

History A

General Certificate of Secondary Education **GCSE 1935**

General Certificate of Secondary Education (Short Course) **GCSE 1035**

Mark Schemes for the Components

June 2007

1935/1035/MS/R/07

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

The reports on the Examinations provide information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the syllabus content, of the operation of the scheme of assessment and of the application of assessment criteria.

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Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 870 6622

Facsimile: 0870 870 6621

E-mail: publications@ocr.org.uk

CONTENTS

General Certificate of Secondary Education

History A (1935)

General Certificate of Secondary Education (Short Course)

History A (1035)

MARK SCHEMES FOR THE COMPONENTS

Component	Content	Page
1035/01	Paper 1(Short Course)	1
1935/11-15	Paper 1	37
1935/21	Paper 2 – Medicine Through Time	115
1935/22	Paper 2 – Crime and Punishment Through Time	123
*	Grade Thresholds	134

**Mark Scheme 1035/01
June 2007**

SCHOOLS HISTORY PROJECT (SHORT COURSE)**INSTRUCTIONS TO EXAMINERS****GENERAL POINTS**

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives. Examiners should remember that in this paper these are: AO 1 - 60%; AO 2/3 - 40%.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.

If you are undecided between two levels always place the answer in the higher of these levels.

- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level, candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.

- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band - award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band - award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.

- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (e.g 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the two questions, and then the grand total (e.g. 10 =10 =20).
- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question.
- 7 Remember that we are trying to achieve two things in the marking of the scripts:
 - (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember - YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay question.

In the marking of this question the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

MEDICINE THROUGH TIME

1(a) Study Source A. Would Pare have approved of the method described in Source A? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Yes or No, based on details in the source - no contextual knowledge

(1)

E.g. 'I think he would have approved because it is a very careful method. It is telling the doctor exactly what to do.' 'No I don't think he would have approved. What good will it do burning the skin like this. It is a daft thing to do.'

or

Unsupported assertions that Pare lived much later so methods would have improved

(1)

Level 2 Uses contextual knowledge either to explain the purpose of cauterisation or to find similarities with Pare's soothing ointment

(2-3)

E.g. 'Yes he would have approved of this because what was happening was that the infected parts were being burned away to stop the infection spreading further.' 'Yes he would have approved because the cotton and the salt sound very gentle and this is similar to the eggs and oil of roses that Pare's used.'

or

Uses the fact that Pare lived at the time of the Medical Renaissance as a reason why he would not have approved/or he would have approved before he found a better method/or he would not have approved because of the pain (2-3)

E.g. 'No he would not have approved because Pare lived during the Renaissance when lots of new methods were being used.'

Level 3 Explains he would not have approved either because of his use of ligatures or his use of soothing ointments

(4-6)

E.g. 'Pare would not have approved because he knew that this method caused a lot of pain and fever and did not clear up the infection. Instead of cauterising he started to use an ointment made from eggs and oil of roses. This worked much better and more patients survived.'

1(b) Study Source B. How far does this source show an advance being made in medicine? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** Uses details in source to claim that advances were being made simply because of what is happening in the source (1)
or
Asserts it was not an advance because it did not work (1)
- Level 2** Asserts not an advance because human body will not accept animal blood (2)
- Level 3** As for Level 1 but in addition explains the importance of blood transfusions or explains how this follows on from Harvey's work on circulation (3-4)
E.g. 'This does that advances were being made. Once Harvey discovered the circulation of blood people realised that a big loss of blood had to be made up for otherwise the person would die. So starting to do blood transfusions was an important step forward.'
- Level 4** Explains not an advance because of lack of knowledge of blood groups or of clotting (4-5)
E.g. 'This source does not show an advance because the blood transfusion would not work. The human body will not accept animal blood but they did not know this. They did not know about different types of blood or blood groups and until they did they would not be able to make blood transfusions work.'
- Level 5** Explains both how it was an advance (as Level 3) and qualifies this (as Level 2 or 4) (6)

1(c) Study Source C. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Surface descriptions of the source - failing to identify dangers. (1)

E.g. *'This picture shows a man being operated on. It looks like he is going to have his leg cut off. There are lots of people holding him down.'*

Level 2 Identifies danger(s) (1-3)

These include: pain, infection, loss of blood.

