new attitudes about different types of discrimination e.g. race and sex, attitudes about drugs, reactions to terrorism.

**Level 3 Explains one specific reason (3-5)**

E.g. *'One new crime is racial discrimination. A law against this was introduced because it was found that black people were being discriminated against when they applied for jobs or tried to get housing. There have also been race attacks in the streets. This sometimes led to riots. Black people also thought the police picked on them. So laws were passed to stop this.'*

**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) 'The police force changed more in the twentieth century than it did in the nineteenth century. 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.

E.g. *'I think this is right. There have been lots of changes because they have a different kind of job to do and crimes keep changing.'*

**Level 2 Identifies or describes changes in 19C or 20C (2-3)**

Specific contextual knowledge demonstrated but no explanation.

Answers might include: 19C - Bow Street Runners, Metropolitan Police set up in 1829, towns and counties allowed to set up own forces, later made compulsory, CID/detectives, high turnover/low quality - improves, gradually accepted and more effective, ; 20C - women police, Flying Squad, forensic labs, use of cars/helicopters, computers for records, number of police increased but number of forces reduced, training, special squads set up e.g. drugs, some police armed, National Police College for better training, developments in communications.

**Level 3 Identifies or describes changes in 19C and 20C (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains changes in 19C or 20C (5-6)**

E.g. *'I think the twentieth century was a period of greater change. The police are completely different from the nineteenth century. They are now properly trained at a special college and some are trained in specialist areas like computers or drugs. They use all the new equipment like two-way radios and computer records. These changes had to happen if they were going to keep up with the criminals who were also using new methods. In the nineteenth century most police just walked their beat and looked after law and order on their patch. So there have been great changes.'*

**Level 5 Explains changes in 19C and 20C (6-7)**

cont. on next page

**Level 6 Compares extent/degree of changes****(8)**

These answers do not have to be fully developed as far as the explanation of changes are concerned.

However the reason for why the candidate thinks one period was a period of greater change must be explained and valid – allow original, unusual but valid attempts. Allow answers based on the idea of which changes were more important.

*E.g. 'I think the changes in the nineteenth century were more important. The big problem was that criminals were not being caught so they had no fear when they committed crimes. With new cities growing up the crime rate was soaring and the night watchmen and constables were useless. The big change came when Peel invented the first police force with proper uniforms. This was a completely new idea and at first people were very suspicious of the police. However, the crime rate dropped later in the nineteenth century and the police became more accepted. Although there have been lots of changes to the police in the twentieth century like better training and new methods like forensics to catch criminals, these changes are just making the police better they are not basic changes like the invention of the police force was in the nineteenth century. So this is why I think there were bigger changes in the nineteenth century.'*

**ELIZABETHAN ENGLAND**

**1(a) Study Source A. How useful is this source as evidence about the poor in Elizabeth's reign? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Unsupported assertions (1)**

*E.g. 'I do not think it is useful because it does not tell you much.' 'I think its useful because it has a lot of information about the poor.'*

**Level 2 Answers that assume it is useful for its surface information (1-3)**

Award 2-3 marks if contextual knowledge is used to explain/develop the information in the source.

*E.g. 'This source is very useful because it tells you what kind of beggars there were then. There were people who ate soap and cranks.' 'This source is useful because it shows that there were beggars at that time. These people were not really ill but they did not want to work so they would pretend to be lame or sick. The soap eater ate soap so he foamed at the mouth at this would make people think he was badly ill and would give him money. So this source is very useful.'*

**Level 3 Answers that use contextual knowledge to explain limitations of the source (4-5)**

*E.g. I do not think this source is very useful because it only shows beggars who were not really ill. They were just pretending to be poor and helpless. There were many people who were genuinely poor and could not help themselves but they are not shown here, so this source is not very useful. 'This source is not useful because it is biased. It shows the view of people at the time that people pretended to be poor or injured so that they could avoid work and beg for a living. They were punished harshly if caught. But this is a biased view and so is not useful.'*

**OR**

**Answers that use contextual knowledge to make valid inferences from the source (4-5)**

These might include that it is useful because it tells you about attitudes towards the poor at the time.

**Level 4 Answers that cover both types of level 3 (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 Unsupported assertions/Answers that fail to use the sources (1)**

E.g. *'I am surprised because they are being really nasty to him and don't know why they are doing this.'*

**OR**

**Answers based on everyday empathy (1)**

E.g. *'I am surprised because this is a very harsh way of dealing with beggars.'*

**Level 2 Valid assertions about not being surprised (2)**

E.g. *'I am not surprised they did not like beggars at that time.'* *'No I am not surprised because they used much harsher punishments in those times.'*

**OR**

**I know they whipped beggars (2)**

**Level 3 Explains how the poor were punished or may explain why they were punished without getting to attitudes towards the poor. (3-4)**

**Level 4 Uses knowledge of the period to explain one contextual reason why not surprised (must have attitudes) (4-5)**

E.g. *'I am not surprised by this because the Puritans thought that begging was lazy and was against God. They thought it was a sin to be idle and so the punishment had to be harsh.'* *'I am not surprised because they were very worried about the number of beggars that were wandering around the country. They gathered in large groups and went from village to village stealing and even worse. They were a real threat to law and order and the government decided they had to be dealt with harshly.'*

N.B. lazy and idle are not attitudes for Level 4.

**Level 5 Uses knowledge of the period to explain two contextual reasons why not surprised – at least one reason must be an attitude (6)**

**1(c) Study Source C. How far does this source prove that Elizabethan governments successfully dealt with the problem of poverty? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers limited to information in the source (1-2)**

E.g. *'This shows they were dealing with it because they were punishing lots of people.'*  
*'This source shows they were not dealing with it otherwise there would not be so many people to punish.'*

**OR**

**Not successful because there were still lots of poor around (1-2)**

**Level 2 Answers that assert the source does not show extent of effectiveness of the punishments or that its information is too limited to reach conclusions (2)**

E.g. *'This source does not show if they were successful because it only tells us what they did.'* *'No, it cannot prove this because it only tells us about a few months.'*

**Level 3 Answers that use contextual knowledge to argue that the problem was dealt with successfully (3-4)**

E.g. *'Yes, this source does show they were successful. The government dealt with the problem of the poor really harshly. People could be branded and even hanged for begging. They were then returned to where they were born. The punishments got harsher. This shows the government was dealing with the problem.'*

**Level 4 Contextual knowledge used to argue that the government failed to deal with/understand the causes of the problem (5-6)**

E.g. *'No this does not prove they were successful. Whipping people didn't solve the problem. Many people could not help being poor because there were not enough jobs to go round because of the increase in population and things like inflation that put prices up. Also some people could not help themselves like single mothers and people who were old or ill. The government was not dealing with the problem of poverty at all simply by whipping people.'*

**Level 5 Contextual knowledge used to explain ways in which the government was failing and ways in which it did begin to succeed (7)**

These answers will operate at Level 4 but they will in addition explain how towns/governments did begin to deal with the problem properly e.g. Elizabethan Poor Law, initiatives in individual towns, distinguishing the able-bodied poor from those who were helpless.

**2(a) Briefly describe the methods Elizabeth used to win the loyalty of her people.**

**Target: AO 1**

**1 mark for each valid method 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.**

Methods might include: progresses, portraits, speeches, the coronation.

*E.g. 'Elizabeth won the loyalty of the people by going around the country so that people could see her. There was no television at that time and so this was the only way people would have a chance of seeing the Queen. If they saw her they would be more likely to feel loyalty towards her.'* (2)

**2(b) Explain why the Earl of Essex rebelled against Elizabeth in 1601.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'He rebelled because he was very unhappy with what Elizabeth was doing and decided to do something about it.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: financial problems, out of Elizabeth's favour because of his marriage, Elizabeth refuses to give his followers jobs in the government, worried by the influence of Cecil, makes a mess of things in the Azores and Ireland, disobeys orders in Ireland, put under house arrest, banned from Court.

**Level 3 Explains one specific reason (3-5)**

E.g. *'Essex rebelled in 1601 because it was the only chance he had to win back some power. He was in disgrace with the Queen because he had disobeyed her orders in Ireland. He had returned to England before he had dealt with the rebels in Ireland. This meant that he was losing his influence over her and other people were becoming more powerful. He probably thought he had nothing to lose because he was desperate.'*

**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) 'Elizabeth dealt successfully with Mary Queen of Scots.' 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)**

E.g. *'I think this is true, she made a real mess of dealing with her and it caused a lot of trouble.'*

**Level 2 Identifies or describes specific examples of weakness/misjudgements or identifies reasons why it was a difficult problem to deal with or examples of Elizabeth dealing with her well (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Examples might include: allows her to come to England, reluctant to act against her because of kinship/fellow monarch, fails to act after several plots, turns down requests from Parliament to act, hesitates over signing death warrant; difficult problem because fellow monarch and kin, can keep an eye on her in England, no rebellions/plots succeed, doesn't want to alienate Catholics in England, does have her executed.

**Level 3 Two of the Level 2 approaches - identifies or describes specific examples of weakness/misjudgements and identifies reasons why it was a difficult problem to deal with or examples of Elizabeth dealing with her well (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples of weakness/misjudgement OR explains why Mary was a difficult problem or how Elizabeth dealt with her well (5-6)**

E.g. *'Yes Elizabeth did not deal with Mary very well. She hesitated and let things get worse and worse. With many Catholic in the country thinking Mary was the rightful queen this was a very dangerous thing to do and led to more plots which put Elizabeth in danger. Even when Mary was found to be involved in plots like the Ridolfi one she was not executed. So Elizabeth allowed the situation to get more dangerous through not acting.'*

continued on next page

**Level 5 Explains two of the Level 4s - explains specific reasons of weakness/misjudgement and explains why Mary was a difficult problem or how Elizabeth dealt with her well. (6-7)**

**Level 6 As for Level 5 but in addition explains why on balance Elizabeth dealt with Mary well/not well (8)**

These answers do not have to be fully developed as far as the explanation of weakness/dealing with Mary well are concerned.

