

Mark Scheme (Results)

Summer 2008

GCSE

GCSE History (1335) Paper 01

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number		Target
1 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a form of coal, smoked coal etc.
2	3	Developed statements supported by relevant knowledge, e.g. coal that has been smoked to get rid of impurities, it becomes pure carbon and produced high quality iron, Purified coal, no impurities now etc.

Question Number		Target
1 (a) (ii)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. moved to Coalbrookdale, expanded furnaces, produced household goods, produced coke etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. started the iron industry, Coalbrookdale the first industrial complex, key role in the industrial revolution etc.

Question Number		Target
1 (a) (iii)		Causation/recall of knowledge 18 th Century
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. it was strong and long-lasting, needed for industry etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes uses of iron in industry , machinery, steam, transport etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, wood no longer suitable, scale of machinery, need for replaceable parts etc.

Question Number		Target
1 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. iron-mad, new machines, coffin etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of work, cannon lathe, borers, widespread use of iron, furniture, jewellery etc
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, role as a publicist, showed iron could be used on a large scale, the Iron Bridge etc.

Question Number		Target
1 (b)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the work of women and children , domestic system, factories etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question , RA employed women and children, power took away need for physical strength, Acts protected women and children etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge , explains changes with reference to inventions and people, RA educated children to cope with industrial work, power meant that children could mind machines, Acts limited work for the first time etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the overall change from family work in the domestic system to the differing roles of women and children in factories and the impact of Acts etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
1 (c)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about the use of steam power, drove machines, transport etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Newcomen's engine, rotary motion, transport, workshop of the world etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, explains changes to technology, scale and location of industry with reference to the stimuli etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the overall nature of change in industry resulting from steam power 1760 to 1850, only Newcomen in 1760, completely steam powered in 1850 etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
2 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Developed statements supported by relevant knowledge, e.g. etc. working as a paid servant in the homes of wealthier people, allow examples of work of servants, not domestic system etc.
2	3	Developed statements supported by relevant knowledge, e.g. etc. working as a paid servant in the homes of wealthier people, allow examples of work of servants etc.

Question Number		Target
2 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. working on farms making haymaking, reference to ploughing etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. taking over the work of, trying to produce enough food, operating machinery arduous nature of work done. How systems worked.

Question Number		Target
(a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. to help with war work, conscription, men in the army etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes the impact of conscription, all men 18-41, expansion of industry, need to supply the army etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, understands change of emphasis in the war from 1916, impact of Lloyd George, War Socialism etc.

Question Number		Target
(a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. worked in industry, better pay, equality etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of retained jobs, secretary, teaching, clerks, but lost others, moves from domestic service reversed after 1919 etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, Sex Disqualification Act, middle class changes, women accepted as doctors and lawyers, but few changes for working women, wages returned to pre-war levels etc. Evaluates relative ounces of gains made during the war.

Question Number		Target
2 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about new technology, electricity etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, man-made fibres by product of oil, NG made electricity widely available, AL reduced prices etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, shows importance of Henry Ford and the AL to the growth of new industries, reductions in prices, rising standard of living etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of the nature of the new industries and factors that allowed them to expand, NG allowed industries in new areas etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
2 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the four stimuli OR makes a general statement about equality, technology decline of traditional industries etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, women can now do more work because manual labour is less important because of technology, EPA and EOA, service industries provide opportunities etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, opportunities for women have expanded but those for men have also changed, decline of manufacturing, regional differences etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3, but additionally shows clear understanding of the extent of change, numbers of women in higher jobs still limited, glass ceiling, end of the job for life etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
3 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. four fields, no fallow field, provided fodder, no fallow field, no work etc.
2	3	Developed statements supported by relevant knowledge, e.g. details of what was in the fields, saving of land, winter fodder, end of blood months, more effective rotation of crops etc.

Question Number		Target
3 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. selective breeding, Leicester sheep, carthorses etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. details of experiments, weighing, size, criticisms of Bakewell, weight not quality, publicist etc.

Question Number		Target
3 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. wrote pamphlets, travelled etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes work on travels, Secretary to Board of Agriculture, Annals of Agriculture, supporter of enclosure etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, key publicist but understood ambivalent effect of enclosure etc.

Question Number		Target
3 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. clippings, four fields etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of shows, prizes, leases, improvements to farms etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, relationship between landlord and tenant, encouragement to improve etc.

