

Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

# History B (Schools History Project)

**Unit 1: Schools History Project Development Study**

**Option 1A: Medicine and treatment**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1A**

**You do not need any other materials.**

Total Marks

## Instructions

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

## Information

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

## Advice

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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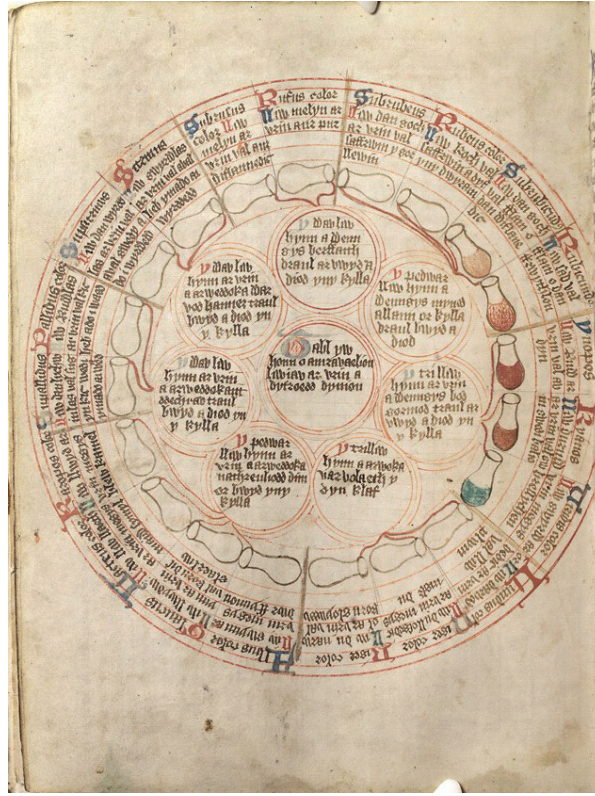
**PEARSON**

## Answer Question 1 AND Question 2.

### Question 1

Study Sources A and B.

**Source A:** A chart used by doctors in the Middle Ages to help them diagnose what was wrong with a patient by looking at the colour of their urine.



**Source B:** A doctor's notes on the checks made on a patient's health in hospital in the late twentieth century.

Kidney function was checked by measuring urine output. The liver was studied by analysing urine and blood. The heart was monitored and the lungs were X-rayed.







**Answer EITHER Question 3 OR Question 4.**

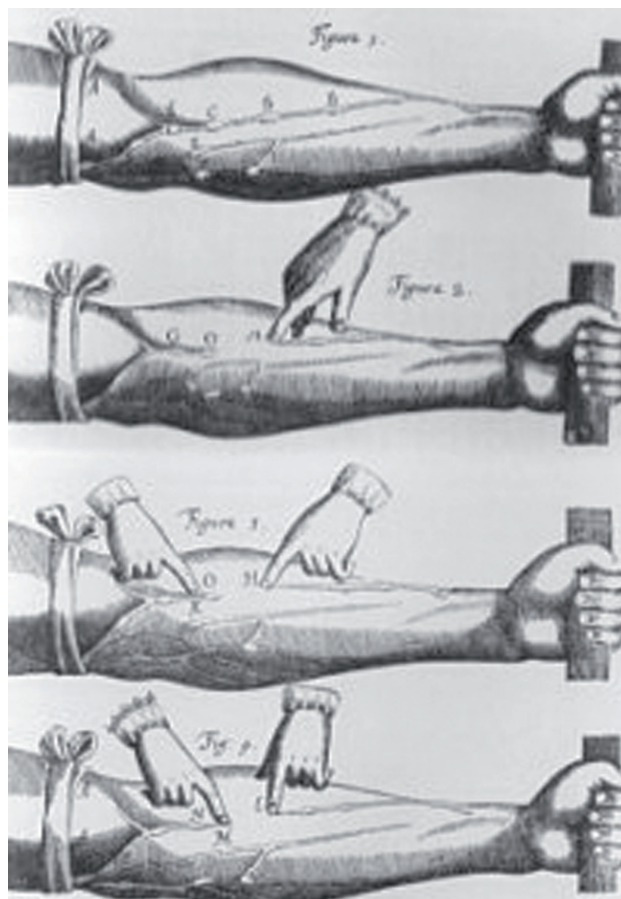
**EITHER**

- 3** Why did the discoveries of the Renaissance make little practical difference to medical treatment in the period c1500–c1700?

(12)

You may use the following in your answer and any other information of your own.

An illustration from William Harvey's book, published in 1628.



**(Total for Question 3 = 12 marks)**

**OR**

- 4** Why did it take so long for penicillin to be produced on a large scale?

(12)

You may use the following in your answer and any other information of your own.

Alexander Fleming investigated penicillin bacteria in 1928 when it affected a mould he was growing as part of an experiment. He published his findings in an article in 1929.

**(Total for Question 4 = 12 marks)**





**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**Spelling, punctuation and grammar will be assessed in \*(b).**

**EITHER**

**5 Medicine and Public Health from Roman Britain onwards.**

(a) What developments in medicine were made by Galen? (9)

\*(b) How far was the progress made in medicine by the Romans continued in the Middle Ages? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- The Romans built sewers in towns such as York and Bath.
- The Romans left Britain c410 AD.
- St Bartholomew's hospital in London was founded in 1123.

