

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1336 22)

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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		Study Sources A and B. What can you learn from Sources A and B about the problems farm workers and their families faced in the early nineteenth century? Target
1		Comprehension and inference (AO2: 6)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Comprehension; simple statement of detail taken from source(s) or generalised inference without support from source. <i>Eg they lived in dreadful conditions; the cottage was filthy; they lived on bread and potatoes.</i>
2	3-5	Inference about the living conditions, supported from source(s). <i>Eg uses details of dirt, basic accommodation or limited diet in A to support an inference about poor living conditions; infers from B they could only afford basic food.</i>
3	6	Inference supported from sources used in combination. <i>Eg they lived in dreadful conditions because they were unable to afford decent accommodation or food; they may have suffered from ill-health because of their damp housing and poor food.</i>

Question Number		Study Source C and use your own knowledge. Why were the men known as the Tolpuddle Martyrs transported to Australia? Use Source C and your own knowledge to explain your answer. Target
2		Recall; analysis of causation (A01: 4; A02: 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement from source or own knowledge, or describes transportation. <i>Eg the JPs thought the situation could become dangerous; they wanted to make an example of them.</i>
2	3-4	Developed statement from source and / or own knowledge about the reason(s) for their treatment. <i>Eg describes the "crime" of the Tolpuddle Martyrs; explains why transportation was used as a punishment.</i>
3	5-6	Analysis explaining the reaction of the authorities. <i>Eg explains the fears of the authorities about unions and relates this to the case of the Tolpuddle Martyrs; explains how the legal system was manipulated in order to make an example of them.</i>

Question Number		Study Source D. What impression does the author of Source D give of the MPs who refused to pardon the Tolpuddle Martyrs? Explain your answer, using Source D.
		Target
3		Analysis and inference from source material; portrayal. (A02 : 4; A03 : 26)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement based on extraction from source or generalised comment. <i>Eg he calls them fat and devils; he gives a negative impression.</i>
2	3-4	Developed statement describing source content and linking it to a negative attitude towards the MPs. <i>Eg the article describes them in negative terms, such as fat and devils; the article suggests they were hypocritical.</i>
3	5-6	Developed statement describing source content and language / tone / treatment, explicitly linking it to overall impression. <i>Eg the whole article builds up a negative impression - they are described as devils and fat and the way their behaviour is described suggests they are hypocritical.</i>

Question Number		Study Sources E and F. Compare the value of Sources E and F for an enquiry into how convicts were treated while they were in Australia. Target
4		Evaluation of sources (A02: 8)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement based on extraction from, or description of, source. <i>Eg E tells you more; E is from someone who experienced the events, F tells you about an individual's behaviour.</i>
2	4-6	Developed statement of value, referring to content OR reliability / nature / origin / purpose of source(s). <i>Eg E is useful because it says that there were some good owners, E tells us how desperate some people were; F could be exaggerated since it comes from a newspaper/ anonymous writer.</i> Peg at 5 any answers which focus on how convicts were treated instead of the value of the sources.
3	7-8	Analysis of the value of the source(s) based on reasoning from the content, taking into account their reliability / nature / origin / purpose. <i>Eg E shows that there were both good and bad owners although Loveless might have exaggerated the worst aspects in order to make people feel sorry for him; F gives a vivid account but may be exaggerated in order to support the case for abolition / arouse interest in the paper.</i> Reserve top mark for answers which consider both sources.

