

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1336 Q1)

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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, B and C. What can you learn from these sources about changes in the ways people dealt with the threat of violent crime? Explain your answer using these sources. Target
1 (a)		Inference from sources & understanding of context (AO2 5).
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement, generalised comment or selects detail from source(s) with limited explanation. <i>e.g. people used to fight back but now they look to the police for protection; C shows that the police and courts deal with gun crime.</i>
2	3-4	Developed statement supported by use of source(s) about methods of dealing with the threat of violent crime. <i>e.g. in A she wants weapons for the household to defend itself, in B the woman is protected by an armed guard; C shows that people rely on the police to protect them / want gun crime dealt with severely</i>
3	5	Analysis using at least two sources to show changes in methods of dealing with the threat of violent crime. <i>e.g. Sources A & B show the need for self-reliance and action; C shows the role of the police force; C shows an expectation that the government takes responsibility for dealing with violent crime.</i>

Question Number		Use your own knowledge. Why was Elizabeth Fry important in prison reform in the nineteenth century? Explain your answer. Target
1 (b)		Recall; analysis of role of the individual (AO1 8)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statement. <i>e.g. she improved prisons for women; she was a key individual in the prison reform movement.</i>
2	3-5	Developed statement supported by relevant information. <i>e.g. detailed description of what she did</i> OR <i>Describes conditions in prisons.</i>
3	6-8	Developed explanation supported by appropriately selected detail(s). <i>e.g.</i> <i>Explains how her actions / recommendations were designed to reform prisoners;</i> <i>places Fry in context;</i> <i>may show that her impact was limited.</i>

Question Number		Study Sources D and E. Why was the Bloody Code ended? Use Sources D and E and your own knowledge to explain your answer. Target
1 (c)		Recall; analysis of key features & change; (AO1 10) Comprehension & inference from source (A02 2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement supported from source(s) or own knowledge. <i>e.g. it didn't work; public execution was not a deterrent; people did not agree with it; people were hung for minor crimes.</i>
2	5-8	Developed statement supported by relevant information. <i>e.g. shows that many juries were reluctant to convict on minor crimes; describes public executions; describes the shift towards reform/other punishments</i>
3	9-12	Analysis, supported by appropriate contextual information. <i>e.g. shows range of reasons - that it was seen to be less effective than desired, that there was a move towards alternative punishments because of the desire for reform and rehabilitation, etc.</i> Peg at 10 for no use of sources.

Question Number	How much did methods of punishment in England change from the Anglo-Saxon to the Norman period?	
	<p>You could include the following in your answer and any other information of your own.</p> <ul style="list-style-type: none"> • Wergild was used by the Anglo-Saxons. • Local manor courts often used fines as a punishment. • The Normans allowed Benefit of Clergy. <p>Target</p>	
2	<p>Target: Recall, understanding of key ideas; analysis & evaluation; (AO1 15)</p> <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.</p> <p><i>e.g. says that executions continued to be used; clergy had own courts.</i></p> <p>Spells, punctuates & 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.</p> <p><i>e.g. describes various examples of punishment; shows that wergild and fines were different; describes Benefit of Clergy.</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 of change/continuity in punishments supported by appropriately selected knowledge.</p> <p><i>e.g. identifies examples of change / continuity in punishment - continued use of death penalty & fines / humiliation imposed by local courts, ending of wergild, introduction of Benefit of Clergy & harsh punishments.</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>Evaluation, supported by appropriately selected knowledge.</p> <p><i>e.g. weighs range of examples as at Level 3 in order to reach a judgement on nature / extent of change and continuity.</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 & with precision.</p>

Question Number	<p>How successful were the tactics used by Suffragettes to gain support in the period 1903-13? 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"> • In 1905 Suffragette leaders disrupted public meetings where government ministers were speaking. • The first Suffragette hunger strike was in 1909. • In 1913 the government passed the Cat and Mouse Act. <p>Target</p>	
3	<p>Recall, analysis of causation (AO1 15) 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.</p> <p><i>e.g. lists different tactics; protests were reported in the papers.</i></p> <p>Spells, punctuates & 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; support is assumed.</p> <p><i>e.g. describes the range of tactics used; describes the publicity gained, e.g. hunger strike, Emily Davison at the Derby.</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.</p> <p><i>e.g. demonstrates how specific tactics had an effect on support for the suffragettes.</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>Evaluation, supported by appropriately selected knowledge.</p> <p><i>e.g. evaluates the success of the suffragettes' tactics in gaining support.</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 & with precision.</p>

Question Number	<p>How much did the attitude of the authorities influence the amount of witchcraft trials in the sixteenth and seventeenth centuries? 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"> • An Act of parliament in 1563 laid down different punishments for different levels of witchcraft. • A witch could only be sentenced to death by a judge sent out from London. • Many religious people believed very strongly in the Devil. <p>Target</p>	
4	<p>Recall, analysis and explanation of change (AO1 15) 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.</p> <p><i>e.g. the authorities made witchcraft a crime; James I wrote a book against witchcraft.</i></p> <p>Spells, punctuates & 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.</p> <p><i>e.g. provides details about witchcraft crimes / trials; offers reason(s) to explain the increased accusations of witchcraft.</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.</p> <p><i>e.g. explains how the attitude of the authorities affected witchcraft trials; explains other factors such as Matthew Hopkins, religion, social & economic changes, Civil War.</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>Evaluation, supported by appropriately selected knowledge.</p> <p><i>e.g. weighs the various effects of different factors on the rise of accusations; discusses influence of attitude of authorities in both rise and fall of witchcraft trials.</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 & with precision.</p>

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