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 5 = 28 marks)**

**OR**

**6 Public Health c1350 to the present day.**

(a) Why were living conditions in industrial towns so unhealthy in the early nineteenth century? (9)

\*(b) How different was the public health provision in the nineteenth and twentieth centuries? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- In 1875 a Public Health Act was passed.
- In 1941 a vaccination programme against diphtheria was introduced.
- In 1948 the National Health Service was set up.

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 6 = 28 marks)**







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Mark Scheme

Sample Assessment Material

GCSE History B (5HB01/1A)

Unit 1: Schools History Project

Development Study

Option 1A: Medicine and Treatment

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Sample Assessment Material

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## 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
<b>1</b>		<p>What can you learn from Sources A and B about changes in the way doctors find out about a patient's health?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<p><b>Simple statement</b></p> <p>Student offers general comment about changes, without support from source(s) or provides relevant details from the sources.</p> <p><i>e.g. Doctors now use more technology; A shows that doctors looked at the colour of the patient's urine; B shows that different aspects of the body are checked.</i></p> <p>Award 1 mark for each relevant detail.</p>
<b>2</b>	<b>3-4</b>	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>e.g. A shows that doctors looked at the colour of the patient's urine but B shows tests are now much wider ranging or make greater use of technology.</i></p>



Question Number		
<b>2</b>		<p>The boxes below show two important events.</p> <p>Choose <b>one</b> event and explain why it was important in improving our understanding of the causes of ill health.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Louis Pasteur published his work on the Germ Theory in 1861.</p> </div> <div style="border: 1px solid black; padding: 5px; width: 40%;"> <p>Watson and Crick discovered the structure of DNA in 1953.</p> </div> </div> <p>Target: recall; analysis of the importance of change. (AO1/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Generalised answer is offered with little specific detail.</b>            Answer offers generalised comment about importance that could apply to either discovery, or offers limited detail about one discovery.</p> <p><i>e.g. Pasteur's germ theory helped doctors to understand the cause of illnesses.</i></p> <p><i>e.g. The discovery of DNA structure helped doctors to understand genetic conditions.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Relevant details are offered but the link to the question is left implicit.</b>            Student describes the work of Pasteur/Watson and Crick or describes developments after their breakthrough discovery.</p> <p><i>e.g. describes Pasteur's work on vaccines; Koch's work on microbes.</i></p> <p><i>e.g. describes Watson and Crick's use of Franklin's work to discover the structure of DNA is a double helix.</i></p>
<b>3</b>	<b>7-9</b>	<p><b>Analysis, showing reasons for importance.</b>            Answer explains why the discovery was important in improving our understanding of the causes of ill health.</p> <p><i>e.g. ...explains how Pasteur's germ theory led to the discovery of the microbes causing anthrax, etc. and then to Koch's work to discover the causes of TB; explains that the theory of spontaneous generation or miasma shown to be false and had to rethink ideas about the cause and therefore the treatment of illness.</i></p> <p><i>e.g. ...explains how the discovery of DNA structure led to the understanding that faulty genes are the cause of hereditary conditions and conditions like cystic fibrosis or stimulated the research of the Human Genome Project and recent stem cell research.</i></p>

Question Number		
<b>3</b>		Why did the discoveries of the Renaissance make little practical difference to medical treatment in the period c1500–c1700?  Target: recall; analysis of the factors hindering change (AO1/AO 2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  <i>e.g. The Renaissance discoveries were mainly about anatomy; Vesalius published 'The Fabric of the Human Body'; treatment continued to be based on Galen's ideas.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student may provide details of the work of Vesalius or Harvey, or of technological advances such as the printing press or microscope, or may describe the continued use of Galen's ideas in treatments.  <i>e.g. describes the discoveries made by Vesalius or Harvey; describes treatment or medical training based on Galen's ideas.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student shows that the nature of Renaissance discoveries had little direct impact on medical treatment or that training continued to be based on the works of Galen and was unaffected by new discoveries.  <i>e.g. explains that the Church's influence on education and medical training created a monopoly of Galen's ideas and doctors were not encouraged to deviate from the accepted practice; explains that the discoveries of Vesalius and Harvey related to anatomical and physiological knowledge which did not contribute to an understanding of illness or treatment.</i>  Reserve top of level for answers which contain both elements.

Question Number		
<b>4</b>		Why did it take so long for penicillin to be produced on a large scale?  Target: recall; analysis of the factors hindering change (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  <i>e.g. Penicillin needed lots of expensive equipment to be mass produced.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student may describe the work of Fleming, or Florey and Chain, or describe factor(s) affecting the mass production of penicillin.  <i>e.g. describes Fleming's discovery of penicillin or the work of Florey and Chain; describes the attempt to get funding from US drugs companies and the availability of government funding during the war.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explains the role of factors inhibiting the mass production of penicillin at an earlier time or shows how the combination of factors made it possible for penicillin to be mass produced during the Second World War.  <i>e.g. explains why Lister or Fleming did not develop penicillin or explains the factors leading to Florey and Chain's success.</i>  Reserve top of level for answers which cover both aspects of the question, clearly showing why penicillin was not developed earlier, what changed and how that enabled the mass production of penicillin.