However the reason for one being more stronger than the other must be explained and valid - allow original, unusual but valid attempts.

*E.g. 'Elizabeth did make mistakes. She should never let Mary into England as this made her the centre of Catholic hopes and Catholic plotting as she was regarded as the real queen of England. This led to the Northern Rebellion and other plots which would not have happened if Mary had been dead or not in England. Parliament wanted Mary to be executed because they could see the problems she was causing. On the other hand Mary was never successful and Elizabeth did not want to upset the Catholics and force them into rebellion. If she had acted too quickly against Mary this might have happened. We have to remember that Elizabeth did have Mary executed when there was clear proof and no one could argue with the decision. By then even some Catholics thought Mary was a nuisance. They wanted to be left alone to lead quiet lives. Overall, I think Elizabeth did not deal with this well. She did have Mary executed but even then she had to be tricked into signing the death warrant. She still wanted to hesitate. Not dealing with Mary earlier led to lots of problems in the reign which could have been avoided if Elizabeth had had her executed much earlier.'*

**3(a) Briefly describe the main ideas and beliefs of Catholics during Elizabeth's reign.**

**Target: AO 1**

**1 mark for each valid idea/belief identified, 2-3 marks for any ideas/beliefs that are described or explained.**

**A maximum of 4 marks for answers about attitudes towards Elizabeth.  
Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.**

Ideas/beliefs might include: the Pope was head of the Church, Mary was the rightful Queen of England, services should be in Latin, churches should be highly decorated, transubstantiation.

E.g. *'Catholic didn't think Elizabeth could be head of the Church because this was the Pope. They didn't believe in the Church of England. They thought it all belonged to the international Catholic Church under the Pope.'* (3)

**3(b) Explain why some Puritans opposed the policies of Elizabeth's government.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They opposed Elizabeth because they did not agree with what she was doing in England. They thought her policies were wrong.'*

**Level 2 Describes the actions of Puritans (2-3)**

**OR**

**Level 2 Identifies specific reasons for opposition (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: opposed aspects of the Church settlement - decoration, vestments, altars, music, statues, bishops, the compromises made with Catholic ideas, wanted congregations to run churches, some did not recognise Elizabeth as head of the Church, wanted Catholics dealt with more harshly, wanted theatres banned.

**Level 3 Explains one specific reason (3-5)**

E.g. *'Puritans were the more extreme type of Protestants. They thought the people could read the bible themselves and contact God directly. This meant that they did not think the priests were special people. They wanted people to be in control and did not want to be controlled by bishops.'*

**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) 'Elizabeth' government dealt with religious problems with great success.' 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)**

*E.g. 'I think she did this really well. There was always the chance of big trouble breaking out because of religion but this never really happened because of Elizabeth's clever policies.'*

**Level 2 Identifies or describes specific examples of success or failure (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Examples include: success - keeps most Catholics happy, compromise of the 1559 Settlement, allows private beliefs as long as there is public conformity, Puritans not a threat at end of reign, Catholic threat and Catholicism faded by end of reign; failure - 1559 Settlement, upset the Puritans, Catholic rebellions, plots, Puritan opposition e.g. prophesyings,

**Level 3 Identifies or describes specific examples of success and failure (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples of success or failure (5-6)**

*E.g. 'I think she did deal with them with great success. When she became Queen, England was divided down the middle in terms of religion between Catholics and Puritans and there had been lot of changes over the previous years. This was a real problem to be sorted. Elizabeth made sure that when she made her religious settlement she did not go over to one side more than the other. She allowed some Catholic things like bishops and vestments and stained windows but the ideas in the settlement were mainly Protestant. The Pope was not head of the Church and services were in English. This meant that there was something to keep both sides happy.'*

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

continued on next page

**Level 6 As for Level 5 but in addition explains a reason why her policies were more a success/failure**

**(8)**

These answers do not have to be fully developed as far as the explanation of success/failure are concerned.

However the reason for one being more stronger than the other must be explained and valid - allow original, unusual but valid attempts.

*E.g. 'I think Elizabeth's policies were really a failure. She did have some successes in that the Catholics never rose up in rebellion against her in large number when there were plots and rebellions. She left the Catholics alone as long as they did not cause trouble. Her Church was a compromise between Catholics and Protestants and this kept a lot of them happy as well. But it was not all success. The Jesuits managed to come into the country and keep Catholic hopes alive and there was at least one rebellion against Elizabeth. She also struggled against the Puritans. They caused problems for her. They criticised the bishops, they wanted a different Prayer Book and some of them began to worship outside the Church. Despite all Elizabeth's efforts by the end of the reign the country was still divided between Puritans and Catholics. Elizabeth had not solved the problem of religion and it would cause lots of problems for the kings that followed her.'*

**BRITAIN, 1815–1851**

**1(a) Study Source A. Why did many people believe that working conditions for children in factories should be improved? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers restricted to surface information in the source (1)**

E.g. *'They didn't want them working in these factories because it looks like very hard work.'*

**OR**

**General claims that working conditions were bad (1)**

These answers will make general assertions, they will not contain specific examples.  
E.g. *'They didn't want them working there because the conditions were terrible and it was too much hard work for them to do.'*

**Level 2 Contextual knowledge used to develop points in the source (2-4)**

E.g. *'They did this because it was dangerous to work in the factories. You can see that children had to crawl under the machines while they were working to clean them. This was very dangerous and sometimes the children had their arms torn off by the machine.'*

**OR**

**Contextual knowledge used to identify specific reasons not in the source (2-4)**

These might include: long hours, the evidence from enquiries, Lord Shaftsbury and other campaigners, religious beliefs, children were deformed through some repetitive work.  
(Allow combinations of both types of Level 2)

**Level 3 Answers that use contextual knowledge to explain one reason (4-6)**

E.g. *'They were persuaded by people like Lord Shaftsbury. He led a campaign to get conditions improved. He criticised the effect it was having on children and family life and fought to have the working day reduced to 10 hours. Because he was a rich and powerful person lots of people listened to him.'*

Allow 1 mark for other identifications

**Level 4 Answers that use contextual knowledge to explain more than one reason (7)**

(Can be one developed point from source and one developed other reason.)

**1(b) Study Source B. Does this source give an accurate impression of how effective factory reforms were? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers that describe surface details (1-2)**

E.g. *'It shows that factory inspectors were appointed to look after the children. They look nice and kind and so things must have been better.'*

**OR**

**Level 1 Answers that reject the source because it is only one inspector/factory (1-2)**

**Level 2 Answers that reject the source because of its tone/style/lack of realism (3-4)**

E.g. *'I don't think this picture is accurate because it looks like it had been drawn to show how good and kind the inspectors were. I think it is biased.'*

**Level 3 Answers using contextual knowledge to identify the terms of the acts and/or their weaknesses - not explained (3-4)**

Only award 4 marks for both.

Points identified might include: children under 9 couldn't work, hours for older children restricted, children under 13 had to attend school, working day limited to 10 hours, four inspectors appointed; not enough inspectors, no records of ages of the children, the factory schools set up were useless, fines for owners breaking the law were too small, E.g. *'I think this is accurate because inspectors were appointed to check if the reforms were carried out.'*

**continued on next page**

**Level 4 Answers that use contextual knowledge to explain the weaknesses of the inspectorial system or other reasons why the reforms were limited in effectiveness (4-5)**

*E.g. 'This shows the inspectors making sure everything was all right but this isn't really what happened because only a few inspectors were appointed and they couldn't check all the factories. Anyway parents lied about the ages of their children and there was no way for the inspectors to check this. All this made it difficult for the inspectors to make sure the reforms were carried out.'*

**OR**

**Answers that use contextual knowledge to explain the improvements the reforms did bring about (4-5)**

*E.g. 'I think this is right to suggest that things were getting better. The big change that had happened was that it was now accepted that the government should interfere in factories and protect children and other workers. Once this was accepted there would be lots of other reforms later.'*

**Level 5 Answers that use contextual knowledge to explain weaknesses/limitations of the legislation and what it achieved (6)**

**1(c) Study Source C. Why do you think Lord Londonderry was making this speech in Parliament in 1842? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers limited to surface details (1)**

*E.g. 'He was making this speech to tell everyone that the report on the mines was biased. The children had lied and had been tricked.'*

**Level 2 Answers that assert he was making the speech then because of the Report that was published in 1840 or the reforms that were being discussed in 1842 or that he made the speech because he owned coalmines (2-3)**

These answers do not get to message or purpose.  
Award 3 marks if 2 of these points are made

**Level 3 Message or purpose but with no contextual explanation (3-4)**

Award 3 marks for message and 4 marks for purpose

**Level 4 Answers that explain Londonderry's message in context (4-5)**

These answers will explain that he is arguing that the mines do not need to be reformed, the government should not interfere. The context can be either Londonderry's interests or the context of 1840-42.

**Level 5 Answers that explain Londonderry's purpose in context (6-7)**

The context can be either Londonderry's interests or the context of 1840-1842.  
*E.g. 'Londonderry was making this speech to persuade people to oppose reforms to the coal mines. This was the time when people wanted to stop very young children from working in the mines. A report had been published telling the most awful stories about the conditions the children suffered. Londonderry wants to stop any reforms and is speaking to get other people to fight against the reforms.'*

**2(a) Briefly describe what happened at Peterloo in 1819.**

**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: 60,000 gathered to protest for reform, and to listen to Hunt, during Hunt's speech the magistrates ordered Hunt's arrest, the yeomanry forced their way through the crowd killing and injuring people including women and children.