Question Number		Study Source G and use your own knowledge. Explain why the British government ended the use of transportation as a punishment. Use Source G and your own knowledge to explain your answer. Target
5		Recall, analysis of cause and key features; analysis of source(A01: 5; A02 : 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement identifying reason(s) why transportation was ended. <i>Eg the Australian authorities no longer wanted to accept convicts.</i>
2	3-5	Developed statement supported from G and / or own knowledge describing reason(s) why transportation ended. <i>Eg the opposition from the Australian authorities; the fact that it was not always seen as a deterrent;, the expense; the increased desire to emigrate to Australia after gold was discovered..</i>
3	6-7	Explanation of a range of reasons why transportation was ended in 1868. <i>Eg explains several reasons and shows their interaction; explanation places reasons securely in context of mid-nineteenth century - prison reform, discovery of gold in 1851.</i>

Question Number	Study Sources H, I and J. How far do Sources H, I and J suggest that the separate system used in Pentonville prison was an
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		effective way of reforming prisoners? Explain your answer, using Sources H, I and J.
		Target
6		Cross referencing of sources to reach a judgement (A02: 8)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement supported by extraction from source(s). <i>Eg, in H the prisoner has the chance to work; in I the punishment does not seem to work; in J, the chaplain can lead a prisoner to reform.</i>
2	3-5	Developed statement supported from the content of the source(s). <i>Eg uses H to show that learning a trade or I to show that feelings of repentance, can lead to reform; uses J to show that there were a range of ways to circumvent the system.</i>
3	6-8	Reaches a reasoned and balanced conclusion, based on all 3 sources and considering the weight that should be placed on their evidence. <i>Eg weighs H & I, which show the potential for the system to work but do not offer any evidence of whether it was successful, against J which suggests that in reality the prisoners could circumvent it; considers how far the drawing in H can be accepted as an accurate representation of conditions in prison.</i>

Question Number	Study Sources K and L. How far do Sources K and L suggest that
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		<p>the prison system was too harsh in the nineteenth century? Explain your answer, using Sources K and L.</p> <p>Target</p>
7		Comprehension; analysis of differences (A02: 7)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statement from source(s).</p> <p><i>Eg in K the system has created an increase in mental illness; in L the prison governor is very harsh.</i></p>
2	3-5	<p>Developed statement showing the different effects of the harshness in the system, supported from the source(s).</p> <p><i>Eg in K the system has created a level of mental illness which is higher than in previous years and also higher than in other prisons; in L, the governor is so harsh that prisoners seek death.</i></p>
3	6-7	<p>Analysis of the sources, comparing the effects shown and making a judgement on "too harsh".</p> <p><i>Eg places K in wider context and realises that in other cases the system may not result in the same degree of mental problems; answer relates the details in K and L to the purpose of prison in order to consider "too harsh"; answer considers how far generalisations can be made on the basis of the example in L of one prison.</i></p>

Question Number		Study Sources H, K and M and use your own knowledge. How far do you agree that concern about the expense of prisons was the main reason for changes in the prison system in the nineteenth century? Explain your answer, using your own knowledge, Sources H, K and M and any other sources you find helpful. Target
8		Recall, analysis of change and causation; evaluation of an interpretation. (AO 1: 6; AO 2 & 3: 6)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement from source(s) or own knowledge offering comment about prison reform or the cost of prisons. <i>Eg states that the idea of punishment was changing from deterrent to reform; summarises key changes in prisons in 19th century; shows that the silent system was expensive.</i>
2	4-6	Developed statement supported from source(s) and / or own knowledge describing prison reform or changing attitudes in the nineteenth century. <i>Eg explains the comments in M; describes different penal systems such as separate and silent systems; describes changing attitude towards punishment and reform or the ideas of Howard & Fry.</i>
3	7-9	Analysis of the reasons for change in the prison system during the nineteenth century. <i>Eg links changes in prison systems to changing attitudes about reform; uses concern about cost to explain use of hard labour or silent system in preference to separate system or reforms promoted by Howard & Fry; places concern about cost in the context of need for more prisons due to increasing pressure on prisons after ending transportation & changes in the Bloody Code.</i> Peg at 8 if no ARK
4	10-12	Reaches and sustains a reasoned conclusion from sources and own knowledge considering the extent to which changes in the prison system were made in response to concern about the expense. <i>Eg weighs concern about cost against other factors such as increased use of prisons and the shift back from reform to punishment.</i>

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