Question Number		
<b>5 (a)</b>		What developments in medicine were made by Galen? Target: Recall; identification of key features (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Student offers generalised comment or limited detail about the work of Galen.  <i>e.g. He developed the Theory of Opposites; he helped to advance knowledge of anatomy.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student offers detailed description of the work of Galen.  <i>e.g. describes Galen's experiments on anatomy; explains how treatment was based on the Theory of Opposites.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student show how the work of Galen led to developments in medicine (they may also comment on whether these developments were progress or not).  <i>e.g. shows how the Theory of Opposites was a development from Hippocrates' Four Humours; shows how experiments on anatomy increased understanding of surgery (although advances were limited); shows how Galen's work in writing down his ideas allowed a more systematic training of doctors and treatment of the sick to develop.</i>

Question Number		
<b>5 (b)</b>		<p>How far was the progress made in medicine by the Romans continued in the Middle Ages? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of progress (AO1/AO2)</p> <p><b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may give generalised answers which list features of Roman medicine or describe one aspect in limited detail.</p> <p><i>e.g. Galen dissected pigs.</i></p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student states that there was progress and provides detailed descriptions of aspects of Roman or medieval medicine.</p> <p><i>e.g. Details Galen's work in describing anatomy and how the brain controlled the body; details medical training in the middle ages or describes the control of the Church.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student provides an analysis focused on progress in Rome and makes comparisons with the situation in the Middle Ages.</p> <p><i>e.g. Shows that Galen's work on anatomy was an important improvement and that this teaching continued. May show that the influence of the Church was a force for preserving knowledge or for inhibiting progress in the Middle Ages.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of</p>
<b>QWC</b>		

<b>i-ii-iii</b>		material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
<b>4</b>	<b>13-16</b>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student recognises the need to compare aspects of progress with areas of stagnation, in order to make a judgement.</p> <p><i>e.g. Explores the extent of continuity in ideas about anatomy and the causes of disease and examines the role of the Church as a force inhibiting change and progress. May see the continuity of belief in the theory of the Four Humours and the practices associated with it as evidence of considerable continuity or as evidence of rate of progress slowing.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>6 (a)</b>		<p>Why were living conditions in industrial towns so unhealthy in the early nineteenth century?</p> <p>Target: Recall; identification of key features and explanation of the role of factors. (AO1/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student can offer some generalised comments or limited detail about living conditions.</p> <p><i>e.g. Houses were cramped, water was polluted.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student provides detailed description of living conditions.</p> <p><i>e.g. Many families lived within a single room, houses were built in courts with little ventilation, water was polluted, sewage problems.</i></p>
<b>3</b>	<b>7-9</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student recognises the need to explain the factors leading to such poor conditions.</p> <p><i>e.g. Landlords wanted as many people as possible in the building, water companies made profits from controlling access to water, houses were built quickly and there were no building regulations, parliament was not expected to intervene in housing conditions.</i></p>

Question Number		
<b>6 (b)</b>		<p>How different was the public health provision in the nineteenth and twentieth centuries? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of factors involved in progress (AO1/AO2)</p> <p><b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student may make generalised statements of comparison or identify one important development in limited detail.</p> <p><i>e.g. Public health during the 19<sup>th</sup> century focused on housing and hygiene; in the 20<sup>th</sup> century the NHS provided access to free treatment for everyone.</i></p> <p><b>N.B. Do not credit simple repetition of points from part (a) or repetition of bullet points without development.</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student identifies difference(s) but with limited support or provides detailed descriptions of improvements in public health in one period.</p> <p><i>e.g. The appointment of a town Medical Health Officer, improvements in housing, provision of water and dealing with sewage in the 19<sup>th</sup> century or an explanation that whereas public health in the 19<sup>th</sup> century focused on hygiene and living conditions, in the 20<sup>th</sup> century access to health care and preventive measures are also included.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student provides an analysis focused on comparison of the two periods, although the extent of support may be unbalanced.</p>



<p><b>QWC i-ii-iii</b></p>		<p><i>e.g. identifies the difference as being 19<sup>th</sup> century focus on health/ housing and provides details of the Public Health Acts of 1848 and 1875, compared to the wider range of provision in the 20<sup>th</sup> century , covering welfare, health care, vaccination and concern about lifestyle, e.g. smoking.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<p><b>4</b></p> <p><b>QWC i-ii-iii</b></p>	<p><b>13-16</b></p>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student makes comparisons across several points in order to evaluate the nature or extent of difference in public health provision.</p> <p><i>e.g. the 19<sup>th</sup> century developments in both improving hygiene and housing and a new attitude towards government responsibility, compared to the extensive provisions of the welfare state in the 20<sup>th</sup> century and the focus on preventive action.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 1: Schools History Project Development Study**  
**Option 1B: Crime and punishment**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1B**

**You do not need any other materials.**

Total Marks

### **Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### **Information**

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

**Answer Question 1 AND Question 2.**

**Question 1**

Study Sources A and B.

**Source A:** From the rules of the Manor of Yalding in the late Middle Ages.

It is the duty of every person to raise the hue and cry if he or she sees any of Yalding's laws and customs broken.

**Source B:** A Norwich police constable in 1850.







**Answer EITHER Question 3 OR Question 4.**

**EITHER**

**3** Why were vagabonds and sturdy beggars treated so harshly in the Tudor period?

(12)

You may use the following in your answer and any other information of your own.

A sixteenth-century drawing of a beggar being whipped through the streets.



**(Total for Question 3 = 12 marks)**

**OR**

**4** Why were the laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries?

(12)

You may use the following in your answer and any other information of your own.

