

Results Mark Scheme Summer 2007

GCSE

GCSE History (1336/3336) Paper 22

Edexcel is one of the leading examining and awarding bodies in the UK and throughout the world. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers.

Through a network of UK and overseas offices, Edexcel's centres receive the support they need to help them deliver their education and training programmes to learners.

For further information please call our Customer Services on 0870 240 9800, or visit our website at www.edexcel.org.uk.

Summer 2007

Publications Code UG 019244

All the material in this publication is copyright
© Edexcel Ltd 2006

22: Mark Scheme

1. *Study Sources A and B.*

*What can you learn from sources A and B about Robert Peel's character?
Explain your answer, using the sources.*

(5)

Target: Comprehension and inference (AO2)

Level 1 Comprehension: extracts valid details from source(s) or simple inference without support from source e.g. clever.

(1-2)

Level 2 Supported inference e.g. uses source(s) to show likeable qualities.

(3-4)

Level 3 Developed inference(s), supported from both sources.

(5)

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

Why was it so difficult to get people to accept the new London police force? Explain your answer, using your own knowledge and Source C.

(7)

Target: Recall; analysis of key features; causation (AO1: 4 AO2: 3)

Level 1 Simple statement from source or own knowledge, offering difficulty e.g. hostility

(1-2)

Level 2 Developed statement from source and /or own knowledge e.g. describing attitudes and linking to opposition

(3-5)

Answers without additional recalled knowledge may not score above 4 marks

Level 3 Analysis of difficulties, exploring factors or circumstances. For example, shows understanding of deep-rooted resistance to the increasing of the power in the hands of central government.

(6-7)

3. *Study Source D and use your own knowledge.*

How can you tell from this source that the cartoonist disapproves of the new Police force? Explain your answer, using Source D

(6)

Target: Analysis of portrayal (AO2 and AO3)

Level 1 Simple statement, based on extraction of content, e.g. weapon.

(1-2)

Level 2 Developed statement describing source content and linking to cartoonist's message, e.g. selects small woman and large armed policeman to link to disapproval.

(3-4)

Level 3 Developed and reasoned inference of attitude explicitly commenting on cartoonist's selection and/or treatment of content - e.g. vulnerability of woman; policemen lying in wait etc. to create a negative image

(5-6)

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

How far do the sources suggest that Peel's statistics exaggerated the crime problem in London in 1828? Explain your answer, using Sources E, F and G.

(8)

Target: cross-referencing of sources to reach a judgment (AO2)

Level 1 Simple statement supported by extraction from source(s) e.g. 'exaggerated' F.

(1-2)

Level 2 Developed statement supported from the content of the sources e.g. takes material on population and more prosecutions from F to support statement that Peel did exaggerate.

(3-5)

Level 3 Reasoned exploration of the evidence of F and G to explore the problems of the statistics: Increased numbers of committals - versus the factors suggesting this points to improved enforcement rather than a bigger problem.

(6-8)

5. *Study Sources H and I.*

How useful are these sources for someone enquiring into the methods used by policemen in nineteenth-century London?

(7)

Target Evaluation of sources (AO2)

Level 1 Simple statement based on the nature/ origin of source(s) or an extraction of content e.g. 'violence by constables will be punished.'

(1-2)

Level 2 Developed statement of usefulness, referring to nature/origin of source(s); or making inference(s) regarding methods from the content of the source(s). e.g. uses content of I to show methods of catching criminal through record keeping and H to show the instructions imply co- operation with public.

(3-5)

Level 3 Discussion of usefulness based on reasoning from content and nature / origin of source(s). E.g. in dealing with H, could consider how far it can be assumed that the evidence of Peel's instructions translated into action, while noting their authority from Peel himself.

(6-7)

6. *Study sources I and J and your own knowledge.*

Describe three ways in which law enforcement improved in England in the nineteenth century. Use sources I and J and your own knowledge in your answer.

(8)

Target: Recall, analysis of change and key features; analysis of sources
(AO1: 5 AO2:3)

Level 1 Simple statement offers an example of improvement or extracts details from source(s)

e.g. technical aids, photography.

(1-2)

Level 2 Developed statement describing methods used by police with implied comparison to indicate improvement. e.g. focuses on technology and records with implied reference to earlier circumstance.

(3-5)

Answers without additional recalled knowledge may not score above 4 marks

Level 3 Analysis of improvement, supported from sources and own knowledge. At this level the nature of improvement must be made explicit and supported e.g. the improved law enforcement resulting from better technology and record keeping and increased professionalism in policing

(6-8)

7. *Study Sources J and K.*

How much can we rely on Charles Dickens' account in Source K? Explain your answer, using Sources J and K.

(7)

Target Cross-referencing and evaluation of portrayal (AO2 and AO3)

Level 1 Simple statement re nature / origin or extraction from source(s) at face value

e.g. just for a magazine

(1-2)

Level 2 Developed statement supported from the content and/or nature of the source

e.g. links material on 'no longer commit crimes' to support comment on fear in K

(3-5)

Level 3 Reaches a reasoned judgment, using material from J in conjunction with K to test the portrayal of policing in K.

(6-7)

8. *Study sources G, H and J and use your own knowledge.*

Do you think Robert Peel's work was the most important factor in changing approaches to law enforcement in the nineteenth century? Explain your answer, using your own knowledge, Sources G, H and J, and any other sources you find helpful.

(12)

Target: Recall, analysis of causation. Evaluation of an interpretation (AO1 6; AO2 and 3: 6)

Level 1 Simple statement from source or own knowledge, e.g. offering a contribution: the first police force.

(1-3)

Level 2 Developed statement from source and /or own knowledge e.g. describing the Metropolitan police force and the spread of police forces in the country.

(4-6)

Level 3 Analysis of significance which explores his contribution with some acknowledgement of other factors.

(7-9)

Answers without additional recalled knowledge may not score above 9 marks

Level 4 Reaches and sustains a reasoned conclusion from sources and own knowledge. Considers the significance of Peel by exploring his contribution and the significance of other factors, including, for example, the influence of new technology and the social and economic factors indicated in source J.

(10-12)