

# Mark Scheme Summer 2009

GCSE

GCSE History (1336/3336)

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## 1336/A1: Britain, c.1815 - c.1850

Question Number		What can you learn from these sources about the activities of the Chartists?
		Target
1 (a)		Comprehension and inference from sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from source(s), or unsupported inference <i>e.g. they could be violent</i>
2	3-4	Developed statement about activities, taking relevant information from at least two sources, or makes supported inference from one source <i>e.g. they held group meetings, women took part, they covered much of the country</i>
3	5	Analysis, making developed inferences about activities, drawing on at least two sources in combination <i>e.g. they arranged for people to act together; activities had a social purpose; generally they were peaceful</i>

Question Number		Use your own knowledge to explain why people joined the Chartist movement.
		Target
1 (b)		Recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by some knowledge of the aims of the Chartists
2	3-5	Developed statement supported by relevant knowledge <i>e.g. describes the demands of Charter, what the Chartists offered</i>
3	6-8	Analysis supported by appropriately selected knowledge <i>e.g. considers range of motives of those joining - political, social and economic.</i>

Question Number		<b>Explain how the 1832 Reform Act changed the electoral system in Britain?</b>
		Target
1 (c) (i)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement offering a change, supported by some knowledge <i>e.g. it gave more men the vote</i>
2	5-8	Developed statement supported by relevant knowledge about the Reform Act <i>e.g. describes the terms of the Reform Act in detail; OR identifies a change e.g. before the Act..., after the Act...</i>
3	9-12	Analysis of terms of the Reform Act to evaluate change, supported by appropriately selected knowledge <i>e.g. examines changes made to constituencies, redistribution of seats, etc.</i>

Question Number		<b>Explain why the Chartist movement had collapsed by 1850.</b>
		Target
1 (c) (ii)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement offered, supported by some knowledge <i>e.g. opposition from government; leaders quarrelled</i>
2	5-8	Developed statement supported by relevant knowledge about failure with link to question weak or implicit <i>e.g. describes events such as Third Petition of 1848; describes division in leaders and methods;</i>
3	9-12	Analysis supported by appropriately selected knowledge to consider factors which played part in the failure <i>e.g. lack of middle class support; economic improvements; other causes</i>

Question Number	<p>How important was the work of George Stephenson in the development of the railways in Britain?</p> <p>You could include the following in your answer and any other information of your own:</p> <ul style="list-style-type: none"> <li>• The Stockton to Darlington railway set the standard gauge for railway tracks.</li> <li>• The Rainhill Trials were held in 1829.</li> <li>• By 1852 £300 million had been invested to build 8,000 miles of track.</li> </ul> <p>Target: Recall; analysis of key features; cause and consequence (AO1)</p>	
2	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement, supported by some knowledge. No credit for copying the stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately <i>e.g. lists locomotives and lines associated with Stephenson</i>
2	5-8	Developed statement supported by relevant knowledge about the growth of railways OR Stephenson. Spells, punctuates and uses the rules of grammar with general accuracy, uses a range of specialist terms with facility <i>.e.g. describes building of Stockton to Darlington line; gives details of the Rainhill Trials</i>
3	9-12	Analysis supported by appropriately selected knowledge which considers the significance of Stephenson's work. 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 <i>e.g. demonstrates the importance of solving the problems of building the early lines (Chat Moss, Mount Olive); examines significance of The Rocket in establishing the use of locomotives</i>
4	13-15	Sustained argument evaluating Stephenson's contribution against that of other people ( <i>e.g. Brunel</i> ) and other factors ( <i>e.g. investment, demands of industry</i> ). Spells, punctuates and uses the rules of grammar with considerable accuracy; deploys a range of grammatical construction with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number		<p>Why were the systems of poor relief used in Britain before 1834 failing to solve the problems of poverty? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own:</p> <ul style="list-style-type: none"> <li>• The Speenhamland system was first used in Berkshire in 1795.</li> <li>• The Napoleonic Wars ended in 1815.</li> <li>• By the 1830s there were approximately 15,000 parishes in England &amp; Wales.</li> </ul> <p>Target: Recall; analysis of causation and consequence (AO1)</p>
3		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 of poor relief systems. No credit for copying the stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy uses a limited range of specialist terms appropriately
2	5-8	Developed statement supported by relevant knowledge about poor relief before 1834. <i>e.g. describes the system based on the parish and/or the Speenhamland system.</i> Spells, punctuates and uses the rules of grammar with general accuracy, uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge which considers the failings of the systems. <i>e.g. demonstrates the corruptness of Overseers; the inadequacy of systems to cope with numbers; the burden of taxes .</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 argument supported by precisely selected information. Considers the purpose of poor relief systems and their failure to address the causes of poverty. <i>E.g. supports godly and idle poor; subsidising wages which remain low; systems not relevant to industrial conditions.</i> 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 and with precision