Question Number		Target
3 (b)		<p>Causation/recall of knowledge</p> <p>NB No credit will be given for copying stimulus material without elaboration Be careful when handling references to corn laws - out of period but could be made relevant.</p>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the impact of war, no imports, high prices etc.</p> <p>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, imports cut, increased enclosure, effects of Continental System, marginal land etc.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, bread prices very high, incentive to enclose, General Enclosure Act, expansion of land under the plough, risks to farmers etc.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.</p>
4	13-15	<p>Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall change from 1793 to 1815, increasing prosperity to risk of financial catastrophe etc.</p> <p>Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.</p>

Question Number		Target
3 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Depression etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, cattle pest and foot rot, American corn, shift to market gardening etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, end of high farming, strong competition in meat and wheat, growth of dairy and mixed farming etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall change from prosperity to potential weakness etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

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Question Number		Target
4 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. to built roads, roads were in a very poor state etc.
2	3	Developed statements supported by relevant knowledge, e.g. needs of industry, rising population, improvements in transport and communications etc.

Question Number		Target
4 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. built roads, expensive, bridges and docks etc.
2	3-4	Level 2: Developed statements supported by relevant knowledge, e.g. solid foundations, 9 inch blocks, used for major roads, A5 for Irish MPs etc.

Question Number		Target
4 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. cheap and quick, built many roads etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes methods, gravel, 3 inches, mouth, very popular with turnpikes etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, surveyor-general, standardised methods and roads, responsible for a network etc.

Question Number		Target
4 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. increase in speeds, improvements in coaching etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of speeds, London-Brighton in one day in 1762, - York two days, coaches lighter and faster, 14 mph, steel springs, John Palmer etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, golden age of coaching, 20,000 miles of turnpikes, national network, but limited to people and post etc.

Question Number		Target
4 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the need for canals, industry, heavy goods etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, industrial revolution, Brindley and Bridgwater and the Silver Cross, Telford and aqueducts, 1791-95 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, roads could carry people and post, canals heavy goods and pottery, Brindley showed they were viable, Wedgwood, Silver Cross linked four main ports and rivers etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, changing nature of industry from small to large scale etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
4 (c)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about advantages of rail etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, industry needed to move large quantities of heavy goods, Stephenson and S-D and L-M, took over from roads and canals etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, existing transport too slow, Stephenson proved rail was viable, Gauge Act led to national system, Parliamentary supervision etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, advantages of rail over existing methods etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
5 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. there were no other alternatives, it was cheap etc.
2	3	Developed statements supported by relevant knowledge, e.g. significance of bank holidays, sport etc.

Question Number		Target
5 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. reduced the number of railway companies, grouping etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. created four main companies, WR, SR, LMS, LNER, example of rationalisation etc.

Question Number		Target
5 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. expensive, competition from motor car etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes growth of motor transport, car more flexible, motorways etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, people more affluent, cars cheaper, Mini, holidays taken farther a field etc

Question Number		Target
5 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. cut the number of lines and stations etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of cuts to branch lines and rural stations, attempt to save money, concentration on profit making lines etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, rail was no longer a service subsidised by the government but had to run at a profit etc.

Question Number		Target
5 (b)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about improvements in air travel, speed, comfort etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, jets could go farther, charters reduced costs, Jumbos carried more, low cost made flights available to many people etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, increased availability of air travel, holidays world-wide, many people could afford to travel etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall change from expensive, luxurious and limited to cheap (cheerful) and available to many etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
5 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about advantages of cars etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, motorways increased speed of travel, cars much cheaper, improved technology reduced costs, more people could afford them etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, 50s-60s car a status symbol, improved reliability and foreign imports made then available to many for the first time, more than one in a family etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, improved reliability and standard of living etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
6 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. attempt to protect against disease, confused with vaccination etc.
2	3	Developed statements supported by relevant knowledge, e.g. giving a weak dose of the actual disease, skin cut and pus forced in etc.

Question Number		Target
6 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. killer disease of the eighteenth century, affected the face, scars etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. mildly infectious but mostly contagious disease, caused pustules and attacked the face and could cause blindness etc.

Question Number		Target
6 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. he developed vaccination etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes Jenner's work, Nelmes and Phipps etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, observation, proved that vaccination could work, built on earlier work of Jesty, led to further developments.

Question Number		Target
6 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. germ theory of disease, important change etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of theory and ways that others followed, possibilities of vaccines and diseases tackled, cholera, etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, end of miasmatic theory, understands that diseases have individual causes etc.