E.g. *'What happened was that the soldiers trampled lots of people on their horses and killed them.'* (2)

**2(b) Explain why there were demands for the reform of the electoral system in the early 1830s.**

**Target: AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'This is because the system was not working properly and something had to be done. It was all out of date.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: rise of the middle class, revolution in France, campaigners like Attwood and Place, economic distress, faults of the system - corruption, large towns not represented, intimidation, pocket boroughs, most of the middle class couldn't vote.

**Level 3 Explains one specific reason (3-5)**

E.g. *'There were demands for reform because the whole system was out of date. Large industrial towns had grown up with hundreds of thousands of people in and yet they had no MPs while other places with a couple of people living in them like Old Sarum had two MPs. This was obviously unfair and something had to be done.'*

**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) 'The 1832 Reform Act satisfied the main demands of those who had campaigned for reform.' 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)**

*E.g. Yes it did. Things were reformed and this made the system a lot better. People were a lot happier with it.'*

**Level 2 Identifies or describes specific examples of how demands were met or were not met (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Examples include: demands met - middle classes got the vote, industrial north given representation, some pocket and rotten boroughs lost their MPs, system was reformed without revolution or too much damage being done; demands not met - corruption and some pocket boroughs survived, intimidation survived because voting not secret, landowners still dominated, working classes did not get the vote, rise of Chartism,

**Level 3 Identifies or describes specific examples of how demands were met and were not met (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples of how demands were met or were not met (5-6)**

*E.g. 'Yes the demands were met. Many of the people who wanted reform were the middle classes. They felt that they were the ones who made the wealth of Britain and provided jobs and yet they were not allowed to vote. They thought it was wrong for the system to be dominated by the landed classes when they no longer created Britain's wealth. The Reform Act did give the middle classes the vote and there were also more middle class MPs. So their demands were met.'*

continued on next page

**Level 5 Explains specific examples of how demands were met and were not met (6-7)**

**Level 6 As for Level 5 but in addition explains whether the demands were met more than they were not met (8)**

These answers do not have to be fully developed as far as the explanation of demands being met are concerned.

However the reason for why overall they were met more/less than they were not met must be explained and valid - allow original, unusual but valid attempts.

*E.g. 'I think that the demands were not really dealt with. Some things were done like giving the middle classes the vote and giving the large cities like Manchester more MPs. This was a move forward and had been what the middle classes had asked for. They now had a say in Parliament. But many of the people who had demonstrated for reform had been working class people who wanted the vote and wanted somebody in Parliament to stand up for them. Nothing was done for them. You could only vote if you owned property and they did not. The Reform Act did not solve the problems because a bit later there were the Chartists who demonstrated for more reforms. So although the middle classes were happy the Chartists show that the Reform Act had not really met the demands of the people at all. Otherwise the Chartist movement would not have happened. So they had to go through the whole thing again years later.'*

**3(a) Briefly describe the Speenhamland System.**

**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: based on price of bread and size of family, as bread went up so did the relief, expensive, said to encourage large families and discourage work.

E.g. *'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. If the price of bread went up they got more money. (3)*

**3(b) Explain why the government reformed the Poor Law in 1834.**

Target: AO 1

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'It was reformed because it was not working well and it had lots of critics.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Reasons 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, increase in the number of poor after 1815.

**Level 3 Explains one specific reason (3-5)**

E.g. *'The government reformed the poor law because the rate payers were complaining that their rates were far too high. The systems that were used were very expensive because they paid people money if they were not working. They said they didn't see why they should have to pay their money to let other people sit around and do nothing.'*

**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 1834 Poor Law Amendment Act introduced a better system of poor relief.' 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)**

E.g. *'Yes, I do agree with this. It improved things a lot and everybody was better off.'*

**Level 2 Identifies or describes specific examples it being better or worse (2-3)**

Specific contextual knowledge demonstrated, but no explanation.

Examples include: better - poor rates down, more people encouraged to work, common system across the country, costs down, number of poor depending on relief goes down, medical care and education provided; worse – terrible conditions in workhouses (Andover), families split, inflexible (could not cope with seasonal employment, trade slump or short term unemployed), poor quality of some officials, opposition to it, outdoor relief still used in some places.

**Level 3 Identifies or describes examples of it being better and worse (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples of it being better or worse (5-6)**

E.g. *'In many ways it was much worse. Everybody was treated in the same way but not everyone was the same. In industrial parts of the country if there was a trade slump lots of people were out of work for a short time. Now they had to be put into workhouses with their families split up. This was a cruel thing to do when they wanted to work and would have a job again soon.'*

**Level 5 Explains specific examples of it being better and worse (6-7)**

cont. on next page

**Level 6 As for Level 5 but in addition explains whether overall it was better or worse (8)**

These answers do not have to be fully developed as far as the explanation of examples of it being better or worse are concerned.

However the reason for why overall they were better/worse must be explained and valid - allow original, unusual but valid attempts.

E.g. *'There were some ways in which it was worse than before. Some of the workhouses were dreadful places. Families were split up as soon as they entered the workhouse and they might not see each other again. In the Andover workhouse people were made to break bones for employment. Some of them were so hungry they ate the marrow from the bones. In other workhouses the poor were beaten and mistreated. But something had to be done as the old system could not continue. It was far too expensive and encouraged people to be lazy and not to work. The new system was the only answer in the long run. People did find jobs and this made them more responsible. Although there were examples of bad workhouses overall it was good for the country as a whole.'*

**THE AMERICAN WEST, 1840–1895**

**1(a) Study Source A. Why was this cartoon published in America in the 1840s? 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

E.g. *'This was published to show that a lot of Mormons slept in a bed together.'*

**Level 2 Understands that it is anti-Mormon but no contextual knowledge demonstrated (2)**

These answers will show an understanding that the cartoon is criticising/mocking Mormons.

E.g. *'This cartoon was published to make fun of the Mormons. It makes them look really daft.'*

**Level 3 Asserts that it is against polygamy or it was published to make people turn against the Mormons - not contextually developed (3-4)**

If supported by details from the source award 4 marks.

**Level 4 Contextual knowledge of the situation in the 1830s -1840s used to explain the message/context of the cartoon (4-6)**

Contextual knowledge of the period might include Smith's introduction of polygamy, the unpopularity of the Mormons in the East.

E.g. *'This cartoon was published in the 1840s because that was when the Mormons were really unpopular. They seemed to take over towns wherever they lived and they regarded themselves as superior to everyone else. Then Joseph Smith suddenly announced that Mormons were allowed to have more than one wife. This is what this cartoon is about. This made them even more unpopular because everyone thought it went against Christian teachings.'*

Award 4 marks for general context

**Level 5 Contextual knowledge of the situation in the 1830s -1840s used to explain the purpose of the cartoon (5-7)**

Contextual knowledge of the period might include Smith's introduction of polygamy, the unpopularity of the Mormons in the East.

E.g. *'This cartoon was published to tell people that the Mormons should be driven away. It shows a Mormon with lots of wives because this is what the Mormons did. The other Americans thought this was completely wrong. The cartoon is trying to say to people the Mormons are bad and are trying to take us over we should force them to go away. The Mormons were driven out of several towns and eventually had to leave the East of America completely.'*

Award 5 marks for general context

**1(b) Study Source B. Do you think Brigham Young agreed with Sam Brennan's advice?  
Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers that assume he would have agreed with him (1)**

E.g. *'Brigham Young would have seen that he was right and would have agreed to go to California. It would be a much better place to live in.'*

**OR**

**Level 1 Didn't agree because he wanted to go to Salt Lake (1)**

**Level 2 Isolates parts of Source B that Young could have agreed with (2-3)**

These answers fail to understand that what Brennan was describing was just what Young was looking for.

E.g. *'Brigham Young would have agreed with him that nobody wanted Salt Lake because it was such a dreadful place where no crops could grow. Everybody described it as a horrible wilderness.'*

**Level 3 Asserts a contextual reason why Young would have disagreed (4)**

These answers do understand that what Brennan was describing was just what Young was looking for - but not explained.

E.g. *'Young would not have agreed with him because the Mormons wanted somewhere like this where no one else wanted to live.'*

**Level 4 Uses contextual knowledge to explain one reason why Young would have disagreed (5-6)**

E.g. *'Young would not have agreed with him because the Mormons were looking for somewhere where they would be left alone. At that time Salt Lake was not part of the USA and so they would be left to live as they wanted with polygamy and other things like that. The US Government would have no authority over them.'*

**Level 5 Uses contextual knowledge to explain two reasons why Young would have disagreed (6)**

**1(c) Study Source C. How far does Source C explain why the Mormons were able to be successful at Salt Lake? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Goes no further than the details in the source (1)**

*E.g. 'They were successful because they used sun-dried bricks to build their houses and built streams of water everywhere.'*

**Level 2 Puts the details in the source into some context (2-3)**

These answers still focus on the information in Source C but put them into some kind of context by showing how the details in Source C were responses to the problems (e.g. no wood, no water) faced at Salt Lake.

*E.g. 'Source C does explain it because it shows how they made a success of things there. They had no wood for building and so used sun-dried bricks.'*

**OR**

**Level 2 Identifies other factors (2-3)**

**Level 3 Contextual knowledge used to explain how they were able to achieve what is described in Source C or how they achieved other things (4-6)**

*E.g. 'They were able to be successful at Salt Lake because as the source shows they got over the problem of a lack of water. Not only was water provided for the city but they also built irrigation ditches through the farming land to make sure they had crops. It was a success because everything was controlled by Brigham Young. Everyone was given a time for taking water from the irrigation ditch and they could only take a certain amount. The water belonged to everyone. This sharing and discipline is why it worked.' 'They were successful because they made sure they had lots of new people coming in to join them. They sent people to Europe to win new converts and they paid for their journey to Salt Lake. Thousands of poor people came hoping for a better future. This is how the Mormons made sure they had enough people to do all the work and make the community into a large thriving city.'*

**Level 4 Both types of Level 3 (7)**

**OR**

**Level 4 Explains two other factors after considering C (7)**

**2(a) Briefly describe the main features of the Great 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.**

**Maximum of 2 marks for man-made features.**

Examples might include: extremes of climate - summer wind scorching hot and little rainfall, winter blizzards and hailstorms, range of animals e.g. buffalo, prairie dogs, rolling grassland, few trees, also semi-desert in the south.