## 1336/B1: The American West, c.1840 - c.1895

Question Number		What can you learn from these sources about people's attitudes to the Mormons?  Target Comprehension and inference from sources (AO2)
1 (a)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement(s), extracts information from source or unsupported inference <i>e.g. they didn't like them/made fun of them</i>
2	3-4	Developed statement taking relevant information from at least two sources, <i>OR</i> making a supported inference from one source <i>e.g. the Mormons were seen as having dangerous religious beliefs; they behaved differently to other people</i>
3	5	Analysis, making developed inference(s) about attitudes, using sources in combination or making developed inferences from all three sources <i>e.g. they saw the Mormons as a threat to normal society and laws</i>

Question Number		Use your own knowledge to explain the dangers for those travelling West in wagon trains in the 1840s.  Target Recall; analysis of key features (AO1)
1 (b)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by some knowledge, offers valid reasons <i>e.g. weather, Indian attacks, no maps</i>
2	3-5	Developed statement supported by relevant knowledge about wagon trains <i>e.g. describes a journey or how the wagon train was set up</i>
3	6-8	Analysis supported by appropriately selected information about the danger(s) faced on the journey <i>e.g. expands on problems of the terrain and weather; length of journey, illness; threats to travellers</i>

Question Number		Use your own knowledge. Explain why the building of railways increased the number of people settling in the West after 1869?  Target Recall; causation and motivation (AO1)
1 (c) (i)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge; offers reasons or valid information <i>e.g. they could travel easily</i>
2	5-8	Developed statement supported by relevant knowledge <i>e.g. describes the building of the railways OR the settlement of the West;</i>
3	9-12	Analysis of increase in numbers, supported by appropriately selected information specific to time stated <i>e.g. considers the implications of the railway in promoting settlement improving communications/improving law and order; may consider how it was able to cope with demands to emigrate from Europe</i>

Question Number		Use your own knowledge. Explain how the Mormons overcame the difficulties of building a settlement at the Great Salt Lake.  Target Recall; causation and motivation (AO1)
1 (c) (ii)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge; offers reasons or valid information <i>e.g. worked together; irrigated land</i>
2	5-8	Developed statement supported by relevant knowledge <i>e.g. describes work at Salt Lake City OR discusses the Mormons travels taking them to the Great Salt Lake OR describes the difficulties</i>
3	9-12	Analysis of building the settlement supported by appropriately selected information <i>e.g. rules established by Brigham Young re land, water and timber; role of belief; Immigration Fund</i>

Question Number	<p>Why was the boom time for cattle ranching on the Plains so short? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• The American Civil War ended in 1865.</li> <li>• In 1880 there were approximately 4 ½ million cattle on the northern Plains.</li> <li>• In January 1887 temperatures fell to minus 24 C and the snow was 40cm deep.</li> </ul> <p>Target Recall; analysis of change and consequence (AO1)</p>	
2	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge of the cattle industry. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy, uses a limited number of specialist terms. <i>e.g. there was plenty of grass on the Plains, no-one else was there</i>
2	5-8	Developed statement supported by relevant knowledge about cattle ranching <i>e.g. offers narrative relating to cattle industry; may describe open range OR closed range</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate reasons for boom or bust. 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 <i>e.g. examines the economic reasons, demonstrates effect of changes in technology, pressure of other settlers</i> .
4	13-15	Sustained argument supported by precisely selected knowledge. Explores reasons for growth and collapse of industry. 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 and with precision.

Question Number	<p>Was the role of the United States army the most important factor in destroying the Plains Indians way of life after 1865? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• General Sherman was given the task of uniting the east and west states in 1865.</li> <li>• Gold was discovered in the Black Hills in 1874.</li> <li>• The 1887 Dawes Act gave the Indians allocations of land to farm and reduced the size of the reservations.</li> </ul> <p>Target Recall: analysis of causation (AO1)</p>	
3	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy, uses a limited number of specialist terms. <i>e.g. the army killed many Indians, they were put on reservations</i>
2	5-8	Developed statement supported by relevant knowledge about Indian way of Life or events after 1865. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. <i>E.g. may describe life on Plains OR reservations; may describe Battle of Little Big Horn; offers narrative of events</i>
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate reasons for destruction of Indians. 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 <i>e.g. examines the role of the army; conflict over gold; actions of government; pressure from settlement</i>
4	13-15	Sustained argument supported by precisely selected knowledge. Explores range of reasons for destruction of Indians and makes a judgement on relative importance (must include role of army). 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 and with precision.