In 1746, customs officers seized some smuggled goods and stored them in the Customs House at Poole in Dorset. The Hawkhurst gang then attacked the Customs House during the night and got most of the goods back. They were cheered by crowds when they stopped at Fordingbridge for breakfast.

**(Total for Question 4 = 12 marks)**







**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**Spelling, punctuation and grammar will be assessed in \*(b).**

**EITHER**

**5 Crime and punishment from Roman Britain onwards.**

(a) Describe the key features of Trial by Ordeal. (9)

\* (b) How much did methods of trial and punishment change from the Norman period (eleventh century) to the Tudor period (end of the fifteenth century)? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- Criminals could claim sanctuary.
- Anyone who claimed Benefit of Clergy was tried by the Church courts.
- Quarter Sessions began in 1361, where JPs would meet to deal with local crimes.

**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 5 = 28 marks)**

**OR**

**6 Changing views of the nature of criminal activity c1450 to present day.**

(a) In what ways did new laws change the position of women in society in the twentieth century? (9)

\* (b) Why were conscientious objectors treated harshly in the First World War but more leniently in the Second World War? (16)

You may use the following in your answer and any other information of your own.

- Over 1,000 conscientious objectors were imprisoned in Dartmoor prison in 1916.
- Many conscientious objectors acted as stretcher carriers on the battlefields of the First World War.
- In the Second World War the government tried to give conscientious objectors jobs in farming and industry.

**(Total for spelling, punctuation and grammar = 3 marks)**  
**(Total for Question 6 = 28 marks)**





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Mark Scheme

Sample Assessment Material

GCSE History B (5HB01/1B)

Unit 1: Schools History Project

Development Study

Option 1B: Crime and punishment

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Sample Assessment Material

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## 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*



## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
<b>1</b>		<p>What can you learn from Sources A and B about changes in the methods of enforcing the law between the Middle Ages and the nineteenth century?</p> <p>Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<p><b>Simple statement</b></p> <p>Student offers general comment about changes, without support from source(s) or provides relevant details from the sources.</p> <p><i>e.g. There was a change towards a professional police force; source A shows everyone was involved in enforcing law and order; B shows an official/organised police force.</i></p> <p>Award 1 mark for each relevant detail.</p>
<b>2</b>	<b>3-4</b>	<p><b>Developed statement</b></p> <p>An inference about change is made and supported, based on the use of both sources.</p> <p><i>e.g. A shows that individuals had no help catching criminals, but B shows an official body has now taken on that responsibility.</i></p>

Question Number		
<b>2</b>		<p>The boxes below show two important individuals.</p> <p>Choose <b>one</b> individual and explain why that person was important in changing attitudes towards punishment.</p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; width: 40%;">Elizabeth Fry and Newgate prison</div> <div style="border: 1px solid black; padding: 5px; width: 40%;">Derek Bentley and capital punishment</div> </div> <p>Target: recall; analysis of the importance of change. (AO1/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Generalised answer is offered with little specific detail.</b>            Answer offers generalised comment about importance that could apply to either individual, or offers limited detail about one individual.</p> <p><i>e.g. public attitudes towards punishment changed afterwards.</i></p> <p><i>e.g. Bentley was unfairly executed.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Relevant details are offered but the link to the question is left implicit.</b>            Student describes the work of Fry/the circumstances of Bentley's death; or describes changes in attitudes.</p> <p><i>e.g. Describes Fry's work in providing clothing, work, religious guidance in Newgate.</i></p> <p><i>e.g. Describes Bentley's crime and the protests about his execution.</i></p> <p><i>e.g. describes the change in attitude towards reform in the 19<sup>th</sup> century or the end of capital punishment in the 20<sup>th</sup> century.</i></p>
<b>3</b>	<b>7-9</b>	<p><b>Analysis, showing reasons for importance.</b>            Answer explains why the individual was important in changing attitudes towards punishment.</p> <p><i>e.g. ...Fry's work showed that reform was possible and that these women were less likely to commit crime once released.</i></p> <p><i>e.g. ...Bentley's execution, in conjunction with other cases such as Timothy Evans and Ruth Ellis, gave added force to the concern over the use of the death penalty.</i></p>

Question Number		
<b>3</b>		Why were vagabonds and sturdy beggars treated so harshly in the Tudor period?  Target: recall; analysis of key features and factors affecting attitudes (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student provides generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  <i>e.g. They were worried about the threat to law and order; describes some aspect of treatment of beggars.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student describes treatment of beggars and the various acts passed; describes the increase in vagabonds and beggars  <i>e.g. Beggars were publicly whipped through the towns in order to deter others; the closure of the monasteries, land enclosures all increased the number of vagrants seeking support.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student shows that the attitude of the authorities was based on fear of social disorder and the sturdy beggar, and the absence of suitable mechanisms to control this. They may also point out that many punishments were physically harsh at this time.  <i>e.g. explains that Tudor society had strong emphasis on hierarchy and order but lacked a police force to control popular disorder and therefore the increase in vagrants seeking support and the perceived link between idleness and crime led to harsh punishments.</i>