E.g. *'The Plains were very difficult to live on and there was little rainfall. It could be very hot and dry or freezing cold.'* (2)

**2(b) Explain why the Plains Indians lived in tepees.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They did this because they were very handy things to live in and solved their building problems for them.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: used buffalo hide, lack of building materials, easy to take down and move, it stood up to strong winds.

**Level 3 Explains one specific reason (3-5)**

E.g. *'The Plains Indians lived in tepees because of their shape. They were the shape of a cone with no flat sides or sharp edges. The Great Plains where the Indians lived suffered from very strong winds most of the year and there were also blizzards and tornadoes. The shape of the tepee meant that it deflected the wind and was not blown over by it.'*

**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) 'The homesteaders were more important than the US army in taking the Plains from the Indians.' 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)**

E.g. *'I don't agree with this it was the army that did all the fighting and defeated the Indians.'*

**Level 2 Identifies or describes specific reasons why the homesteaders or the army were important (2-3)**

Specific contextual knowledge demonstrated but no explanation of the reasons.  
Reasons include: homesteaders - took over land that had been hunting grounds, fenced the land, scared away game, demanded protection from the government, put pressure on the government to deal with the Indians, once homesteaders were successful there were demands for more land, gradually squeezed the Indians off their land; the army - ordering the killing of the buffalo, too many and too powerful for the Indians, forcing the Indians on to reservations, the strategies of total war and winter campaigns after the Little Big Horn, the Battle of Wounded Knee.

**Level 3 Identifies or describes specific reasons why the homesteaders and the army were important (4)**

Specific contextual knowledge demonstrated but no explanation of the reasons.

**Level 4 Explains specific reasons why the homesteaders or the army were important (5-6)**

E.g. *'I think the army were much more important. When the Indians won the Battle of the Little Big Horn it was the army that then tracked down the Indians winter after Indian and not allowing them any escape routes. Finally they had to give in and go to the reservations. This was the final defeat of the Plains Indians and it was the army that was responsible for it.'*

**Level 5 Explains specific reasons why the homesteaders and the army were important (6-7)**

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**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 examples of how they were important are concerned. However the reason for why overall one was more important than the other must be explained and valid – allow original, unusual but valid attempts.

E.g. *'Although it was the army that forced the Indians into the reservations after the Battle of the Little Big Horn and the Battle of Wounded Knee they were not the most important factor. The army was large (especially after the Battle of the Little Big Horn) and was better armed and equipped than the Indians. Eventually they were bound to defeat the Indians. But why were they doing any of this? They were doing it because of the homesteaders need for the land. The homesteaders believed in manifest destiny. They thought it was their right to farm the Plains. As more of them succeeded and with the pressure of a shortage of land in the east more and more wanted to set up homesteads on the Plains. This is what put pressure on the government and the army to solve the Indian problem. So the homesteaders were the basic factor that was driving it all. Gradually they were moving further and further west driving the Indians from the land. It was because of the homesteaders that there was no room for the Indians.'*

**3(a) Briefly describe why people moved West to settle on the Great Plains.**

**Target: AO 1**

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

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

Reasons might include: free land, Homestead Act, soldiers and freed slaves after the Civil War, building of the railroads, advertising, Europeans fleeing from persecution, poverty, unemployment, shortage of land in East.

E.g. *'People moved west because the government made the land free in the Homestead Act. This was a chance for people to own their own land. They would not have a chance of buying land in the east because it was so expensive.'* (3)

**3(b) Explain why many homesteaders at first found it difficult to make a success of their homesteads.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They faced many difficulties because it was all new and the conditions were difficult. They had a real struggle.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: shortage of water, lack of building materials, extremes of weather, grasshoppers, land too hard to plough, wrong sort of crops used, lack of machinery e.g. threshing machines, Indian attack.

**Level 3 Explains one specific reason (3-5)**

E.g. *'They found it difficult because it was so difficult to plough the land. It had never been ploughed before and was rock hard especially when the sun baked it as well. The ploughs they had often broke and it was very hard work that took a long time. It was a real struggle.'*

**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 introduction of dry farming and new types of crops were the most important reasons why many homesteaders became successful.' 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)**

E.g. *'I think this is true because they were very important and helped them a lot. Without them they would have been in real trouble.'*

**Level 2 Identifies or describes specific reasons why dry farming/new crops were important or identifies other factors (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Dry farming/new crops - preserves moisture, Turkey Red, new crops were hardier; other factors - windpumps, new machines (mechanical reapers, binders threshers), barbed wire, Timber and Culture Act, the sodbuster, sod houses, home-made medicines.

**Level 3 Identifies or describes specific reasons why dry farming/new crops were important and identifies other factors (4)**

Specific contextual knowledge demonstrated but no explanations.

**Level 4 Explains specific reasons why one factor important (5-6)**

E.g. *'Dry farming was very important because the main problem they had was a lack of water and it helped with this. Farmers ploughed the land after rain and then covered the surface with some dust. They then left that land empty for a year. This meant that the moisture was kept in the ground.'*

**Level 5 Explains specific reasons why dry farming/new crops and other factors were important (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.  
E.g. *'I think there were other things that were much more important. Dry farming did let them keep the moisture in the ground by ploughing the rainwater into the soil. This did help a bit but the lack of water was still a major drawback and dry farming did not really solve it. It certainly did not give them water for drinking. The real solution to this was the introduction of windmills. These used drills to drill down into the ground where there were stores of water and then the pump would use the wind to pump the water to the surface. This is what saved many homesteaders.'*

**GERMANY, 1919–1945**

**1(a) Study Source A. Do you think most Germans in 1921 would have agreed with this cartoon? Use the source and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Unsupported assertions that Germans would disagree (1)**

*E.g. 'No they wouldn't have liked this at all and would have disagreed with it.'*

**Level 2 Assertions that Germans would disagree – source described (2)**

**Level 3 Answers based on misinterpretation of cartoon - cartoon is explained (2-3)**

The cartoon is explained but contextual knowledge is not used to explain why the Germans would have agreed / disagreed with it.

*E.g. 'Yes I think they would have agreed with this cartoon because it is saying that the British and the French were too harsh on Germany in the peace treaty and they were refusing to give Germany any help. Without this help Germany couldn't survive. Germans would have agreed with this.'*

**Level 4 Answers based on misinterpretation of the cartoon - contextual knowledge is used to explain why the Germans would have agreed (4)**

*E.g. 'The Germans would have agreed with this cartoon because it is saying that the reparations forced on Germany would be too harsh. Germany would drown because it could not afford them. Most Germans thought they had been punished far too harshly and this caused a lot of resentment.'*

**Level 5 Answers that interpret the cartoon correctly (5)**

These answers will interpret the cartoon correctly and will assert that the Germans would have disagreed with it

*E.g. 'I think the Germans would have disagreed with this cartoon because it is saying that Germany was pretending to be drowning. It is suggesting that Germany was not really that badly off and it was making out that things were worse than they really were.'*

**Level 6 Answers that interpret the cartoon correctly - contextual knowledge is used to explain why the Germans would have disagreed with it (6-7)**

*E.g. 'The Germans would have definitely disagreed with this cartoon because it is suggesting that the peace treaties and reparations were not really hurting them. It is saying that Germany is pretending that it will be in serious trouble. The Germans resented having to pay reparations because this said they were responsible for starting the war. They thought the reparations would cripple Germany. So they would think this cartoon was completely wrong.'*

**1(b) Study Source B. How useful is this account of the French occupation of the Ruhr?  
Use the source and your knowledge to explain your answer. [7]**

**Target: AO 1 and 2**

**Level 1 Answers based on the surface information - no inferences made (1)**

*E.g. 'I think this is very useful because it tells you a lot. It says how the French were brutal and how the Germans would not travel on the railways.'*

**OR**

**Level 1 No judgement about usefulness (1)**

**Level 2 Undeveloped rejection / acceptance of the source because it is biased/written after the event (2)**

These answers only use the provenance of the source, not the content  
*E.g. 'I don't think this is useful because he was a SA officer and so would be biased. You cannot trust what he says.'*

**Level 3 Understands that source is useful evidence of German perceptions or how they want other people to see it (3-4)**

**Level 4 Explains what inferences can be made e.g. extent of opposition to the French, passive resistance, the way the occupation united the Germans (3-4)**

*E.g. 'This is a useful account because it tells you how much the German people were opposed to the French occupation. They refused to help the French run the trains and felt very strongly about the occupation. This source is useful for telling us this.'*

**Level 5 Evaluates the source (5-6)**

These answers either consider the purpose of the author (provenance and content used) or consider the limitations of the source (many aspects of the occupation not covered)  
*E.g. 'I don't think this is very useful about the occupation before there are so many things about the occupation that it doesn't tell you. It doesn't tell you that the French occupied the Ruhr because the Germans failed to keep up with the reparation payments.'*

**Level 6 Covers Level 4 and Level 5 (7)**

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

**Target: AO 1 and 2**

**Level 1 Answers based on surface information of cartoon (1)**

E.g. 'The message is that Hitler did not break any laws.'