## 1336/C1: Germany, c.1919 - c.1945

Question Number		Study Sources A, B and C. What can you learn from these sources about the methods used by the Nazis to get themselves well known in Germany?  Target
1 (a)		Comprehension and inference from sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, extracts evidence from source(s) or unsupported inference e.g. <i>they used posters; they trained their speakers</i>
2	3-4	Developed statement about methods, taking relevant information from at least two sources OR makes supported inference from one source. <i>E.g. they held a lot of meetings; they shared their strength</i>
3	5	Developed analysis making a reasoned inference supported by at least two sources in combination or supported inference from each source e.g. <i>identifies that they were well organised; considers the scale of their propaganda</i>

Question Number		Use your own knowledge to explain the change in Nazi party tactics in the years from the Beer Hall Putsch in 1923 to 1929.  Target
1 (b)		Recall; analysis of key features (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by some knowledge of Nazi tactics e.g. <i>They tried to get seats in parliament; they made promises</i>
2	3-5	Developed statement supported by relevant knowledge e.g. <i>describe tactics used - terror, speeches, propaganda etc; OR describes the Munich Putsch</i>
3	6-8	Analysis supported by appropriately selected knowledge to examine change e.g. <i>explains why a change from violence to peaceful tactics, places into context of 1920s</i>

Question Number		Use your own knowledge. Explain why events in Germany in the years 1929 to 1932 led to the growth of extremist political parties.  Target
1 (c) (i)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge <i>e.g. unemployment, disorder..</i>
2	5-8	Developed statement supported by relevant knowledge of events <i>e.g. describes Wall Street Crash and effect on Germany</i> ; OR offers reason(s) with link to growth weak or implicit or a narrative of events.
3	9-12	Analysis supported by appropriately selected knowledge to examine factors which helped extremist parties <i>e.g. weakness of Weimar government; Fear of return to 1923; lack of strong policies</i>

Question Number		Use your own knowledge. Explain how Hitler was able to destroy the power of the other political parties in Germany in the period January to July 1933.  Target
1 (c) (ii)		Recall; causation and motivation (AO1)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported by some knowledge <i>e.g. blamed them for problems; passed Laws</i>
2	5-8	Developed statement supported by relevant knowledge of actions, link to question weak or implicit <i>e.g. tells of alliance with other parties; describes burning down of Reichstag; details terms of the Enabling Act, narrative of events</i>
3	9-12	Analysis supported by appropriately selected knowledge, clearly linking events to the destruction of other parties. <i>e.g. demonstrates how Hitler used the Reichstag fire to attack the communists; Nazi 'intimidation' at elections.</i>

Question Number	<p>Why was the Weimar Republic weak in the period 1919 - 1923? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• The new constitution introduced election by proportional representation.</li> <li>• The new Republic signed the Treaty of Versailles.</li> <li>• The French occupied the Ruhr in 1923.</li> </ul> <p>Target; recall; analysis of key features; cause and consequence (AO1)</p>	
2	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge of the Weimar Republic. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy, uses a limited number of specialist terms. <i>e.g. it was unpopular; there was inflation/unemployment</i>
2	5-8	Developed statement supported by relevant knowledge about Weimar Republic <i>e.g. describes the terms of the constitution; described occupation of Ruhr and hyperinflation</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate reasons for weakness. 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 <i>e.g. examines the weakness of the constitution; economic reasons; demonstrates why unpopular</i> .
4	13-15	Sustained argument supported by precisely selected knowledge. Explores reasons for weaknesses in the context of Germany's defeat in the war <i>e.g. demonstrates the opposition it faced from monarchists/ex soldiers; considers the problems created for Germany by the Treaty of Versailles</i> .. 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 and with precision.

Question Number	<p>Explain the ways in which Nazi rule changed the lives of many young people in Germany after 1933.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• By 1938, 75% of all young people aged 10 -18 belonged to Nazi youth organisations.</li> <li>• School text books were rewritten.</li> <li>• Make up and jazz music were not acceptable.</li> </ul> <p>Target: recall; analysis of change and consequence (AO1)</p>	
3	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement(s) supported by some knowledge of the schools or youth organisations. No credit for copying stimulus material without elaboration. Spells, punctuates and uses the rules of grammar with some accuracy, uses a limited number of specialist terms. <i>e.g. the lessons were changed; boys and girls did different things</i>
2	5-8	Developed statement supported by relevant knowledge <i>e.g. describes Nazi schooling; describes activities of Hitler Youth</i> . Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Analysis supported by appropriately selected knowledge to demonstrate the effects of Nazi rule on the young. 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 <i>e.g. examines the impact of Nazi rule on the young, demonstrates the ways Hitler Youth\education fulfilled Nazi ideals</i>
4	13-15	Sustained argument supported by precisely selected knowledge. Explores a range of ways in which Nazi rule affected young people. For this level there must be some consideration of 'change', either a comparison with life pre 1933 or an examination of the measures to force them to conform, but which were not always successful. 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 and with precision