Question Number		
<b>4</b>		Why were the laws against smuggling so difficult to enforce in the seventeenth and eighteenth centuries?  Target: recall; analysis of factors (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student may provide generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  <i>e.g. Smuggling happened at night.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student may describe the way smuggling was carried out, show the extent of public support or describe the difficulties in detection.  <i>e.g. There were many small coves where smugglers could operate; many people appreciated the chance to buy luxury goods they would not normally be able to afford; smuggling was carried out at night and in secret.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explains the role of factors inhibiting the detection and arrest of smugglers.  <i>e.g. Shows how the nature of smuggling is secretive and the customs officials were not able to patrol all areas, but also shows the public support from members of the establishment gave acceptance and the smugglers were strong enough to take action to protect themselves.</i>

Question Number		
<b>5 (a)</b>		Describe the key features of Trial by Ordeal. Target: Recall; identification of key features (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Student offers generalised comment or limited detail about Trial by Ordeal. <i>e.g. It was conducted by a priest; you had to put your hand in hot water.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student describes aspects of Trial by Ordeal. <i>e.g. describes trial by hot iron, hot water, cold water, consecrated bread, or describes how this process was thought to be God's indication of innocence or guilt.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explicitly analyses the nature of Trial by Ordeal and shows the link between the basis of the trial and the way it was carried out. <i>e.g. This was done if a jury could not reach agreement; the priest conducted the trial since it was a way for God to declare innocence.</i>

Question Number		
<b>5 (b)</b>		<p>How much did methods of trial and punishment change from the Norman period (eleventh century) to the Tudor period (end of the fifteenth century)? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of change (AO1/AO2)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b>  Student makes generalised statement about continuity or offers limited detail about the trial and punishment in one period.</p> <p><i>e.g. There was a lot of continuity; religion continued to be important; Norman punishments included fines as well as physical punishments</i></p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes methods of trial and punishment in Norman and/or medieval-early Tudor period.</p> <p><i>e.g. describes Benefit of the Clergy / describes the work of the church court; describes the introduction of royal courts and JPs; describes punishments.</i></p> <p><b>N.B. If only example used is Trial by Ordeal, mark at Level 1.</b></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Student provides examples of continuity or change.</p> <p><i>e.g. explains continuity in the role of the church courts; shows</i></p>

<b>QWC i-ii-iii</b>		<p><i>change in the introduction of the JPs and royal courts; explains continuity in the use of physical punishments.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>4</b>	<b>13-16</b>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student provides an analysis examining the extent of change and continuity.</p> <p><i>e.g. Explains the continuing role of the church courts, the effects of the introduction of royal courts, sheriffs and JPs, the change to trial by jury and ending of Trial by Ordeal, etc; explains the continuity of public, physical punishments and change in the ending of botgild .</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Question Number		
<b>6 (a)</b>		In what ways did new laws change the position of women in society in the twentieth century?  Target: Recall; identification of key features and explanation of the role of factors. (AO1/AO2 )
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Student can offer generalised comment or limited detail about the changed position of women.  <i>e.g. Now women can vote; there are laws against sex discrimination.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student provides description of change(s) during the 20 <sup>th</sup> century.  <i>e.g. Getting the vote 1918 and 1928; Sex Discrimination Act; easier divorce laws.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student describes the effect of laws on the position of women in society.  <i>e.g. Getting the vote meant that further laws could be made to improve women's economic situation; easier divorce laws made it possible for women to escape unhappy or restrictive homes.</i>

Question Number		
<b>6 (b)</b>		<p>Why were conscientious objectors treated harshly in the First World War but more leniently in the Second World War?</p> <p>Target: Recall; analysis of key features; evaluation of factors involved in change (AO1/AO2)</p> <p><b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student provides generalised comment or limited detail about the treatment of conscientious objectors in the First or Second World Wars.</p> <p><i>e.g. They had to explain why they would not fight; some of them were shot.</i></p> <p><b>N.B. Do not credit repetition of bullet points without development.</b></p> <p>Writing communicates ideas using everyday language and shows some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the treatment of conscientious objectors in the First and Second World Wars; or offers valid comments about why treatment changed but with little supporting detail.</p> <p><i>e.g. They had to explain their reasons for not fighting to a military tribunal; attitudes towards war had changed by the time of the Second World War.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student provides an analysis focused on the reasons why attitudes changed and links this to the treatment of COs.</p> <p><i>e.g. Attitudes to war had changed after the carnage of trench warfare and COs had shown they were not cowards through their work as stretcher bearers; therefore the government</i></p>

		<i>was prepared to accommodate them.</i>
<b>QWC i-ii-iii</b>		Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.
<b>4</b>	<b>13-16</b>	<b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b> Student shows a range of factors leading to changed attitudes and therefore changed treatment.  <i>e.g. Changed attitude to war; the emphasis on the Second World War as a fight for liberty and freedom of conscience; the effect of changes in the nature of warfare on the need for training and reduced need for numbers.</i>
<b>QWC i-ii-iii</b>		Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.



Write your name here

Surname

Other names

Centre Number

Candidate Number

**Edexcel GCSE**

## **History B (Schools History Project)**

**Unit 1: Schools History Project Development Study**

**Option 1C: The changing nature of warfare**

Sample Assessment Material

**Time: 1 hour 15 minutes**

Paper Reference

**5HB01/1C**

**You do not need any other materials.**

Total Marks

### **Instructions**

- Use **black** ink or ball-point pen.
- **Fill in the boxes** at the top of this page with your name, centre number and candidate number.
- Answer Questions 1 and 2, **EITHER** Question 3 **OR** 4 and then **EITHER** Question 5(a) and 5(b) **OR** 6(a) and 6(b).
- Answer the questions in the spaces provided  
– *there may be more space than you need.*

### **Information**

- The total mark for this paper is 53.
- The marks for **each** question are shown in brackets  
– *use this as a guide as to how much time to spend on each question.*
- Questions labelled with an **asterisk** (\*) are ones where the quality of your written communication will be assessed.
- The marks available for spelling, punctuation and grammar are clearly indicated.

