

Edexcel GCSE

# History 1336/22

Summer 2005

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Mark Scheme (Results)

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## Paper 22 Mark Scheme - Crime, Punishment and Protest

1. *Study Sources A and B.*

*What can you learn from Sources A and B about what made the monasteries wealthy?* (4)

**Target: Comprehension and Inference (AO2)**

**Level 1:** Comprehension; extracts valid details from source (s) eg farms, or makes unsupported valid inference/deduction. (1-2)

**Level 2:** Developed statement, using sources to deduce wealth from farming from details of accounts, or to expand on basis of wealth from land. (3-4)

2. *Study Source C and use your own knowledge.*

*Why did the Pilgrimage of Grace protest begin? Explain your answer, using your own knowledge and source C.*

(7)

Target: Recall; analysis of sources; causation (AO1:5 AO2:2)

Level 1: Simple statements offering reason from source or own knowledge. Eg monasteries closed.

(1-2)

Level 2: Developed statement from source and/or own knowledge eg describes benefits to community from monasteries and states link to rebellion over closures.

(3-5)

(Answers must include recalled knowledge to enter Level 2)

Level 3: Analysis of causes of rebellion. Reasoned exploration of factors / motives. eg explores role of religious grievances coupled with concerns over economic impact /loss of aid

(6-7)

3. *Study Source D*

*How can you tell that the Bishop was against the Protest? Explain your answer, using Source D*

(6)

**Target: Analysis of and inference from sources; (AO2)**

**Level 1:** Simple statement based on extraction of content eg 'they pretend they fight for God'

(1-2)

**Level 2:** Developed statement describing source content and stating link to attitude, eg picks out 'pretend, deceive, Devil'

(3-4)

**Level 3:** Developed and reasoned inference of aim from Bishop's selection and/or treatment of content eg shows significance of use of 'pretend, devil', + questioning of loyalty to king.

(5-6)

4. *Study Sources D, E and F.*

*How far do Sources E and F support what the Bishop says in Source D about the protesters? Explain your answer, using Sources D, E and F.*

Target: analysis of portrayal; cross-referencing (AO2 and AO3 7 marks)  
marks)

- Level 1: Simple statements giving similarity or difference eg banner. (1-2)
- Level 2: Developed statement using sources to show similarities / differences eg matches details of rebellion involving common people. (3-5)
- Level 3: Analyses the extent of support for D, from E and F, eg sees that the banner can be used as evidence of sincerity or not as Bishop claims, but F suggests a popular uprising carrying gentry with it, rather than a misled populace. (6-7)



5. *Study Source F and use your own knowledge.*

*Why did the King find it so difficult to stop the spread of the rebellion? Explain your answer, using your own knowledge and Source F.*

(8)

**Target: Recall; Analysis of causation; interpretation of source**  
(AO1: 6; AO2: 2)

**Level 1:** Simple statement from sources or own knowledge, eg 60,000 men. (1-3)

**Level 2:** Developed statement from source and/or own knowledge eg describes the scale of the rebellion and states a link to problems in stopping rebellion.  
(Answers must include Additional recalled knowledge to achieve more than four marks) (4-6)

**Level 3:** Analyses attitudes and/or factors which contributed to spread eg showing the significance of location / communication and king's reliance on local forces; or exploring the conviction and resentment of protestors and the evidence of difficulty of raising forces to quell the rising. (7-8)

6. *Study Sources G and H.*

*Compare the value of sources G and H for someone enquiring into what happened at Doncaster in 1536. Explain your answer, using sources G and H.*

(7)

**Target: Evaluation of sources; (AO2)**

**Level 1:** Simple statement, eg based on extraction of content or comment on nature eg contemporary v. later history.

(1-2)

**Level 2:** Developed statement, eg referring to content or nature/ origin of source(s), eg compares to show that G gives more information about what happened on the day when forces met.

(3-5)

**Level 3:** Reasoned comparison which considers value of both in the light of their content and their nature/origin, eg balances the value of the C20th historian's hindsight and objectivity against the colour and immediacy, but bias, of the C16 source.

(6-7)

7. *Study sources A, C and I.*

*How far can we rely on Aske's evidence in Source I about his reasons for rebellion?  
Explain your answer, using Sources A, C and I.*

(9)

**Target: Cross-referencing and evaluation of sources AO2**

- Level 1:** Simple statement with extraction from source (s) at face value, or simple comment on nature/origin eg fear of execution. (1-3)
- Level 2:** Decision supported by matching content of, or comment on, the nature/origin of source(s) eg matches details of aid to poor in A and I. (4-6)
- Level 3:** Reaches judgment supported by careful examination of evidence of sources eg shows that C and I agree on distress to the poor, but that both seek to justify the rebellion. (7-8)
- Level 4:** Reaches and sustains reasoned conclusion. Considers implications and weight of evidence. eg Shows that some points of information (eg aid from monasteries) are supported from A and C, and explores the evidence for a religious rebellion from C and I, while also considering influences on Aske (self justification?) at the time. (9)

8. *Study Sources H and J and use your own knowledge.*

*Do you think the Pilgrimage of Grace failed mainly because of mistakes made by Robert Aske? Explain your answer, using your own knowledge, Sources H and J and any other sources you find helpful.*

(12)

**Target: Recall, analysis of causation, Evaluation of interpretation  
(AO1: 6 AO 2 and 3: 6 marks)**

- Level 1:** Simple valid statement from sources or own knowledge. eg didn't fight (1-3)
- Level 2:** Developed statement supported by relevant information from sources and/or own knowledge. eg states a mistake and describes the terms of the truce and later punishment. (4-6)
- Level 3:** Reaches a judgment supported by careful examination of the evidence of the sources and own knowledge eg uses sources and own knowledge in a reasoned exploration of the implications of Aske's tactics and decisions. (7-9)
- Level 4:** Reaches and sustains a reasoned conclusion. Considers the significance of factors in combination: eg the options open to rebels at Doncaster; the relative strength of forces at that stage; the attitudes and intentions of rebels; the King's tactics and position. (Answers must include Additional Recalled knowledge to achieve more than seven marks.) (10-12)



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