## 1336/P1: Medicine

Question Number		Study sources A, B and C. What can you learn from these sources about changes in people's understanding of the link between hygiene and disease? Explain your answer using these sources.  Target Comprehension and inference from sources (AO2)
1 (a)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, generalised comment or selects detail from source(s). <i>E.g. people caught disease because they were dirty; Source A says the rivers were polluted.</i>
2	3-4	Developed statement(s), describing links between health & hygiene from source(s) <i>E.g. sources A &amp; B show little change - they understood there was a link between dirt and disease (although inaccurate); C shows the link was understood and this has led to greater emphasis on prevention &amp; hygiene.</i> Source B says overcrowding : Source C says wash your hands.
3	5	Analysis showing extent of changing understanding based on inferences from at least 2 sources. <i>E.g. Link between dirt &amp; disease recognised in A but theory was faulty - more accurate understanding by time of C; A &amp; B shows limited change in understanding the link to disease but B recognises significance of overcrowding; greater understanding has led to moves towards preventive action &amp; government action.</i>

Question Number		Use your own knowledge. What factors led to Pasteur's success with vaccines? Explain your answer.  Target Recall; analysis of key features (AO1)
1 (b)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement. <i>E.g. Offers a command about Pasteur and his work or unsupported factor.</i>
2	3-5	Developed statement. <i>E.g. detailed account of Pasteur's work but factors only identified briefly by implication; or listed.</i>
3	6-8	Analysis showing how factors led to success <i>Eg, chemist training &amp; scientific approach to documenting work and repeated experiments ; previous work by Jenner; chance - Chamberland &amp; chicken cholera; rivalry with Koch; funding from government; communications e.g. knowledge of Koch's work etc</i>

Question Number		Study sources D and E. Who do you think made the more important contribution to medicine - William Harvey or Marie Curie? Use the sources and your own knowledge to explain your answer.  Target Recall; causation and motivation (AO1) Comprehension and inference from sources (AO2)
1 (c)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement, offers detail about individual(s), <i>E.g. Harvey discovered the circulation of the blood; Curie's work is used in treating cancer; raised the status of women in medicine</i>
2	5-8	Developed statement. <i>E.g. offers detailed description of work of Harvey / Curie; makes generalised comparison about the importance of their work supported by some knowledge.</i>
3	9-12	Analyses the importance of Harvey / Curie. <i>E.g., shows their contribution - Harvey &amp; physiology, understanding of how the body works laid important foundation for later developments but took some time to be accepted &amp; little immediate impact on treatment; Curie was scientist not doctor but discovered application of radioactivity for treatment - important breakthrough but side effects not understood at the time (developed leukaemia herself due to exposure)</i>  NB Peg at 10 if answer does not use sources and own knowledge.

Question Number	<p>How much continuity in medicine was there between the Greek and the Roman periods? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• A temple dedicated to Asclepius was built in Rome in 295BC.</li> <li>• Galen developed a Theory of Opposites for the treatment of illness.</li> <li>• Special hospitals were set up to care for sick and wounded Roman soldiers</li> </ul> <p>Target Recall, understanding of key ideas: analysis and comparison evaluation</p>	
2	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge; describes relevant example, <i>e.g. identifies element of change or continuity - Asclepius, 4 Humours; or offers detail about Greek / Roman medicine.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. describes range of aspects of Greek / Roman medicine, e.g. Roman public health achievements and work of Galen; or explains an example of change / continuity, e.g. continued use of 4 Humours or belief in Asclepius.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge <i>e.g. explains several aspects of change / continuity - 4 Humours developed by Galen into Opposites; more experienced surgeons within the Roman army created different emphasis in Roman medical care; government role in Roman public health provision went further than Greek emphasis on personal hygiene.</i></p> <p>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.</p>
4	13-15	<p>Sustained analysis, weighing change and continuity in order to reach a judgement. <i>E.g. weighs strong elements of continuity in theories about illness and treatment, against new aspects of hygiene &amp; surgery.</i></p> <p>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 &amp; with precision.</p>

Question Number	<p>How has the training of doctors changed in the period 1850 to the present day? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In 1852 the Medical Registration Act was passed.</li> <li>• In 1876 the manometer was invented which measures blood pressure.</li> <li>• In 2005 40% of General Practitioners were female.</li> </ul> <p>Target Recall, understanding of key ideas: analysis and comparison evaluation</p>	
3	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge; <i>e.g. offers generalised comment that doctors need specialist training or training is now more scientific; or offers detail, e.g. women can now be doctors.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. describes acceptance of female doctors; explains that doctors need to attend medical school and become qualified; describes range of technology now available to doctor, which requires training for doctors to use properly.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge <i>E.g. shows changes in qualification system (may link to EGA &amp; female doctors); explains the need to attend medical school and have experience in a range of scientific areas before specialising; explains how changes in understanding of illness creates need for more scientific approach and training; explains how greater understanding &amp; need for specialist technology has led to division between GP &amp; consultant &amp; relevant training or reliance on specialist technicians.</i></p> <p>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.</p>
4	13-15	<p>Sustained analysis, <i>E.g. covers several points at level 3.</i></p> <p>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 &amp; with precision.</p>