### **Advice**

- Read each question carefully before you start to answer it.
- Keep an eye on the time.
- Check your answers if you have time at the end.

Turn over ►

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**PEARSON**

## Answer Question 1 AND Question 2.

### Question 1

Study Sources A and B.

**Source A:** A description of King Edward III's march to Paris in 1360.

King Edward and the rich brought with them 6,000 carts carrying tents, cooking ovens, and everything they needed. They had boats big enough for 3 men so they could go fishing on a lake or river. The king had falconers and greyhounds to go hunting. But the ordinary soldiers had to make do with whatever they could get.

**Source B:** A field kitchen providing hot food and drink for British soldiers on the Western Front in the First World War.









**Answer EITHER Question 3 OR Question 4.**

**EITHER**

- 3** Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers?

(12)

You may use the following in your answer and any other information of your own.

Florence Nightingale was from a wealthy background but she had trained as a nurse. She was asked to lead a group of trained nurses to the Crimea, where the death rate amongst injured soldiers was 42%.

**(Total for Question 3 = 12 marks)**

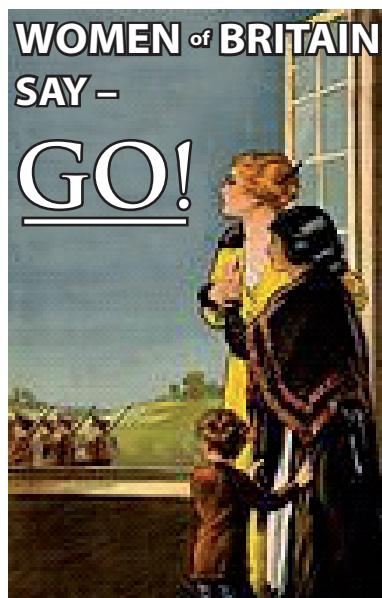
**OR**

- 4** Why did the government use propaganda to help recruitment during the First World War?

(12)

You may use the following in your answer and any other information of your own.

A recruitment poster from 1915.



**(Total for Question 4 = 12 marks)**





**Answer EITHER Question 5 OR Question 6.**

**You must answer both parts of the question you choose.**

**Spelling, punctuation and grammar will be assessed in \*(b).**

**EITHER**

**5 The changing nature of warfare from Roman Britain onwards.**

(a) What were the key defensive features of castles in the Norman period of the eleventh and twelfth centuries? (9)

\*(b) How similar were the weapons and tactics of soldiers in the Roman army against the Iceni and the Norman army at Hastings? Explain your answer. (16)

You may use the following in your answer and any other information of your own.

- Roman soldiers carried a short sword called the gladius.
- Roman soldiers were trained to use set formations in battle.
- The Norman army at Hastings included cavalry.

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 5 = 28 marks)**

**OR**

**6 Reasons for military conflict c1450 to present day.**

(a) Explain **three** main reasons why Britain went to war in 1914. (9)

\*(b) Charles I was at war against his own subjects in the Civil War and George III was at war against his subjects in the American War of Independence. How similar were the motives of the two kings for going to war? (16)

You may use the following in your answer and any other information of your own.

- Charles I believed in the Divine Right of Kings.
- In 1765 representatives from nine American colonies refused to accept the Stamp Act which had been passed by the British parliament.
- In 1773 a mob threw 342 crates of tea into Boston Harbour.

**(Total for spelling, punctuation and grammar = 3 marks)**

**(Total for Question 6 = 28 marks)**





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Mark Scheme

Sample Assessment Material

GCSE History B (5HB01/1C)

Unit 1: Schools History Project

Development Study

Option 1C: The changing nature of warfare

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Sample Assessment Material

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## 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
  - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*
  - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*
  - iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

## Spelling, Punctuation and Grammar Marking Guidance

- The spelling, punctuation and grammar assessment criteria are common to GCSE English Literature, GCSE History, GCSE Geography and GCSE Religious Studies.
- All candidates, whichever subject they are being assessed on, must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Spelling, punctuation and grammar marking criteria should be applied positively. Candidates must be rewarded for what they have demonstrated rather than penalised for errors.
- Examiners should mark according to the marking criteria. All marks on the marking criteria should be used appropriately.
- All the marks on the marking criteria are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the marking criteria.
- Examiners should be prepared to award zero marks if the candidate's response is not worthy of credit according to the marking criteria.
- When examiners are in doubt regarding the application of the marking criteria 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.
- Handwriting may make it difficult to see if spelling, punctuation and grammar are correct. Examiners must make every effort to assess spelling, punctuation and grammar fairly and if they genuinely cannot make an assessment, the team leader must be consulted.
- Specialist terms do not always require the use of complex terminology but the vocabulary used should be appropriate to the subject and the question.
- Work by candidates with an amanuensis, scribe or typed script should be assessed for spelling, punctuation and grammar.
- Examiners are advised to consider the marking criteria in the following way:
  - How well does the response communicate the meaning?
  - What range of specialist terms is used?
  - How accurate is the spelling, punctuation and grammar?