Question Number		Target
6 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about report/reform and/or Act etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, finding in Report, effects of the Act, work of Snow, Dirty Party, Muckabites etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, aims of Chadwick, impact of Report, support in Parliament, reasons for opposition, weaknesses of Act etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of extent and nature of change, public debate but lack of direct success as a result of character etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
6 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about disease, medical changes, Acts etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, F Acts improved working conditions, Pasteur, cholera, Housing Acts from 1866, Public Health Acts etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, improved working and living conditions reduced death rate, medical changes and public health tackled epidemic diseases smallpox and cholera etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of key factors, reduction in death rate was most important etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
7 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. it set out the plans for the Welfare State etc.
2	3	Developed statements supported by relevant knowledge, e.g. outlined the five giant evils, principle of cradle to the grave etc.

Question Number		Target
7 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. evacuation showed how unhealthy children were, rationing showed health could be improved etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. evacuation, WI report, rationing, no fatty foods, vegetables, less obesity etc.

Question Number		Target
7 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Labour supported the Welfare State, Conservatives opposed it etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes attitudes of two main parties, Churchill spoke out against it, Labour the party of working people etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, people expected a better life after the war, sacrifice, promise made, Churchill claimed it could not be afforded, Attlee committed party to Welfare State etc.

Question Number		Target
7 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. it covered everyone, provided all benefits etc.
2	4-5	statements supported by relevant knowledge, e.g. describes details of benefits, sickness, unemployment, medical, all for one weekly payment etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, before only the wage earner had full benefits, established the principle of universality etc. Allow responses that compare the 1946 Act with 1911 showing changes possibly with reference to the means test of the 1930s.

Question Number		Target
7 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Liberal Reforms, help the poor etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Poor Law only way of helping the poor, findings of Booth and Rowntree, medicals during Boer War, NE etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge BW highlighted problems described by B and R, NE debate forced government to act, Liberals had support of Labour MPs after 1903 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, NE and New Liberalism etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
7 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about role of women changing social ideas etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, more children survived, Welfare State, equality, raising of the school leaving age etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge changing views about the role of parents, reinforced by improvements in medicine and National Insurance, children expensive, women did not want to spend long periods child-bearing etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, changing social ideas about upbringing of children available to all. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
8 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a schools that was only open on Sunday for working children etc.
2	3	statements supported by relevant knowledge, e.g. desire to improve morals, keep children off the streets, reinforce Christian values etc.

Question Number		Target
8 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. founded monitorial schools, mass education etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes monitorial system, large classes, rote learning, monitors, role of teacher etc.

Question Number		Target
8 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. industrial work needed basic education, read and write etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes needed to be able to follow instructions, write notes, look after very expensive machines legal requirement, model employers.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, educated work force more productive but could also be used to control children.

Question Number		Target
8 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. payment by results etc.
2	4-5	: Developed statements supported by relevant knowledge, e.g. describes details of payments, reading, writing, arithmetic and attendance, 2/6 x 3 and 4/-, tests every year, pay of teachers depended on pass rate etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, teachers concentrated on the tests, cheating, rote learning etc.

Question Number		Target
8 (b)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about education of girls etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, FA provided funds for voluntary schools, Ragged Schools educated girls and boys separately, Sandon and Mundella made education compulsory etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, stimuli gave girls access to elementary education, 1891 Act made it free, Misses B and B provided first opportunities for secondary schools, universities etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of overall change from 1830 to 1890s etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
8 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about government involvement, desire for better educated workforce etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Newcastle investigated expenditure, RA added 2m voters, Forster to fill up the gaps, foreign competition led to depression etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, political and economic change forced governments to act, weaknesses in voluntary system, gradual extension of legislation, 1870-91 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, political/economic change etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
9 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a primary school etc
2	3	Developed statements supported by relevant knowledge, e.g. schools from 5-10/12 which covered basic education in the 4Rs etc.

Question Number		Target
9 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. they taught the 4Rs and used payment by results etc.
2	3-4	statements supported by relevant knowledge, e.g. describes the workings of the Revised Code, Cowper-Temple Clause etc.

Question Number		Target
9 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. improve education, cope with raising of the school leaving age etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes details of the Act, LEAs, all schools under LEA control, attempt to raise standards of buildings etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, Act was an attempt to standardise and centralise and give local government a key role for the first time etc.

Question Number		Target
9 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. SLA, more secondary schools etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of SLA 14 but LEAs could raise it to 15, Continuation Schools, university scholarships, expansion of secondary education etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, major attempt to extend education and encourage students to stay at school longer, 50% increase in number of secondary schools by 1930 etc.