Question Number	<p>Why have such rapid developments in surgery taken place since 1900? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• During the First World War, a way was found to store blood without it clotting.</li> <li>• Archibald McIndoe used plastic surgery to treat pilots with burns during the Second World War.</li> <li>• The first kidney transplant was carried out in 1954 in the USA.</li> </ul> <p>Target Recall, understanding of key ideas: analysis and comparison evaluation</p>	
4	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge; <i>e.g. offers example such as new techniques of transplants ;or offers general comment about developments as a result of war or technology.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. describes developments in surgery; or identifies reason such as improved technology and gives generalised examples.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-12	<p>Analysis supported by appropriately selected knowledge <i>E.g. explains role of a factor e.g. technology in keyhole surgery / transplants, funding or improved communication etc &amp; provides specific examples.</i></p> <p>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.</p>
4	13-15	<p>Sustained analysis, explains interaction of factors. <i>E.g. scientific knowledge &amp; understanding, technology, communications, funding etc</i></p> <p>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 &amp; with precision.</p>



## 1336/Q1: Crime, Punishment and Protest

Question Number		Study Sources A, B and C.
		<p>What can you learn from these sources about changes in the ways religious beliefs have been treated by the authorities? Explain your answer using these sources.</p> <p>Target: Inference from sources &amp; understanding of context (AO2)</p>
1 (a)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on source(s) <i>e.g. people were burned for religion; religious hate crime is treated seriously now.</i>
2	3-4	Developed statement supported by use of source(s), how government treatment of religious beliefs has changed over time, <i>e.g. explains how religious beliefs were treated as a crime, explains that recent laws about religion reflect changes in treatment by the authorities.</i>
3	5	<p>Analyses sources to show change in attitude, <i>E.g. Source A shows that there was no religious tolerance whereas now actual beliefs are not illegal but they may be linked to illegal actions.</i></p> <p>NB must use at least 2 sources to support comments in Level 3.</p>

Question Number		Use your own knowledge.
		<p>Why was highway robbery such a problem in the eighteenth century? Explain your answer.</p> <p>Target: Recall; analysis of key features (AO1)</p>
1 (b)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, <i>E.g. lots of people were being robbed, people were afraid to travel. Highway men were violent.</i>
2	3-5	Developed statement supported by relevant information about highway robbery. <i>E.g. may provide details about Dick Turpin. Describes the nature of highway robbery.</i>
3	6-8	Developed explanation supported by appropriately selected information about <i>WHY</i> highway robbery was a problem in the context of the 18 <sup>th</sup> century. Shows a range of factors <i>e.g.</i> increased travel, no banks, no police.

Question Number		Study Sources D and E.  How far has the role of the police force changed since 1829? Use your own knowledge and the sources to explain your answer.  Target: Recall; causation and motivation (AO1 10) Comprehension and inference from source (A02 2)
1 (c)		
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported from source(s) or own knowledge E.g. <i>there are now specialised squads; police now drive cars; they deal with a wider range of issues.</i>
2	5-8	Developed statement supported by some relevant information which describes changes in the police force or compare the roles in 1829 to nowadays. E.g. <i>describes the professionalisation of the police; shows that the role has extended from catching criminals in the act; describes changes such as introduction of women as police officers.</i>
3	9-12	<i>Analysis of changes, supported by appropriate contextual information; E.g. explains how the role has changed from catching criminals to detection and prevention; shows the changes in role due to the introduction of different sections e.g. riot police /community liaison; shows effect of changes in science &amp; technology on detection etc.</i>  NB Peg at 10 if there is no use of sources.



Question Number	How fair was the Roman system of law and order? Explain your answer.	
	<p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• Roman Law only applied to Roman citizens.</li> <li>• There was no official police force.</li> <li>• In 528AD Roman laws were brought together and simplified into one code.</li> </ul> <p>Target: Recall, understanding of key ideas; analysis and evaluation (A01 15)</p>	
2	N.B. Do not credit simple copying of stimulus material without elaboration.	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge; describes relevant example, <i>e.g. the lack of the police force; generalised comments about the court system or the rights of groups of people under Roman Law.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. comments on fairness and describes the rights / treatment of women / slaves / non-Roman citizens etc; describes the role of groups such as vigils; describes the court system.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-11	<p>Developed explanation supported by appropriately selected knowledge <i>E.g. discusses fairness of the system in terms of the rights and treatment available to different groups e.g. women, slaves, non-Roman citizens etc; discusses the courts system at several levels. May discuss the Court system.</i></p> <p>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.</p>
4	12-15	<p>Sustained analysis, <i>E.g. discusses several aspects of the Roman system as for Level 3, with a clear focus on the issue of fairness and makes a supported judgement.</i></p> <p>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 &amp; with precision.</p>