Question Number		
<b>1</b>		<p>What can you learn from Sources A and B about changes in the way an army was supplied with food during a military campaign? Explain your answer, using these sources.</p> <p>Target: Inference from sources (AO3)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-2</b>	<p><b>Simple statement</b>  Student offers general comment about changes, without support from source(s) or provides relevant examples from the sources.</p> <p><i>e.g. It became more organised; In A everything necessary for the rich was brought with them; A shows the expectation that food could be caught during the campaign; ordinary soldiers in A expected to find their own food; B shows the organisation of food being supplied.</i></p> <p>Award 1 mark for each relevant detail.</p>
<b>2</b>	<b>3-4</b>	<p><b>Developed statement</b>  An inference about change is made and supported, based on the use of both sources.</p> <p><i>e.g. A shows that they took some food with them but also expected to be able to catch fish, while in B the provision of food is organised centrally.</i></p>

Question Number		
<b>2</b>		<p>The boxes below show two weapons used in warfare.</p> <p>Choose <b>one</b> weapon and explain why it had an important effect on the way that battles were fought in that period.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">The longbow in the Hundred Years War</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">The tank in the First World War</div> </div> <p>Target: recall; analysis of the importance of change. (AO1/AO2)</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<p><b>Generalised answer is offered with little specific detail.</b> Answer offers generalised comment about importance that could apply to either weapon, or offers limited detail about one weapon.</p> <p><i>e.g. it had a big impact because new tactics had to be developed.</i></p> <p><i>e.g. The longbow helped England to win the Battle of Agincourt.</i></p> <p><i>e.g. Tanks were a breakthrough weapon in the trenches on the Western Front.</i></p>
<b>2</b>	<b>4-6</b>	<p><b>Relevant details are offered but the link to the question is left implicit.</b> Student describes the effects in battle of the longbow or tank; or describes the new tactics that were developed.</p> <p><i>e.g. describes the advantages of the longbow.</i></p> <p><i>e.g. shows how tanks could be used to spearhead attacks and crush barbed wire.</i></p>
<b>3</b>	<b>7-9</b>	<p><b>Analysis, showing reasons for importance.</b> Answer explains why the weapon had important effect on way that battles were fought.</p> <p><i>e.g. ...explains the longbow's range and ability to produce a hail of arrows and the consequent need for protection; the integration of archers with infantry and the need to co-ordinate tactics.</i></p> <p><i>e.g. ...explains the development of tactics based on the tank's strength and ability to crush barbed wire etc. or the problems of its slow speed and unsuitability in mud.</i></p>

Question Number		
<b>3</b>		Why was Florence Nightingale's work in the Crimean War so important in improving the care of wounded soldiers?  Target: recall; analysis of key features and factors affecting attitudes (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student provides generalised answer with little supporting detail or relevant details on a very limited aspect of the question.  <i>e.g. Says that death rate was high and she made improvements.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student describes the work of Florence Nightingale or the situation in the Crimea.  <i>e.g. Her emphasis on hygiene, bought provisions from her own money, 'lady with the lamp'; death rate went from 42% to 2%; provided a model for others to copy.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explains what Nightingale did and shows how this was an improvement.  <i>e.g. The hospital became clean and ordered, and care of individual patients improved, with the effect that the death rate was reduced; shows how her work in Scutari had a huge impact in that hospital and that this was publicised and set a model for other military hospitals.</i>

Question Number		
<b>4</b>		Why did the government use propaganda to help recruitment during the First World War?  Target: recall; analysis of factors (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<b>Simple comment is offered, supported by some knowledge.</b> Student may provide generalised answer with little supporting detail or relevant examples of propaganda.  <i>e.g. Propaganda was needed to make men volunteer to fight; propaganda showed the enemy as cruel.</i>
<b>2</b>	<b>5-8</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student describes examples of propaganda for recruitment during the early years of the war or the situation on the Western Front.  <i>e.g. The appeal to a sense of duty or sense of shame, the emphasis on protecting the family; the presentation of the enemy as amoral in stories about crucifixion and rape; describes the tactics of attrition which led to demand for large numbers of soldiers.</i>
<b>3</b>	<b>9-12</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explains the role of propaganda in recruitment during the early years of the war before conscription, especially once it became a war of attrition.  <i>e.g. The need for continual reinforcements as a result of the tactics of the Western Front meant that propaganda was vital.</i>

Question Number		
<b>5 (a)</b>		What were the key defensive features of castles in the Norman period of the eleventh and twelfth centuries?  Target: Recall; identification of key features (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Student offers generalised comment about hills, strong walls or provides limited detail about individual features.  <i>e.g. The castles were built on a hill, the walls were made of stone, early castles were called motte and bailey.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student describes defensive feature(s) of castles.  <i>e.g. Hill, bailey fences, shell keep, stone walls.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explicitly analyses the way in which individual features strengthened the castle's defence system.  <i>e.g. Since the castle was on a hill it was difficult to attack it by surprise; the ramparts and fences defending the bailey were the first line of defence and allowed the defenders to retreat safely to the tower or shell keep on higher ground.</i>