**Level 2 Answers that interpret the cartoon as being pro-Hitler (2-3)**

These answers interpret the message as one that is supportive of Hitler – it might be supported from the source but it will not be supported by contextual knowledge.

E.g. *'I think this cartoon is saying the Hitler should not be put in prison. It is supporting him. You can tell this because it says that he is Germany's saviour.'*

**Level 3 Level 2 answers that are explained through the use of contextual knowledge (3-4)**

E.g. *'This cartoon is saying that Hitler is a hero and should not be locked up. The judge is saying that he has not really done anything wrong. Hitler was on trial for treason because of the Munich Putsch. He tried to take over control in Munich but was arrested and put on trial. This cartoon is saying that he should not be punished.'*

**Level 4 Answers that interpret the cartoon as one that is making fun of Hitler or the judicial process (4-5)**

These answers might be supported by reference to the source but not by contextual knowledge

E.g. *'The message of the cartoon is that Hitler is a rather silly figure that we do not have to worry about. He is made to look silly claiming that he is Germany's saviour and the judge is suggesting that he does not matter because all he has done is broken some entertainment laws.'*

**Level 5 Level 4 answers that are explained through the use of contextual knowledge (6)**

**2(a) Briefly describe how Hitler dealt with opposition in 1933.**

**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: after the fire personal rights and freedoms restricted, propaganda against opponents, Enabling Act, concentration camps established, TUs banned, political parties banned, newspapers banned from criticising Nazis, the SA attacked and tortured political opponents,

*E.g. Hitler did this by passing the Enabling Act which meant that his government could pass laws without the Reichstag. This made Hitler a dictator and meant the opposition could not stop new laws going through." (3)*

**2(b) Explain why the Nazis persecuted Jews in Germany.**

Target: AO 1

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'They did this because they did not like them and they thought they were trouble-makers.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: anti-semitism, Nazi ideas about race, wanting to produce pure Aryans, the economic power of the Jews, the idea of the November criminals,

**Level 3 Explains one specific reason (3-5)**E.g. *'They did this because they wanted to produce a master race in Germany. To do this the people had to be pure Aryans. Jews were regarded as inferior and if they married German people this would stop the race being pure and this would stop Germany from becoming stronger.'***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) 'Hitler had complete control over Germany between 1934 and 1945.' 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)**

E.g. *'I think this is right. He had so much power that no one could do anything about it.'*

**Level 2 Identifies or describes specific examples of complete control or of where control was less than complete (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Examples include: complete control - the activities of the SS and the Gestapo, indoctrination through Hitler Youth/education system, taking over all kinds of clubs, use of informers, no elections/opposition groups allowed; less than complete control - examples of opposition (youth groups, bomb plot, some Churches), Hitlers' work habits and rivalries within the government, private grumbling, passive resistance, sometimes polices were moderated because of criticism e.g. euthanasia.

**Level 3 Identifies or describes specific examples of complete control and of where control was less than complete (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples of complete control or of where control was less than complete (5-6)**

E.g. *'I do not think Hitler had total control because towards the end there were lots of examples of young people opposing him. Some young people refused to join the Hitler Youth and the Swing Youth movement deliberately behaved in ways which the Nazis did not like e.g. listening to jazz and wearing make-up.'*

**Level 5 Explains specific examples of complete control and of where control was less than complete (6-7)**

cont. on next page

**Level 6 As for Level 5 but in addition explains whether Hitler did have overall control or not (8)**

These answers do not have to be fully developed as far as the explanation of total control/less than total control is concerned. However the reason for why one side of the argument is more convincing than the other must be explained and be valid - allow original, unusual but valid attempts.

*E.g. 'I do not think that Hitler had total control. He had a lot of control through things like the Hitler Youth where young people were taught Nazi ideas. Schools were used to teach that Hitler was right and that all his opponents were wrong. The Gestapo were the secret police who spied on people and arrested anyone who said anything against the Nazis. This meant that people were afraid to criticise the Nazis openly. But Hitler never really won over most of the German people to really believe in his ideas as he did. Many were against the persecution of the Jews and euthanasia and sometimes Hitler had to tone down what he did in these areas. There was also a lot of grumbling behind Hitler's back. More and more young people did not join the Hitler Youth and some of those who did just went for the games and the camping. So Hitler did not have total control because he never won over the minds of everyone.'*

**3(a) Briefly describe the educational policies of the Nazis in German schools.**

**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.**

Examples might include: taught Nazi ideas, lots of physical education, History used to show Nazi version of history, biology for Nazi ideas on race, girls taught domestic science.

E.g. *'The educational policies were basically to indoctrinate children into Nazi ideas, for example they were taught that Jews were inferior.'* (2)

**3(b) Explain why the Nazis tried to change the role of women in German society.**

Target: AO 1

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *They did this because they thought women should be doing different kinds of things which would be better for them.*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: increase the population, to bring children up the right way, to reverse changes under Weimar, to produce a large Germany army, to replace men in the workplace who had joined the army.

**Level 3 Explains one specific reason (3-5)**

E.g. *'They did this because the birth rate of Germany was falling. it had gone down under the Weimar Republic when more women wanted careers but Hitler wanted to produce a strong Germany and a large army and for that he needed women to stay at home and have lots of children. So that's why the Nazis said a woman's place was in the home.'*

**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) 'Most German people benefited from Nazi rule.' 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)**

E.g. *'I think I agree with this because most people were better off and they were happy for the Nazis to sat in power.'*

**Level 2 Identifies or describes specific examples of those who benefited or those who did not (2-3)**

Specific contextual knowledge demonstrated but no explanation of examples. Examples include: benefited - more jobs, unemployment down, benefited from autobahns, cheaper cars, and Strength through Joy, small businesses, higher standard of living, farmers; did not benefit - Jews, other minority groups, communists.

**Level 3 Identifies or describes specific examples of benefiting and not benefiting (4)**

Specific contextual knowledge demonstrated but no explanation of examples.

**Level 4 Explains specific examples of benefits or not benefiting (5-6)**

E.g. *'I think the working classes benefited because under the Weimar Republic there was a lot of unemployment especially during the depression. Hitler started a lot of government programmes like building autobahns, hospitals and schools. This provided work for a lot of workers and the unemployment figures went down.'*

**Level 5 Explains specific examples of benefits and not benefiting (6-7)**

continued on next page

**Level 6 As for Level 5 but in addition explains whether overall people benefited (8)**

These answers do not have to be fully developed as far explaining benefits and lack of benefits is concerned. However the reason for why one side of the argument is more convincing than the other must be explained and be valid - allow original, unusual but valid attempts.

*E.g. 'I think that some people did not benefit because they were persecuted by the Nazis. German Jews were persecuted and finally were sent to the gas chambers. People who opposed Hitler like communists were rounded up and sent to camps. Also minorities like gypsies and anyone that was mentally handicapped were also treated very badly and often killed. However, many other Germans were better off. The standard of living went up and they had more material things like cars. The Nazis protected small businesses but big industries also did well out of rearmaments. Although workers had to work longer at least they had jobs. So if you look at it in an overall way although there were groups that suffered you would say that more Germans were actually better off.'*

**SOUTH AFRICA 1948–c.1995**

**1(a) Study Sources A and B. How far do Sources A and B disagree? Use the sources and your knowledge to explain your answer.**

**Target: AO 1 and 2**

**Level 1 Answers that summarise the sources but do not identify differences/agreements (1)**

**OR**

**Unsupported assertions (1)**

*E.g. 'I think these sources mostly disagree.'*

**Level 2 Answers that are based on the provenance and ignore the content of the sources (2)**

*E.g. 'I think these sources disagree because one is by Nelson Mandela at his trial and the other is by the person who was prosecuting him so they must have disagreed.'*

**OR**

**Answers that identify things that are in one source but not in the other. (2)**

*E.g. 'I think they disagree because Source A says they were encouraging their followers but Source B does not say this.'*

**Level 3 Identifies disagreement or agreements (3-5)**

*E.g. 'These sources disagree. Source A says that Mandela was helped by other countries but Mandela says that he was not helped by foreign countries. He says it was all done by people in South Africa.' 'I think these sources are in a way saying the same thing. They both say that Mandela was struggling to overthrow the government in an illegal way.'*

**Level 4 Identifies disagreements and agreements (6)**

**Level 5 As for Level 4 but in addition explains why overall they disagree/agree (7)**

**OR**

**As for Level 3 or 4 but in addition uses the provenance to explain answer (7)**

**1(b) Study Source C. Why was this cartoon published in 1964? Use the source and your knowledge to explain your answer. [7]**

**Target: AO 1 and 2**

**Level 1 Answers based on the information in Source D (1)**

E.g. *'It was published to show the Mandela had been imprisoned.'*

**OR**

**Asserts it was published then because Mandela had just been sent to prison - no contextual knowledge (1)**

**Level 2 Answers that identify a valid message (2-3)**

These will include: the imprisonment was wrong, the sentence will not kill the cause he was fighting for, Black Africans have not been defeated, the government is puny compared to Mandela/Black South Africans, the sentence was pointless as the Black South Africans would eventually win.

**OR**

**Answers that use contextual knowledge to explain the context but do not explain the message (2-3)**

**Level 3 Uses details in the source to explain message (4-5)**

E.g. *'This cartoon was published to show that Black South Africans were not defeated by the sentences at the trial. It shows a strong Black South African being tied down by small weak figures that represent the white government. This shows the Black South Africans are too strong to be defeated.'*

**Level 4 Answers that explain the message through the context of the 1960s/the trial (5-6)**

**Level 5 Answers that explain the purpose of the cartoon (6)**

E.g. to get world opinion to condemn the government, to encourage others to continue the struggle.