Question Number	<p>Why was the government able to defeat the General Strike in 1926? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• The <i>British Gazette</i> newspaper was published during the strike.</li> <li>• On 4 May over 1.5 million workers were on strike.</li> <li>• On 7 May troops were called to London.</li> </ul> <p>Target : Recall, understanding of key ideas; analysis and evaluation</p>	
3	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge. Gives an example of a group of people who went on strike. <i>E.g. The Government used the army and police.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. Describes the role of volunteers; provides details about the GS; describes the end of the strike.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-11	<p>Developed explanation supported by appropriately selected knowledge <i>e.g. explains the importance of propaganda and control of the media; explains how the government had made preparations e.g. use of the army and the police; explains why the TUC was not prepared to support the miners any further.</i></p> <p>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.</p>
4	12-15	<p>Sustained analysis, explaining <u>both</u> the success of the government <u>and</u> the capitulation of the TUC, <i>e.g. the importance of government control of the media &amp; the army.</i></p> <p>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 &amp; with precision.</p>

Question Number	<p>Why were conscientious objectors less of a problem for the authorities in the Second World War than in the First World War? Explain your answer.</p> <p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> <li>• In the First World War, approximately 16,000 men refused to join the army on the grounds of conscientious objection.</li> <li>• In 1916, Dartmoor prison was re-opened and 1,000 conscientious objectors were sent there.</li> <li>• In the Second World War, nearly 60,000 people claimed exemption from conscription.</li> </ul> <p>Target: Recall, understanding of key ideas; analysis and evaluation</p>	
4	<p>N.B. Do not credit simple copying of stimulus material without elaboration.</p>	
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	<p>Simple statement supported by some knowledge; e.g. <i>COs were given jobs in farming &amp; industry in the 2WW; describes the treatment of COs in the 1WW.</i></p> <p>Spells, punctuates &amp; uses rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.</p>
2	5-8	<p>Developed statement supported by relevant knowledge; <i>E.g. description of attitudes / treatment of COs in 1<sup>st</sup> WW; describes the changed attitude of the authorities in the Second World War - shows efforts were made to accommodate COs in the 2<sup>nd</sup> WW in farming &amp; industry; compares the treatment of COs in the 1<sup>st</sup> and 2<sup>nd</sup> WW.</i></p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	9-11	<p>Developed explanation supported by appropriately selected knowledge <i>E.g. explains why attitudes had changed - the horrors of trench warfare, increasing pacifism, freedom of conscience etc and links to changed behaviour e.g. tribunals did not include military personnel, greater range of war work available in farming etc and less emphasis on combatants, prison used as a last resort in WW II.</i></p> <p>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.</p>

4	12-15	<p>Sustained analysis, supported by appropriately selected knowledge, <i>e.g. answer includes several points as for Level 3; may also point out that popular opinion was much slower to change - they were still called cowards, attacked &amp; sacked from their jobs .</i></p> <p>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 &amp; with precision.</p>
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## 1336/21: Medicine

Question Number		Study Sources A and B.  What can you learn from Sources A and B about Professor Simpson's discovery?  Target
1		Comprehension and inference (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Comprehension: extracts valid details from source(s) or simple inference without support from source e.g. substitute for ether
2	3-4	Supported inference e.g. uses source(s) to show improved experience
3	5-6	Developed and reasoned inference(s), supported from both sources in combination, e.g. expands on the significance of 'superior in every way' and links to the condition in which the boy in source B awoke

Question Number		Study Sources B and C and use your own knowledge.  Why did the use of chloroform bring both benefits and problems to surgery? Explain your answer, using Sources B and C and your own knowledge  Target
2		Recall; analysis of key features; impact (AO1: 4 AO2: 3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement from source or own knowledge, offering benefit, problem or information e.g. no pain during operation
2	3-5	Developed statement from source and /or own knowledge describing benefits <u>AND</u> problems. E.g. expands on longer operations and problems of bleeding or infection.  Answers without additional recalled knowledge may not score above 4 marks.
3	6-7	Analysis of impact on the development of surgery. Reasoned exploration of implications of the use of anaesthetics. At this level the significance of the complexity of what could be attempted and the associated problems of infection should be noted.

Question Number		Study Sources D and E.  Compare the value of Sources D and E for an enquiry into operations in the 1870s.  Target
3		Evaluation of sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement based on extraction / description of content e.g. 'as much harm as good'.
2	4-5	Developed statement of value, referring to content or nature/origin of source(s)  e.g. E an individual case, while D is describing a general situation
3	6-7	Discussion of value based on reasoning from content and nature / origin of source(s). E.g. could consider the value of the information about the problems of operations given by an expert - a surgeon with the experience and the ability to reflect on the situation and see the problems - and the value of Source E, the personal experience of an individual's calm experience through anaesthesia.