Question Number		
<b>5 (b)</b>		<p>How similar were the weapons and tactics of soldiers in the Roman army against the Iceni and the Norman army at Hastings? Explain your answer.</p> <p>Target: Recall; analysis of key features; evaluation of similarity (AO1/AO2)  <b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.  <b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b>  Student makes generalised statement about the weapons/tactics of Roman/Norman army, or provides limited detail.</p> <p><i>e.g. The Roman soldiers carried a sword, spear and shield; the Normans had cavalry; Roman shields were rectangular and Norman shields were kite shaped.</i></p> <p><b>N.B. Do not credit repetition of bullet points without development</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p> <p><b>QWC i-ii-iii</b></p>
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b>  Student describes features of the Roman/Norman weapons/tactics.</p> <p><i>e.g. Roman soldiers used their sword to make short jabbing attacks while the shields overlapped to form a defensive wall; the Roman army had a very centralised system with a clear hierarchy of command; the Norman army was not professional; the Norman army included cavalry; the Norman knight wore chain mail.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p> <p><b>QWC i-ii-iii</b></p>
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b>  Student provides an analysis of similarity/difference between the Roman and Norman armies.</p>

		<p><i>e.g. Roman emphasis on professional training with set formations and clear organisation, compared to Norman collection of forces for this enterprise; Roman effective weapons and tactics, compared to Norman use of cavalry, archers and knights; both armies used swords and a form of armour.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC i-ii-iii</b>		
<b>4</b>	<b>13-16</b>	<p><b>A sustained analysis is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student provides an analysis of both similarity and difference in order to reach a judgement.</p> <p><i>e.g. Compares similarity in some weapons to differences in use of archers and cavalry; compares training and organisation of command and the use of set formations.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
<b>QWC i-ii-iii</b>		
<b>Marks for SPaG</b>		
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Question Number		
<b>6 (a)</b>		Explain <b>three</b> main reasons why Britain went to war in 1914. Target: Recall; identification of key features (AO1/AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-3</b>	<b>Simple or generalised comment is offered, supported by some knowledge.</b> Student offers generalised comment about the situation in 1914 or provides limited detail.  <i>e.g. There had been a build up of rivalry; Britain was part of the Entente Cordiale.</i>
<b>2</b>	<b>4-6</b>	<b>Statements are developed with support from material which is mostly relevant and accurate.</b> Student offers detailed description of events leading to the outbreak of war.  OR produces a Level 3 response, but only dealing with one reason for war.  <i>e.g. describes the assassination of Franz Ferdinand and the steps by which various countries entered the war; describes the arms race/the alliance system.</i>
<b>3</b>	<b>7-9</b>	<b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b> Student explains more than one reason for war.  <i>e.g. shows the significance of the growing rivalry between Britain and Germany; explains the importance of the alliance system; shows how our commitment to Belgium brought us into the war.</i>

Question Number		
<b>6 (b)</b>		<p>Charles I was at war against his own subjects in the Civil War and George III was at war against his subjects in the American War of Independence. How similar were the motives of the two kings for going to war?</p> <p>Target: Recall; analysis of key features; evaluation of similarity (AO1/AO2)</p> <p><b>QWC Strands i-ii-iii.</b> Assessing QWC: For the highest mark in a level <b>all</b> criteria for the level, including those for QWC must be met.</p> <p><b>Spelling, punctuation and grammar (SPaG):</b> up to 3 additional marks will be awarded for spelling, punctuation and grammar.</p>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material.
<b>1</b>	<b>1-4</b>	<p><b>Simple or generalised comment is offered, supported by some knowledge.</b></p> <p>Student makes generalised statement about the reasons for wars, or offers limited detail.</p> <p><i>e.g. They both wanted to keep control; Charles I and parliament disagreed over religion.</i></p> <p><b>N.B. Do not credit repetition of bullet points without development</b></p> <p>Writing communicates ideas using everyday language and showing some selection of material, but the response lacks clarity and organisation. The student spells, punctuates and uses the rules of grammar with limited accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>2</b>	<b>5-8</b>	<p><b>Statements are developed with support from material which is mostly relevant and accurate.</b></p> <p>Student describes the reasons for either war, or offers limited comparisons.</p> <p><i>e.g. links Charles' belief in Divine Right to his unwillingness to accept parliament's involvement in government or decisions about religion; provides limited detail to show there was a struggle over authority in both wars.</i></p> <p>Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The student spells, punctuates and uses some of the rules of grammar with general accuracy.</p>
<b>QWC i-ii-iii</b>		
<b>3</b>	<b>9-12</b>	<p><b>The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points the student makes.</b></p> <p>Student provides an analysis of similarity/difference between the reasons for the wars.</p> <p><i>e.g. Shows how the issue of authority was linked to representation and involvement in government in both wars; shows that religion was an important issue in Charles I's</i></p>

<b>QWC i-ii-iii</b>		<p><i>motives but not in George III's.</i></p> <p>Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The student uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found.</p>
<b>4</b>	<b>13-16</b>	<p><b>A sustained argument is supported by precisely selected and accurate material and with sharply focused development of points made. The answer as a whole will focus well on the question.</b></p> <p>Student provides an analysis of both similarity and difference in order to reach a judgement.</p> <p><i>e.g. Compares similarity in the issue of authority, representation, significance of taxation, to differences in the importance of religion, and the role of parliament.</i></p> <p>Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. The student spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found.</p>
		<b>Marks for SPaG</b>
Performance	Mark	Descriptor
	<b>0</b>	Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question.
Threshold	<b>1</b>	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
Intermediate	<b>2</b>	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
High	<b>3</b>	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.