Question Number		Target
9 (b)		Change/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Butler Act, extended secondary education to all etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, the 11+ was a test, three types of schools, SLA 15, girls given equal treatment for the first time etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, attempt to provide a relevant education for children of all abilities, testing to decide which school, education for aptitudes etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of situation before and after Butler, majority of children stayed at elementary schools until 14, few girls went to secondary schools etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
9 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the Act, aimed to centralise and standardise etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Nat Cur to control what schools taught, SATs to test progress, LMS to take schools out of LEA control, GM to allow schools greater freedom etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, relates to aims of government to improve quality of education by not trying to ensure that teachers did their job and reducing the control of LEAs etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, raising standards, greater influence of central government etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
10 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a borough that was in someone's pocket etc.
2	3	Developed statements supported by relevant knowledge, e.g. etc. a borough that was controlled by a local landowner who appointed the MPs etc.

Question Number		Target
10 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. 40 shilling freeholders, every body who had land worth 40/- etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. all counties had the same franchise, everybody who had land worth 40 shillings a year in rent was entitled to vote for the two MPs etc.

Question Number		Target
10 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. people offered bribes to voters, voters had to declare their vote in public etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes elections in boroughs, treating, rotten boroughs, small numbers of voters etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, vote was regarded as property to be sold to the highest bidder, bribery not seen as inappropriate etc.

Question Number		Target
10 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. North of England had few MPs, South had too many etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of imbalance between North/South, examples of Gattin, Old Sarum, Manchester etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, growing influence of middle class, business interest, wanted recognition if not influence etc.

Question Number		Target
10 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about the terms of the Act, 1m extra voters etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, Gladstone-Disraeli, working men getting the vote, work of reformers. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, mid-Victorian prosperity, New Model Unions, respectful not revolution arg. Gladstone Act failed, Dis tries to steal clothes in hope that he will win next election etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, Whig-Tory rivalry, growth of artisan class etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
10 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about number of voters, need to win elections etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, R Acts increase electorate by 5m, CPA makes bribery illegal, rivalry between G and D, changes in campaigning 1868 onwards etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge both parties realised that they could not go on as before, Glad new campaign using trains, constituency organisations, electorate had to be won over by policies etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, size of electorate, rivalry between G and D etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
11 (a) (i)		Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. a government with more than one party etc
2	3	Developed statements supported by relevant knowledge, e.g. a government formed after negotiation between two or more parties when no one has an overall majority etc.

Question Number		Target
11 (a) (ii)		Key features/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. need to win the war, nothing like it before etc,
2	3-4	Developed statements supported by relevant knowledge, e.g. Asquith had tried to carry on with business as usual but by 1915 this was impossible, he formed a National Coalition inviting Conservatives and Labour into the government etc.

Question Number		Target
11 (a) (iii)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge, e.g. Asquith was no doing enough to win the war etc.
2	3-4	Developed statements supported by relevant knowledge, e.g. describes events in 1916, David Lloyd George began to criticise the way the Prime Minister Herbert Asquith was fighting the war, after a fierce debate in the House of Commons, Asquith was forced to resign and Lloyd George took his place etc.
3	5-6	Developed explanation supported by selected knowledge, e.g. makes links between factors, LG wanted to win the war at all costs and to mobilise the home front, Asquith blamed for defeat on Somme etc.

Question Number		Target
11 (a) (iv)		Understanding of change/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements supported by some knowledge, e.g. collapsed after break between LG and Asquith etc.
2	4-5	Developed statements supported by relevant knowledge, e.g. describes details of split, most Liberals supported Asquith, minority went with LG, LG's behaviour, Fanny and honours lost support, reunion in 1924 too late etc.
3	6-7	Developed explanation supported by selected knowledge, e.g. makes links between factors and shows understanding of changes, opportunity for Labour Party, which had gained ground pre-war, some did not join coalition, LG stayed on PM of a Conservative government, changes brought by electoral change.

Question Number		Target
11 (b)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about Acts, women etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, describes the Acts, secondary education, majority at 18 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge FWW led to 1918 Act, education has produced 'more mature' young people, society now expects people to adults at 18 etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of situation in 1918, property franchise and significance of factors etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		Target
11 (c)		Causation/recall of knowledge NB No credit will be given for copying stimulus material without elaboration
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge, e.g. describes the stimuli OR makes a general statement about two parties or fftp etc. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statements supported by relevant knowledge, e.g. details of the four linked to the question, press support for two parties, HoC is for or against, fftp described, class support etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by selected knowledge, e.g. makes links between the four stimuli and uses additional own knowledge, nature of elections, need for a stable government and shape of HoC lend themselves to two-party system etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a broad range of specialist terms appropriately.
4	13-15	Sustained argument supported by precisely selected knowledge, e.g. as level 3 but shows understanding of significance of factors, class system and press very important etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.