**Level 6 Answers that explain the context of the cartoon and place this in the context of the 1960s/the trial (7)**

E.g. *'This cartoon was published to encourage other Black Africans and members of the ANC to continue the struggle against the white government. It shows them they have not been defeated. Although Mandela and the leaders were imprisoned, the struggle was carried on from camps outside South Africa and the trial also made world opinion begin to turn more against the government.'*

**1(c) Study Source D. What can you learn about South Africa in the late 1980s from this source? Use the source and your own knowledge to explain your answer. [6]**

**Target: AO 1 and 2**

**Level 1 Repeats surface information in the source (1)**

E.g. *'I can learn that the booklet has been banned.'*

**Level 2 Makes a valid inference about the policies of the South African government. (2-3)**

Award the higher mark if the answer is supported

E.g. *'What this tells me is that the South African government was still being repressive and trying to stop all criticism. By the late 1980s government repression was worse than ever with a state of emergency being declared and thousands of people locked up.'*

**Level 3 Makes a valid inference about the extent/strength of the opposition/ the problems facing the government (4-5)**

Award the higher mark in the level if the answer is supported

E.g. *'I can learn from this source that opposition to the government was continuing otherwise they wouldn't be trying to publish Mandela's speech. This shows that despite being in prison all that time he was still the head of the opposition movement. It was in the 1980s that violence against the government got much worse with constant riots and rent strikes. Thousands of people were killed and Black Consciousness groups became more active.'*

**Level 4 Both Level 2 and Level 3 (6)**

Only award this level if at least one inference is supported

**2(a) Briefly describe the events in Sharpeville in March 1960.**

**Target: AO 1**

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

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

Events might include: people gather to protest against the Pass Laws, crowd outside police station, some fighting, police open fire, 69 people shot dead, 180 wounded.

E.g. *'What happened was that the police panicked and opened fire on unarmed demonstrators killing a lot of them.'* (2)

**2(b) Explain how the oppression of Black South Africans increased in the 1950s.**

**Target; AO 1**

**Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'Things got much worse. They weren't allowed to do anything.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: extension of the Pass Laws, Communist Party banned, banning orders - activists banned from writing, moving around, meeting with others, mass arrests, the Treason Trial.

**Level 3 Explains one specific reason (3-5)**

E.g. *'Things got worse because the government introduced a series of banning orders. They could place these on individuals without proof and used them for the ANC leaders including Mandela. They could stop people meeting with others, restricted to living in a certain place and being watched by the police all the time. These orders show how determined the government was to crush all opposition in the 1950s.'*

**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) 'Sharpeville was the crucial turning point in the struggle against apartheid.' 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)**

E.g. *'Yes I agree with this because things were never the same afterwards.'*

**Level 2 Identifies specific reasons for agreeing/not agreeing (2-3)**

Specific contextual knowledge demonstrated but no explanation of reasons: agreeing - government bans the ANC and PAC, they give up non-violence and set up e.g. Spear of the Nation, armed struggle begins, 18,000 arrested, international opinion becomes stronger, UN calls for sanctions, SA leaves the Commonwealth, Black Consciousness movements start ; not agreeing - still a long way to getting rid of apartheid, ANC and PAC weakened, other turning points just as important e.g. Soweto, isolation of SA in Africa, De Klerk.

**Level 3 Identifies specific reasons for agreeing and not agreeing (4)**

Specific contextual knowledge demonstrated but no explanation of reasons.

**Level 4 Explains specific reasons for agreeing or not agreeing (5-6)**

E.g. *'I think this is right. After this the ANC was banned and this forced it to use violent methods only. From that time on the opposition to apartheid became much more violent and it was clear that this would not stop until apartheid had been got rid off. There would now be no other solution. The ANC set up bases outside South Africa and carried out terrorist acts like blowing up electricity pylons. I think this was a turning point because now the war was on and one side had to win.'*

**Level 5 Explains specific reasons for agreeing and not agreeing (6-7)**

continued on next page

**Level 6 As for Level 5 but in addition explains whether overall agrees more than disagrees**

**(8)**

These answers do not have to be fully developed as far explaining reasons for agreeing and disagreeing. However the reason for why one side of the argument is more convincing than the other must be explained and be valid - allow original, unusual but valid attempts. E.g. *'I think there are ways in which it was not the crucial turning point. This is because apartheid lasted for another 30 years and so Sharpeville did not lead to apartheid going straight away. Also the government was determined to keep it for all this time. There were other crucial developments why apartheid finally went like the riots in Soweto, international pressure and the actions of de Klerk. However, overall it was the most important turning point because some of these things developed out of Sharpeville. International sanctions came about because of Sharpeville and these sanctions did real damage to South Africa and were one of the reasons why de Klerk decided to go for reforms. Also the opposition to apartheid in South Africa really took off after Sharpeville and really kept going right through until de Klerk. He realised this opposition was not going to go away and so got rid of apartheid. So Sharpeville was the turning point.'*

**3(a) What were the main features of Black Consciousness in South Africa in the late 1960s?**

**Target: AO 1**

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

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

Features might include: pride in being Black, believing Blacks could achieve things by themselves and did not need help from Whites, knowing about Black heroes from the past, Steve Biko and the South African Students' Organisation, involvement of Black school pupils, demands for better education for Black South Africans, Soweto.

E.g. *'The main thing about the Black Consciousness Movement was that it thought the ANC had been wrong to work with White people. It believed that Black South Africans could get rid of apartheid and white supremacy by their own efforts.'* (3)

**3(b) Explain why Botha introduced reforms in the late 1970s and the early 1980s.****Target: AO 1****Level 1 General assertions (1-2)**

Valid, but general answers. No specific contextual knowledge.

E.g. *'He thought he had to do this otherwise there would be a disaster.'*

**Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Examples include: apartheid did not meet the needs of big business poor education of Black South Africans, difficult for Black workers to move to cities, many Blacks were too poor to buy the goods produced by industry, to tell the outside world that changes were being made, to help the minority hold on to power, to try and reduce the riots and demonstrations.

**Level 3 Explains one specific reason (3-5)**

E.g. *'Botha relaxed the apartheid laws a bit. He allowed Blacks to move around the country more easily and improved the quality of Black education. He did all this because South African industries were telling him that they needed more skilled workers. These would have to come from the Black population and so these changes were needed to allow them to move to cities and to have enough education so that they could do skilled jobs.'*

**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 most important reason for the ending of white minority rule in South Africa was the impact of international sanctions.' 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)**

*E.g. 'Yes I think this was the most important reason. This put enormous pressure on the government and they had to give in in the end.'*

**Level 2 Identifies specific reasons for agreeing with statement or for not agreeing with it (2-3)**

Specific contextual knowledge demonstrated but no explanation.  
Reasons include: agreeing - importance of sporting sanctions, they hit hard in mid80s e.g. South African Stock Exchange closed, rand falls in value, pressure from South African businesses after Botha's reforms fail; disagreeing - international sanctions not that effective because they were ignored by some, South Africa had lots of minerals that foreign industry needed, fears of communism controlling South Africa, other factors - South Africa isolated in southern Africa, growing violence in 80s and state of emergency, de Klerk.

**Level 3 Identifies specific reasons for agreeing and for disagreeing with the statement (4)**

Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific reasons for agreeing or for disagreeing with the statement (5-6)**

*E.g. 'I think this is wrong. I think the main reason was the growing violence inside South Africa in the 1980s. By the late 1980s this had increased a lot. A state of emergency was declared but it did not help. There was violence between different Black groups and necklace killings. There were uprisings and riots. South Africa was in chaos and parts of the country where Black South Africans lived were out of control. So big changes had to be made because of these problems.'*

**Level 5 Explains specific reasons for agreeing and for disagreeing with the statement (6-7)**

**Level 6 As for Level 5 but in addition explains whether overall agrees more than disagrees (8)**

These answers do not have to be fully developed as far explaining reasons for agreeing and disagreeing. However the reason for why one side of the argument is more convincing than the other must be explained and be valid - allow original, unusual but valid attempts.

# 1935/21 Paper 2

## MEDICINE THROUGH TIME

### 1 Study Source A.

What can we learn about Harvey from this source? Use the source and your knowledge to explain your answer. [6]

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

He went far beyond the work of those who came before him

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

He was careful in his approach (2) and determined to prove his critics wrong (3)  
1 mark per unsupported inference

**Level 3 Answers which make supported inferences [4-6]**

He was careful in his approach because it says he did things step by step (4) and determined to prove his critics wrong because he made sure that experiments were carried out at every stage to support his findings (5)

1 mark per supported inference

### DO NOT ALLOW

Inferences about the author  
Other words for genius (intelligent, brainy, sharp etc)

**2 Study Source B**

How useful is this source as evidence about Harvey? Use the source and your knowledge to explain your answer [9]

**Level 1 Answer based on provenance/source type or date [1-2]**

I don't think that this source is very useful because it's just a painting (1) and it wasn't even painted at the time (2)

**Level 2 Answers based on what detail it does/does not provide [3-4]**

It is very useful because it tells us that Harvey carried out experiments (3).

**Level 3 Both elements of Level 2 [5]**

It is very useful because it tells us that Harvey carried out experiments however, it doesn't tell us anything about Harvey's actual work

**Level 4 Answers based on inferences about importance (or not) of Harvey's (work) [6-7]**

NB Harvey must have been a very important person as discussing with king is Level 2. This level is **importance +**

Charles I wants to see his experiments only the very best physicians would have access to the king.(6) However, he was the king's physician, so it was probably no big deal that he was telling the king about his work. (7)

**Level 5 Level 4, plus a consideration of the reliability of the source [8-9]**

I could learn that Harvey must have been a very important person as Charles I wants to see his experiments. However, he was the king's physician, so it was probably no big deal that he was telling the king about his work. I am also suspicious about the reliability of the painting. It wasn't painted until much later and now hangs in the Royal College of Physicians. Harvey was a Fellow of the college and they may have had it painted just to make him look important (8).

