

# Mark Scheme (Results)

## Summer 2008

GCSE

### GCSE History (1336) Paper Q1

## General Marking Guidance

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

Question Number		Target
1 (a)		Inference from sources & understanding of context (AO2 5)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by some detail <i>Eg theft punished harshly; different punishments were used.</i>
2	3-4	Developed statement supported by use of sources, <i>eg infers different attitudes from the use of different punishments.</i>
3	5	Compares attitudes towards theft, <i>Eg compares different punishments and infers reasons for different attitude of the authorities eg influenced by circumstances / motives for theft</i>
NB must use at least 2 sources to support comments in Level 3		

Question Number		Target
1 (b)		Target: recall; explanation of context and motives (AO1 8)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement, offers comment about vagabonds, <i>eg they were whipped</i>
2	4-6	Developed statement supported by relevant information describes how <i>eg. they were treated as criminals and whipped as a punishment; detailed description of various punishments and attitudes to the poor; identifies reason but undeveloped explanation, eg they were seen as a threat; describes what vagabonds did or may describe why there were so many.</i>
3	7-8	Developed explanation supported by appropriately selected information, makes the link explicit between cause / attitude and treatment; <i>Eg the government treated them as criminals in order to force them to be self-reliant at a time when the numbers were growing and they often were in groups and could be violent. The government feared riots, violence and theft. Vagabonds were seen to be lazy which was considered a sin at the time. People resented the costs.</i>

Question Number		Target
1 (c)		Recall; explanation of key features and factors affecting law enforcement; (AO1 10) Comprehension & inference from source ( A02 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported from source or own knowledge <i>Eg these activities tend to be done in secret; people didn't see anything wrong in these activities.</i>
2	5-9	Developed statement supported by relevant contextual information <i>eg there was no organised law enforcement body; explains how the nature of the activity makes it difficult to detect (both smuggling &amp; poaching done at night, too large an area to patrol); many respectable people saw nothing wrong in these activities; poaching on a small scale was often the result of poverty &amp; therefore there was some sympathy for those involved. Peg at 8 for no use of source.</i>
3	10 -12	Analysis focused on government difficulties, supported by appropriate contextual information; <i>Eg. shows how community often protected criminals because they shared the attitude that the laws were unfair and there was no victim; customs officials / game keepers were few in number &amp; therefore unable to cover the whole area; smuggling often highly organised and gangs prepared to use violence. Peg at 11 for no use of source</i>  Reserve top 2 marks for answers covering <u>poaching and smuggling</u> .

Question Number		Target
2		Recall, understanding of key ideas; analysis & evaluation of (AO1 15)  N.B. Do not credit simple copying of stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; describes relevant example, <i>eg wergild, Forest Laws, general principle of Trial by Ordeal.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge; <i>Eg detailed explanation of Trial by Ordeal, tithing system, Hue &amp; Cry etc.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by appropriately selected knowledge <i>Eg identifies change &amp;/ or continuity - additional option of Trial by Battle for higher levels of society, continuity of manor courts etc or change of new laws</i> 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.
4	13-15	Sustained analysis, weighing extent / nature of change and continuity; <i>Eg shows continuity in system of courts but change in language would make it seem a new system; continuity in Hue &amp; Cry, tithings etc but greater centralisation &amp; new laws created such as Forest Laws protected King's interests.</i>  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.

Question Number		Target
3		Recall, understanding of key ideas; analysis & comparison of methods of protest (AO1 15)  <b>N.B. Do not credit simple copying of stimulus material without elaboration.</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; provides relevant detail, <i>eg both protests involved large numbers of people; both were generally peaceful.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	5-8	Developed statement supported by relevant knowledge; <i>e.g may explain why enclosure aroused protest or why General Strike began, describe events of Kett Rebellion or General Strike, comparison may be implicit or very unbalanced.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by appropriately selected knowledge, comparing the methods and other aspects of the two protests. <i>Eg identifies similarities &amp;/or differences in methods of protest - both attempted to arouse popular support, or that the GS was organised through a legitimate body whereas Kett's rebellion was not, Kett used violence to capture Norwich whereas the GS was broadly peaceful, the GS was operating in a democratic context and tried to use the media &amp; public opinion.</i> 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.
4	13-15	Sustained analysis, evaluating extent / nature of similarities and differences; <i>eg discusses the significance of the similarities weighed against differences.</i> 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.

Question Number		Target
4		Recall, understanding of key ideas; analysis & evaluation of the role of religion  <b>N.B. Do not credit simple copying of stimulus material without elaboration.</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; describes relevant example, <i>Eg describes beliefs about witches, describes swimming a witch.</i> Spells, punctuates & uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately
2	5-8	Developed statement supported by relevant knowledge; <i>Eg explains religious aspect of beliefs about witches or their treatment eg the Devil's Mark, or describes role of priest and significance of water in swimming a witch.</i> Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility
3	9-12	Developed explanation supported by appropriately selected knowledge <i>Eg; shows how Reformation created an emphasis on religion during this period; shows how state control of religion led to legal cases about witchcraft; or challenges question and shows how increase of accusations was a result of poverty, unsettled political situation, need for a scapegoat, influence of individuals such as King James &amp; Matthew Hopkins etc.</i> 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.
4	13-15	Sustained analysis, considering both sides of the issue, <i>Eg considers range of factors from Level 3 but also weighs religious factors against other factors in order to reach a conclusion.</i> 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.