Question Number		Study Source F.  How can you tell that the author disapproves of Lister's work? Explain your answer, using Source F.  Target
4		Analysis of and inference from source material (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on extraction of content, e.g. 'given it up'.
2	3-4	Developed statement describing source content and linking to attitude, e.g. selects statements re 'returned to older practices' and 'said to be less successful' to show disapproval.
3	5-6	Developed and reasoned inference of attitude from author's selection and treatment of content - e.g. all disapproving comment /emphasis on opposition / rejection of antiseptics AND implications of choice of words / tone made explicit

Question Number		Study Sources F, G and H.  How far do Sources G and H support the impression given in Source F of reactions to Lister's work? Explain your answer, using Sources F, G and H.  Target
5		Target: cross-referencing of sources to reach a judgment, analysis of portrayal (AO2 and 3).
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by extraction from source(s) e.g. G 'few supporters'.
2	3-5	Developed statement supported from the content of the sources e.g. matches details of the content of F and G to agree that leading surgeons refuse to use it and uses the content of F and H to disagree as the Queen's accepts the germ theory and the carbolic treatment.
3	6-8	Reaches a reasoned and balanced judgment, using material from all three sources. May note the implication in G that surgeons seem not to know the details of the practice and link that with the rejection of theoretical principle in F.

Question Number		Study Sources F and I and use your own knowledge.  Why was there so much opposition to Lister's antiseptic methods? Explain your answer, using Sources F and I and your own knowledge.  Target
6		Recall; analysis of key features; causation; analysis of sources (AO1: 4 AO2: 4)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement from source or own knowledge, offering reason or information e.g. not successful, surgeons didn't care about theory
2	4-6	Developed statement from source and/or own knowledge describing opposition to antiseptics. E.g. expands on the unpopularity of the effects of the carbolic spray (made hands dry, cracked etc) and the surgeons' doubts about the germ theory at this time.  Answers without additional recalled knowledge may not score above 4 marks.
3	7-8	Analysis of motive / attitude recognising why surgeons did not accept the theoretical basis for antiseptics.

Question Number		<b>Study Sources J and K.</b>  <b>In what ways do these sources differ in their views about the impact of Lister's work? Explain your answer, using Sources J and K.</b>  Target
7		Analysis of interpretations (AO3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on simple extraction from source(s) e.g. 'other surgeons more successful / Lister revolutionised surgery
2	3-4	Developed statement based on description of the content of the two sources to report differences e.g. contrasts J Lister less successful and less careful, with K surgery much safer.
3	5-6	Analysis of difference supported by careful examination of the sources, drawing out their implications. Sees that the difference lies in K's assessment of impact - that Lister's work transformed what sort of operation could be attempted.



Question Number		Study Sources D, K and L and use your own knowledge.  How important was Lister's contribution to improvements in surgery in the nineteenth century? Explain your answer, using your own knowledge, Sources D, K and L and any other sources you find helpful.  Target
8		Recall, analysis of causation. Evaluation of an interpretation (AO1 7; AO2 and 3: 5)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple valid statement from source or own knowledge, offering a contribution or information: e.g. 'revolutionised surgery'.
2	4-6	Developed statement from source and /or own knowledge e.g. describing the use of antiseptics and linking to improvement - reduction in cases of infection.
3	7-9	Analysis of significance. Reasoned exploration of Lister's contribution with some acknowledgement of other factors  Or  examination of extent of improvement in surgery e.g. problems of bleeding still remained.  (maximum seven marks unless additional recalled knowledge is deployed)
4	10-12	Reaches and sustains a reasoned conclusion from sources and own knowledge. Considers the significance of Lister's contribution by exploring its influence in combination with other factors, including the role of Simpson and Pasteur or by balancing the strengths and limitations of Lister's methods



## 1336/22: Crime, Punishment and Protest

Question Number		Study Sources A and B.
		What can you learn from Sources A and B about the protest methods used by campaigners for votes for women?
		Target
1		Comprehension and inference (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Comprehension: extracts valid details from source(s) or simple inference without support from source e.g. set fire to post boxes
2	3-4	Supported inference e.g. uses source(s) to show wanted to be imprisoned / put pressure on government, or to show nature of protest - e.g. not all violent or even public
3	5-6	Developed and reasoned inference(s), supported from both sources in combination, e.g. expands on the purpose of the tactics to draw attention to cause and pressurise the authorities

Question Number		Study Sources C and D and use your own knowledge.
		Why were prisons reformed in the nineteenth and early twentieth centuries? Explain your answer, using Sources C and D and your own knowledge.
		Target
2		Recall; analysis of key features; impact (AO1: 4 AO2: 3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement from source or own knowledge, offering reason, problem or information e.g. complaints of suffragettes
2	3-5	Developed statement from source and /or own knowledge describing prison conditions or actions of reformers. E.g. expands conditions in Newgate and other prisons and the work of Elizabeth Fry  Answers without additional recalled knowledge may not score above 4 marks
3	6-7	Analysis of reasons for reform combining actions/attitudes with associated changes: e.g. the impact of Elizabeth's Fry's campaign; the ideas of C19 reformers which led to the Separate and Silent systems; ideas of rehabilitation as well as punishment etc.