Internal support or non-specific cross-reference 8  
Specific cross-reference 9

**Reliability without L4 should be marked at L2.**

**3 Study Source C**  
**Why do you think Harvey had this diagram drawn? Use the source and your knowledge to explain your answer** [9]

**Level 1 To explain his theory / prove himself right (undeveloped)** [1]

He had it drawn to illustrate the experiment that proves his theories

**Level 2 Explains why he had someone else do it.** [2]

I presume that Harvey was a brilliant thinker and a clever doctor who had worked out exactly what was going on. That doesn't mean, however, that he could draw such a detailed diagram accurately.

**Level 3 For purposes of clarity** [3-4]

Easier to understand , more accessible etc.

**Level 4 To prove his theory (developed)** [5]

He had the diagram drawn to show how his theory worked. In the top drawing the arm is bandaged to restrict the flow of blood. Then Harvey was able to show that by pressing a vein in a direction away from the heart, the vein stayed empty, because blood did not flow back towards the vein as people had thought  
 Any development of L1

**Level 5 To educate others/spread his ideas.** [6-7]

**Level 6 Places need to prove theory in historical context** [8-9]

Uses knowledge to show there was opposition/ he was attacking Galen/Vesalius had established precedent etc

Or cross-reference to show eg He was keen on experiments and diagram illustrates these experiments.

I think he did this for two reasons. First of all, we are told in Source A that He proved his ideas by carrying out experiments. Well, showing this picture will let everyone know about his experiments (6) We also know from the Background Information that his work created a great deal of debate and from Harvey himself in Source F that many people were against his theory. So obviously, there was a need to include as much evidence as he could in his book. (9)

**4 Study Source D**

**How far does what this source says mean that Harvey could not have been great medical scientist? Use the source and your knowledge to explain your answer. [8]**

**Level 1 It does because it shows him up – unsupported [1]**

I don't think we can consider him a great scientist when he does mad things like this.

**Level 2 It doesn't because you can't believe Aubrey – unsupported [2]**

This means nothing. You can't believe a word that Aubrey says. He is just a gossip. All stuff about gossip

**Level 3 Explains how detail discredits Harvey –supported [3-5]**

I think this does mean that you cannot think he was a great scientist. How can a man who spends his time sat on a roof and thinks sticking his feet in a bucket of freezing water will cure gout, possibly be taken seriously?(4)

**OR**

**Explains that what Aubrey says doesn't stop Harvey being great**

You have to bear in mind that Aubrey is not really trying to say that Harvey is not a talented scientist. He is merely giving us some gossip and, of course, the fact that he liked to sit in the dark, or had an interest in young women does not make him a bad scientist. Aubrey thought enough of him to be carrying his coffin at the funeral. (4)

**Level 4 Both parts of L3 [6]**

**Level 5 Level 2/3/4 plus uses cross-reference/knowledge to undermine Aubrey's argument [7-8]**

You have to bear in mind that Aubrey is not really trying to say that Harvey is not a talented scientist. He is merely giving us some gossip and, of course, the fact that he liked to sit in the dark, or had an interest in young women does not make him a bad scientist. Aubrey thought enough of him to be carrying his coffin at the funeral. Anyway, how can you say this about a man who became chief physician for two kings (background information) and whose work lead to us having a much better understanding of the human body (Source G)(8)

**5 Study Source F**

**This source is about events after Harvey's death. Do you agree that it therefore tells us nothing of value about the impact of Harvey's work? Use the source and your knowledge to answer the question.** [8]

**Level 1 Agrees /Disagree with the hypothesis as self-evident**

[1]

Yes, as it's so much later it can't be any use.

**Level 2 Agrees: Non Harvey methods are being used**

[2-4]

Agrees: Perhaps Harvey wrong

**OR**

Disagrees: There is some 'Harveyness' (blood)

Both = 4 marks

No, I don't think this is true. There are still things that we can find out.

Harvey was talking about blood flow and there is bloodletting in this source (2)

**Level 3 It's the king and they aren't using Harvey**

[5]

So he can't have had much impact

**Level 4 Harvey was opposed to bloodletting and they are using it**

[6]

So he can't have had much of an impact

**Level 5 His methods were deliberately rejected**

[7-8]

**OR**

**He was not working on treatments or the brain so not relevant.**

I don't think you can find out very much about the importance of Harvey's work from this. He established how blood circulated, but was not concerned with treatment. This source is mostly about treatment, so it wouldn't really apply (7)

- 6 Study all the sources.**  
**'Harvey's work was of huge importance in the development of medicine'**  
**How far do the sources on this paper support this view? 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 Harvey and ignore the sources

Harvey was a very important man. He worked on the circulation of the blood and was able to prove that the old ideas were wrong

**Level 2 Non specific source use i.e. 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

Some of the sources show that he was a very important man. He seems to have been well-respected by the king. But other sources show that he wasn't that important because his work didn't really help with the understanding of the causes of disease.(3)

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

Obviously his work was of great importance. When you look at Source A you can see that he his work showed that the old idea of the liver being the central organ was wrong (y). Also in Source G we are told that he made an important contribution to our understanding of the human body(y). I don't suppose you'd get to show your experiments to the king, as he does in Source B, unless your work is important (y) = 6 marks  
 One mark for each source used

**Level 4 Uses source(s) to support AND oppose interpretation** [7-10]

Obviously his work was of great importance. When you look at Source A you can see that he his work showed that the old idea of the liver being the central organ was wrong (y). Also in Source G we are told that he made an important contribution to our understanding of the human body(y). I don't suppose you'd get to show your experiments to the king, as he does in Source B, unless your work is important (y) But even Harvey himself admits that you can't use his work to cure disease (Source F) (n) and Source G says that despite his work the old methods continued, so he can't have been that important (n) 3y, plus 2n = 8 marks

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 pair.

**Award ONE bonus marks for ANY consideration of the reliability, sufficiency etc of source and a second for explanation - but mark must not exceed 10**

- To score in L3/L4, there must be source use, i.e. 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

#### Were the Suffragettes Fanatics and Criminals?

#### Question 1 [6 marks]

**Study Source A. What does this source tell you about the suffragettes? Use the source to explain your answer.**

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

i.e. including paraphrases of what the source says.  
e.g. I can tell they went to political meetings to try and cause trouble.

**Level 2 Valid inference(s)** [3-4]

i.e. about the nature/character of the Suffragettes, or about the reactions of others to the Suffragettes  
One inference = 3 marks, two = 4 marks  
e.g. I can tell they were brave, determined, violent, that the Daily Mail thought they were hypocrites etc.

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

One supported = 5 marks, two = 6 marks.  
e.g. I can tell they were brave because they were prepared to shout out during the meeting which would make people angry, and to fight with the policemen.

**Question 2 [8 marks]**

**Study Source B. Do you believe what the newspaper says? Use the source and your knowledge to explain your answer.**

**Level 1 Reasons based on provenance/unsupported assertions [1]**

*e.g. No, it's from a newspaper and they will exaggerate just to sell copies.*

*e.g. Yes of course you can believe it because it happened to a chief magistrate and he's not going to lie about it.*

*e.g. No you can't believe it because it's from after Sir Henry died (i.e. not **explained**)*

**Level 2 Reasons based on the fact that Sir Henry is now dead/the story was passed from him to the solicitor [2]**

They must **use** this to argue why un/reliable.

*e.g. Yes, I do believe it because now that Sir Henry has died they are free to tell the story. Probably before they wanted to keep it a secret in case other suffragettes tried the same thing.*

*e.g. No, it all seems a bit suspicious. Why does the story come out now that Sir Henry has died? It makes you think it is all a bit convenient that there's nobody left alive who can actually say what happened.*

*e.g. No. I don't believe it. The solicitor claims that the chief magistrate told him, but nobody can check this because Sir Henry has died.*

**Level 3 Reasons based on the plausibility of the source content [3-4]****(a) Plausibility of the story of the attack on the cliffs**

*e.g. It all seems a bit unlikely. He's supposed to slip down a sheer cliff but he can still scramble back to the top, and where did these women spring up from anyway? How did they know he was going to be taking a walk in just that spot?*

**(b) Plausibility of other aspects of the source content**

*e.g. Yes, it seems pretty likely that the story is true because why else would Scotland Yard be protecting Sir Henry if there was no threat to him?*

**Level 4 Both aspects of L3 [5]****Level 5 Reasons based on analysis of the language in the source [6]**

*e.g. I don't really believe what this source says. It seems like the story has been cooked up to make people go against the suffragettes. When you look at the way the paper presents the story, they are obviously trying to whip up opposition to the suffragettes by saying they don't hold life as sacred, and that the attack was an 'outrage'.*

**Level 6 Reasons based on cross-reference to material outside the source [7-8]**

i.e. to other sources or to contextual knowledge.

