

Results Mark Scheme Summer 2007

GCSE

GCSE History (1336/3336) Paper Q1

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Q1: Study in Development, Crime, Punishment & Protest, Markscheme

1. (a) Study sources A, B and C.

What can you learn from these sources about the changing involvement of the local community in law and order?

Explain your answer using these sources.

(5)

Target: Inference from sources & understanding of context (AO2 3, AO1 2).

Level 1 Simple statement supported by some detail *eg generalised comment: people helped to catch the criminals.*

(1-2)

Level 2 Developed statement supported by use of source(s) to show change, *eg there was the expectation that the community/public would be involved in catching criminals but that has changed since we have the police force; they used to be involved in catching criminals but now the emphasis is on crime prevention.*

(3-4)

Level 3 Explicit use of sources to show changing nature /degree of community involvement with the introduction of professional police force, *e.g in earlier periods expected to help catch criminals but now that is the responsibility of the police; police have the responsibility to catch criminals but there can be active involvement from the community.*

(5)

(b) Use your own knowledge.

Why did the authorities in the sixteenth and seventeenth centuries use such a harsh punishment as being hanged, drawn and quartered? Explain your answer.

(8)

Target: recall; analysis of key features (AO1 8)

Level 1 Simple statement, *e.g it was a deterrent.*

(1-3)

Level 2 Developed statement supported by relevant information *eg. description of being of hanged, drawn and quartered; explains reasons for the use of harsh punishments.*

(4 - 6)

Level 3 Developed explanation placing this specific punishment in context; *eg. links to rebellion / threats to the monarchy, explaining the need for a uniquely harsh punishment; explains why each aspect of the punishment was appropriate.*

(7 -8)

(c) Study Sources D and E.

Why was the death penalty not abolished until 1969 in Britain when many people were already against its widespread use in the nineteenth century?

Use your own knowledge and these two sources to explain your answer.

(12)

Target: Recall; analysis of purpose and evaluation of effectiveness (AO1 8 marks);

Inference from sources (AO 2 4 marks).

Level 1, Simple statement, *eg some crimes deserved death; Peel reserved death penalty for crimes such as murder.*

(1 - 3)

Level 2 Developed statement supported by relevant information *eg describes the changes in the use of the death penalty; describes changing attitudes towards the death penalty.*

(4-7)

Level 3 Analysis, supported by appropriate contextual information about changes in the death penalty; *e.g. places changes to the death penalty in the context of changing attitudes over time; shows the divergence between the attitudes of MPs and the public; explains significance of Ellis and Bentley cases.*

(8-12)

NB Must cover both 19th and 20th centuries for top of level 3.

Peg at bottom of level 2 or 3 if answer does not use sources.

EXTENSION UNIT 1: Crime & Punishment from the Ancient World onwards.

2. *What part did religion play in Anglo-Saxon and Norman methods of dealing with crime? Explain your answer.*

You could include the following in your answer and any other information of your own.

- *Trial by Ordeal was usually conducted by a priest*
- *Criminals could claim sanctuary*
- *Anyone who could read from the Bible could claim Benefit of Clergy*

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, analysis of key features; evaluation of the significance of religion.

(AO1 15)

Level 1 Simple statement supported by some knowledge; describes relevant aspect of role of religion, *eg generalised comments about role of religion; describes Trial by Ordeal.*

Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2 Developed statement supported by relevant knowledge; *eg describes the role of religion in more than 1 example.*

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. Probably developing bullet points in detail.

(5-8)

Level 3 Analysis of the role of religion, supported by appropriately selected knowledge; *eg shows how importance of religion in daily life led to respect for Church / Trial by Ordeal/ Benefit of Clergy; shows role of religion in trial or court system; assesses importance of religion by placing in overall context.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-12)

Level 4 Sustained analysis and evaluation, supported by precisely selected knowledge, *eg wide-ranging discussion of the role of religion, explaining why it was involved in law and order but also assessing the nature of its role/ discussing tension with royal authority and courts.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

(13-15)

Extension Unit 2: The nature of protest and government response

3. *Did Kett's Rebellion fail as a result of poor leadership? Explain your answer.*

You could include the following in your answer or any other information of your own.

- *Kett's followers camped outside Norwich for 6 weeks.*
- *King Edward VI offered the rebels a pardon.*
- *Robert Kett was hanged in chains from the walls of Norwich castle*

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, causation; evaluation of the importance of leadership

(AO1 15)

Level 1 Simple statement supported by some knowledge; *eg offers some information about the rebellion or Kett.*

Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2 Developed statement supported by relevant knowledge; *eg detailed account of the rebellion/Kett's actions/policies; or account of rebellion including its failure.*
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3 Analysis supported by appropriately selected knowledge; *eg shows links between the leadership and policies adopted and the eventual failure of rebellion; or may deny the importance of leadership and explain failure in terms of other factors.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-12)

Level 4 Sustained argument supported by precisely selected information; *eg analyses importance of leadership in selection of tactics but realises that eventual failure depends on a range of other factors.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

(13-15)

Extension Unit 3: Changing views of the nature of criminal activity.

4. *What does the treatment of the Tolpuddle Martyrs reveal about the attitude of the authorities and the importance of public opinion?*

You could include the following in your answer and any other information of your own.

- *The Grand National Consolidated Trades Union was set up in 1833*
- *The magistrates who tried the case were mainly landowners*
- *More than 250,000 signed a petition for the release of the men involved*

Note - do not credit simple copying of stimulus material without elaboration.

Target: Recall, analysis of key features; analysis of change

(AO1 15)

Level 1 Simple statement supported by some knowledge; *eg describes the crime or punishment of the TM.*

Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2 Developed statement supported by relevant knowledge; *eg, narrative of events.*

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5 - 8)

Level 3 Analysis, using contextual detail to explain significance of attitude of authorities and / or public opinion; *eg uses suspicion of TU movement to explain their harsh treatment; shows how pressure from public opinion led to their reprieve in 1836 ; explains authorities' fear of revolution.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9 - 12)

Level 4 Sustained evaluation of both the attitude of the authorities and public opinion, supported by precisely selected contextual knowledge; *eg weighs attitude of authorities against significance of public opinion in their punishment & eventual reprieve.*

Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly & with precision.

(13 - 15)

	AO 1	AO 2	Total
4a Level 1	1	1	2
Level 2	1	1	2
Level 3		1	1
5b Level 1	3		3
Level 2	3		3
Level 3	2		2
5c Level 1	1	2	3
Level 2	2	2	4
Level 3	5		5
6, 7, 8 Level 1	4		4
Level 2	4		4
Level 3	4		4
Level 4	3		3
Total	33	7	40

Level 1 0 - 12 marks
 Level 2 13 -25 marks
 Level 3 26 - 37 marks
 Level 4 38 - 40 marks