Question Number		Study Sources E and F.  Compare the value of Sources E and F for an enquiry into the WSPU's methods and success in attracting supporters.  Target
3		Evaluation of sources (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement based on extraction / description of content e.g. ' the grandest movement'
2	4-5	statement of value, referring to content OR nature/origin of source(s) e.g. E an actual scene, while F only something sung - not information about numbers.
3	6-7	Discussion of value based on reasoning from content AND nature / origin of sources. E.g. could consider the value of the photograph as evidence of tactics - the grand march- and of male supporters as well as female, though limited in what can be said about the strength of their numbers from only one scene, and explore the contribution of the song - insight into demands and techniques of morale building.

Question Number		Study Source G.  How can you tell from this source that Henry Brailsford was in sympathy with the WSPU protesters? Explain your answer, using Source G.  Target
4		Analysis of and inference from source material (AO2 )
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on extraction of content, e.g. 'courage'
2	3-4	Developed statement describing source content and linking to attitude, e.g. selects statements re 'did exactly what promised' and 'the courage to act quietly and alone'' to show approval.
3	5-6	Developed and reasoned inference of attitude from author's selection AND treatment of content - e.g. all approving comment; emphasis on courage in spite of lack of strength. Implications of selection of content made explicit e.g. 'made sure no-one in danger before threw stone'.

Question Number		Study Sources G, H and I.  How far do Sources H and I support the impression given in Source G of the treatment the suffragettes faced in prison? Explain your answer, using Sources G, H and I.  Target
5		cross-referencing of sources to reach a judgment, analysis of portrayal (AO2 and 3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by extraction from source(s) e.g. H shows force feeding
2	3-5	Developed statement supported from the content of the sources e.g. matches details of the content of G and H to agree that suffragettes were forcibly fed in prison or uses the details of the picture to agree that the process would be unpleasant.
3	6-8	Reaches a reasoned and balanced judgment, using content of all three sources critically, or taking account of nature / origins etc in order to consider the weight of evidence supporting G.

Question Number		Study Sources H and J and use your own knowledge.  Why did the authorities use force-feeding on hundreds of suffragette prisoners? Explain your answer, using Sources H and J and your own knowledge.  Target
6		Recall; analysis of key features; causation; analysis of sources (AO1: 4 AO2: 4)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement from source or own knowledge, offering reason or information e.g. King wanted it
2	4-6	Developed statement from source and /or own knowledge giving information about force-feeding or hunger strikers and linking to decision to force-feed  Answers without additional recalled knowledge may not score above 4 marks
3	7-8	Analysis of motive and attitude linked to decision. At this level the significance of the authorities' fears of the dangers of martyrdom or the significance of the success of hunger striking as a protest should be clearly drawn out.

Question Number		Study Sources K and L.  In what ways do these sources differ in their views about the impact of the WSPU campaign of protest? Explain your answer, using Sources K and L.  Target
7		Analysis of interpretations (AO3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, based on simple extraction from source(s) e.g. 'put off supporters /huge impact on society'
2	3-4	Developed statement based on description of the content of the two sources to report differences about impact of campaigns e.g. contrasts L huge impact with K issue of vote no nearer being settled'
3	5-6	Analysis of difference supported by careful examination of the sources, drawing out their implications. Sees that the difference lies in what they are assessing: K is concentrating on outcome - did they achieve the vote or not; L's assessment is of impact is on society and on the ways in which the protestors were successful in the amount of support they managed to attract

Question Number	Study Sources H, L and M and use your own knowledge.	
	Do you think that the suffragettes' success in getting publicity was the main reason why the authorities failed to stop the suffragettes' campaign? Explain your answer, using your own knowledge, Sources H, L and M and any other sources you find helpful.	
	Target	
8	Recall, analysis of causation. Evaluation of a claim (AO1: 7; AO2 and 3: 5)	
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple valid statement from source or own knowledge, offering a reason or information: e.g. 'fund-raising'
2	4-6	Developed statement from source and /or own knowledge e.g. describing tactics and linking to growth of support or challenge to authorities.
3	7-9	Analysis of causation. Shows the significance of factor(s) which made the movement difficult to defeat - determination, funding, numbers, organisation, the effectiveness of particular tactics; etc  (maximum seven marks unless additional recalled knowledge is deployed)
4	10-12	Reaches and sustains a reasoned conclusion from sources and own knowledge. Considers the significance of a range of factors in combination, showing ways in which they strengthened the movement and mounted a challenge to the authorities.

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