*e.g. What the source says about suffragettes using violence is believable. They attacked government ministers with whips, they set fire to churches, so why not try to kill a chief magistrate who had sent some of their sisters to prison?*

**Question 3 [9 marks]**

**Study Sources C and D. How similar are these two cartoons? Use the sources and your knowledge to explain your answer.**

**Level 1 Surface details: describes sources [1]**

These answers fail to interpret either cartoon. Can include comparison of surface details, *e.g. They are similar because the Suffragettes are wearing hats in both cartoons.*

**Level 2 Same topic: both about votes for women [2]**

*e.g. They are very similar because they are both about the suffragettes.*

**Level 3 Interprets cartoon(s), no valid comparisons [3]**

*e.g. You can tell in Source C that the cartoonist is against the suffragettes because it shows them as unreasonable and shrieking.*

**Level 4 Valid comparison of interpretations [4-6]****i.e. for similarity OR difference**

*Award higher marks for support from source(s). Do **not** allow 'similar because both sources show the Suffragettes were brutal/violent'*

*e.g. They are different because Source C is against the Suffragettes and Source D is for them.*

*e.g. The cartoonists have very similar opinions. They both support the campaign for women's rights. In Source C the reasonable woman is trying to calm down the fanatical suffragette so that women can get the vote and in Source D the cartoonist obviously has contempt for the politicians who are trying to escape from the suffragettes who will eventually take over parliament.*

**Level 5 Valid comparison of interpretations [6-7]****i.e. for similarity AND difference****Level 6 Comparisons of overall messages of the cartoons [8-9]**

*i.e. about whether or not the Suffragettes will succeed.*

*e.g. Different because Source C thinks they are holding back the cause, but Source D thinks they are advancing the cause.*

*e.g. Similar because they agree that orderly/disciplined/sensible approaches will succeed/are the best.*

*e.g. I think the two cartoons are quite different because in Source C it shows the suffragettes as likely to fail because they are taking an unreasonable approach whereas in Source D it seems to say they are likely to win because the politicians are afraid of them.*

**Question 4 [9 marks]**

**Study Source E. How useful is this source as evidence about the suffragettes? Use the sources and your knowledge to explain your answer.**

Note: Answers must deal with utility. This can be e.g. 'This source tells me/is good evidence, but not just 'This source says'. If no utility or reliability, then award 0.

**Level 1 Provenance alone [1]**

No use of source content.

*e.g. It is useful because it was written by an eye-witness to the events.*

**Level 2 Not useful because of what it does not say [2]**

i.e. something specific about the suffragettes. [If this is not specified, then L1]

*e.g. It is not very useful because it doesn't tell us that the suffragettes were trying to achieve the vote.*

**OR**

**Typicality arguments**

*e.g. This is not very useful because it only tells us about one Suffragette.*

**Level 3 Useful for what it says about the suffragettes [3-4]**

*e.g. It is very useful evidence because it tells us about how Emily Davison committed suicide for the suffragettes' cause.*

**Level 4 Both L2 and L3 [5]****Level 5 Useful/not useful because reliable/unreliable [6-7]**

Any valid source evaluation using source content, cross-reference to other sources, contextual knowledge etc.

Unsupported assertions of bias = L1.

*e.g. I am doubtful about whether I really believe what this source says. The writer was a suffragette herself, and I suspect that she is just trying to give a favourable impression of what Emily Davison did. All that business about how beautifully calm her face was doesn't sound likely if she was just about to jump in front of the horses. So it probably isn't very useful at all.*

**Level 6 Evaluation of utility built upon awareness of the one-sidedness of the source [8-9]**

*i.e. It's useful because this is what the suffragettes wanted people to think about Emily Davison/how the Suffragettes made a martyr/hero out of Emily Davison. (not 'useful for telling us what the Suffragettes thought' = L3)*

*e.g. It is a very useful source for showing us a suffragette view of events at the 1913 Derby. Obviously they would want to portray Emily Davison as a romantic hero, willing to make the ultimate sacrifice for the cause. They would want to make her a martyr, even though there were doubts about whether or not she intended to kill herself.*

**Question 5 [8 marks]**

**Study Source F. Are you surprised that the suffragettes have not been pardoned? Use the source and your knowledge to explain your answer.**

Note: above L1, there must be a valid explanation of surprised/not surprised.

**Level 1 Uses source, but no valid explanation of surprise [1]**

**Level 2 Provenance/commonsense answers [2]**

*i.e. ignoring source content.*

*e.g. Yes, I am surprised. After all this time why not give them a pardon, it wouldn't do any harm.*

*e.g. No, I am not surprised. It's the government's job to uphold the law.*

**Level 3 Arguments based on source content [3-5]**

*Arguments for surprised OR not surprised = 3-4 marks, for BOTH surprised and not surprised = 5 marks.*

*e.g. I am a bit surprised they won't pardon them because the Labour MP says they were tremendous.*

*e.g. I am not surprised because the source admits they broke the law so they don't deserve a pardon.*

**Level 4 Cross-reference to other sources/background knowledge of the suffragettes [6-7]**

*i.e. to material NOT mentioned in Source F.*

*e.g. I'm not at all surprised. What we have to remember is that the suffragettes were violent and desperate people. Take a look at Source B where they tried to push the magistrate over the cliff. It would not be right to give people like that a pardon.*

**Level 5 Cross-reference to background knowledge of other reasons why the government would/would not give a pardon [8]**

*i.e. This will need **specific** reference to others who have used criminal means to further their cause.*

*e.g. I don't think the government would want to encourage groups who are protesting about other causes to think they would get soft treatment if they used criminal methods.*

*There are lots of people who might use violence if they thought the government did not disapprove of it. What about people like animal rights protestors who have set off bombs? If they pardon the suffragettes, they would have to pardon them too.*

**Question 6 [10 marks]**

**Study all the sources.**

**'The suffragettes were fanatics and criminals.'** 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 the suffragettes – no valid source use [1-2]**

**Level 2 Non-specific source use [3]**

i.e. 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 suffragettes were fanatics/criminals [4-6]**

**Level 4 Uses source(s) for *and* against the idea that the suffragettes were fanatics/criminals [7-9]**

Bonus of up to two marks (i.e. +1/+1) in any level for evaluation of source(s) in relation to reliability, sufficiency etc but total for question must not exceed 10.

**Notes:**

- To score in L3/L4 there must be source **use**, i.e. direct reference to source content to support Y/N.
- 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.
- When marking, indicate each valid source use with 'Y' for either/both fanatics/criminals and 'N' for either/both not fanatics/criminals.
- In L3 marks awarded by number of sources used: 1 = 4 marks, 2 = 5marks etc.
- In L4 marks are determined by number of 'pairs' of Y/N, discounting odd sources, e.g. YY/NN = 8 marks.

# Grade Thresholds

General Certificate of Secondary Education  
Schools' History Project (Specification Code 1935)  
June 2008 Examination Series

## Component Thresholds (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	55	46	37	30	23	17	11
12	75	59	51	43	36	27	20	13
13	75	58	48	39	32	24	17	10
14	75	55	47	39	32	25	19	13
15	75	55	46	38	31	24	17	14
21	50	37	33	30	26	22	17	13
22	50	31	27	24	21	18	14	11
03	50	42	36	30	24	19	14	09

## Option Thresholds (weighted marks)

### Option A (Medicine with Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	167	148	129	110	91	73	55	37
Percentage in Grade		6.05	13.01	14.72	21.68	15.9	12.0	8.28	5.13
Cumulative Percentage in Grade		6.05	19.0	33.8	55.4	71.3	83.4	91.7	96.8

The total entry for the examination was 768.

### Option B (Medicine with Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	172	154	136	118	98	78	58	38
Percentage in Grade		13.9	17.8	18.8	15.35	11.7	11.25	6	3.26
Cumulative Percentage in Grade		13.9	31.65	50.47	65.83	77.5	88.75	94.74	98

The total entry for the examination was 954.

**Option C (Medicine with American West)**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	170	151	132	113	93	74	55	36
Percentage in Grade		6.6	16.7	20.65	17.6	15.11	10.32	6.9	3.86
Cumulative Percentage in Grade		6.6	23.31	44	61.55	76.66	87	93.8	97.7

The total entry for the examination was 15564.

**Option D (Medicine with Germany)**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	166	148	130	113	94	75	57	39
Percentage in Grade		7.64	16.3	20.8	17.7	14.9	10.6	6.54	3.21
Cumulative Percentage in Grade		7.64	23.9	44.8	62.5	77.35	88	94.5	97.7

The total entry for the examination was 10447.

**Option E (Medicine with S Africa)**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	159	138	117	97	83	69	55	41
Percentage in Grade		0.00	5.56	22.22	5.56	33.33	5.56	16.7	0.0
Cumulative Percentage in Grade		0.00	5.56	27.8	33.33	66.67	72.22	89	89

The total entry for the examination was 18.

**Option F (Crime with Elizabethan England)**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	158	139	120	102	85	68	51	34
Percentage in Grade		8.1	16.3	20.1	22	15.8	8.6	7.18	0.96
Cumulative Percentage in Grade		8.1	24.4	44.5	66.5	82.3	91	98.09	99

The total entry for the examination was 213.

### Option G (Crime with Britain)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	166	147	128	110	91	73	55	37
Percentage in Grade		15.8	24.2	17.7	18.6	12.0	7.5	2.3	1.4
Cumulative Percentage in Grade		15.8	40	57.7	76.3	88.4	95.8	98.1	99.6

The total entry for the examination was 215.

### Option H (Crime with American West)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	159	141	123	106	87	69	51	33
Percentage in Grade		4.8	10	16.3	18.8	15.2	15.2	11.1	5.9
Cumulative Percentage in Grade		4.84	14.8	31.07	50	65.1	80.4	91.5	97.3

The total entry for the examination was 974.

### Option J (Crime with Germany)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	159	141	123	106	88	71	54	37
Percentage in Grade		7.3	16.6	18.6	19.7	14.8	10.2	6.4	4
Cumulative Percentage in Grade		7.3	23.8	42.5	62.2	77	87.2	93.6	97.6

The total entry for the examination was 2376.

### Option K (Crime with South Africa)

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	166	145	124	104	86	68	51	34
Percentage in Grade		37.5	50	12.5	0	0	0	0	0
Cumulative Percentage in Grade		37.5	87.5	100	100	100	100	100	100

The total entry for the examination was 8.

### Overall

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	7.22	16.3	20.2	17.9	14.9	10.6	6.8	3.7
Cumulative Percentage in Grade	7.22	23.5	43.8	61.6	76.55	87.1	94	97.7

The total entry for the examination was 31566.

Statistics are correct at the time of publication.

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