E.g. *'Patients faced the danger of pain and the fact that they might die from losing a lot of blood.'*

Level 3 Contextual knowledge used to explain one danger (3-4)

E.g. *'One danger is pain. It looks like the operation is really painful. This is because they had no anaesthetics and so the patient had to put up with terrible pain. Some people died of the pain.'*

Level 4 Contextual knowledge used to explain more than one danger (5)

1(d) Study Sources D and E. How useful are these two sources as evidence about chloroform in the nineteenth century? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **One source used for the information it contains** **(1)**
E.g. '*Source D is very useful because it shows that soldiers were too tough to use chloroform. It sounds as if it was for cowards.*'
- Level 2** **Both sources used for the information they contain** **(2)**
- Level 3** **Rejects one or both sources because they are biased** **(3-4)**
The evaluation here will be simplistic e.g. Hall as a soldier thinks it is 'soft' and the patient is biased because it benefited him.
- Level 4** **Explains what one source is useful as a source of evidence for** **(5)**
E.g. '*Source D is very useful because it shows that Simpson did face opposition to the use of chloroform. Hall thought that soldiers ought to feel the pain - this was being a proper man. So the source is useful for showing the opposition. Other people opposed chloroform as well like doctors who thought that child birth should be painful. So the source does reveal an important fact about chloroform - that it was opposed.*'
- Level 5** **Explains what both sources are useful as sources of evidence for** **(6)**
- Level 6** **As Level 4 or 5 but answered qualified by limitations of source being explained** **(7)**

**1(e) Study Source F. Does this source prove that Lister did little to improve surgery?
Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

Level 1 Answers using the source to argue that he did little to improve surgery. (1-2)

E.g. 'Yes, this shows that the carbolic acid that Lister developed was no good. It made the doctors hands rough and got everywhere. It was such a nuisance that they stopped using it.'

Level 2 Answers that identify a reason for Lister's importance (2-3)

These answers will not be explained.

Answers could include: killing germs, antiseptics, the carbolic spray, antiseptic ligatures, made surgeons wash their hands and instruments with carbolic.

E.g. 'No, of course it doesn't. Lister was very important. He started the use of antiseptics.'

or

Answers that use identify/explain a reason for Lister not being important (3)

Level 3 Answers that use contextual knowledge to explain Lister's importance (4-6)

E.g. 'Lister was very important in the development of surgery. Before him lots of patients died from infection even if the actual operation was successful. He developed an antiseptic spray which killed the germs around the patient. The number of patients dying from infection dropped fast.'

Level 4 As for Level 3 but answer is qualified (7)

Qualifications to Lister's success can come from the source or could include: importance of anaesthetics, the problem of loss of blood, carbolic replaced by boiling instruments, Lister operated in his ordinary clothes, Lister did not develop new operations.

2(a) Briefly describe the medical treatments provided at a Greek Asclepeion.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: rest in pleasant surroundings, exercise, good diet, massage, bathing, bleeding, faith healing, praying to, and being visited by, Asclepius.

E.g. *'The medical treatments included having a lot of rest and bathing. They would also be cured by Asclepius who would visit them when they were asleep and cure them.'* (4)

3(a) Briefly describe the impact of religion on medicine in Egyptian times.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: preserve organs for afterlife and learn about structure of the body, human dissection not allowed, kept clean for religious reasons, use of spells.

E.g. 'The Egyptians shaved their bodies to prevent lice and washed twice a day. This was done for religious reasons but kept them clean. Another way religion affected medicine was they believed you needed your organs like the liver in the next life and so these were taken out of the body and preserved. By doing this they learned a lot about the body. (5)

monasteries and the benefits of their public health systems did not spread to the towns where conditions were awful. But stopping people investigating Galen's ideas stopped all progress in medicine for hundreds of years. There was no dissection of humans because people thought that Galen had described the body correctly. So the whole of medicine was brought to a full stop.

4(a) Briefly describe the main problems of public health in the early nineteenth century.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Problems might include: dirty water, overcrowding, no proper toilets, no or poor sewerage systems, diseases like cholera and typhoid, lack of money, laissez faire attitudes.

E.g. *The main problems of public health were that people had to drink dirty water and this spread diseases like cholera.'* (2)

Human excrement lay in the streets and were often no proper drains. The water that people drank was often contaminated. Because of this many people died. The public health reforms meant that proper sewers were built, people had flushing lavatories. Fresh clean water was piped into people's houses. The death rate in cities began to down, especially the infant death rate. Fleming's discovery of penicillin was not so important. Firstly because it depended on other people like Florey and Chain to really develop it. This took a long time before there was enough penicillin to be of any use. Also, penicillin is for people after they are ill. The public health reforms were more important because they prevented people catching diseases like cholera in the first place. Those diseases were killers and soon they were all done in Britain. Prevention is much more important than cure.'

1(c) Study Source C. How useful is this source about attitudes towards punishment in the eighteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** Describes surface details of the source (1-2)
E.g. *'This source is very useful because you can see what an execution was like in those days. It shows the person about to be executed had to travel with his coffin and loads of people came to watch. It was a day out for them.'*
- Level 2** Rejects the source because it is biased/over the top (2)
- Level 3** Accepts the source because it is confirmed by contextual knowledge (3)
- Level 4** Uses source to infer attitudes of the authorities/the public (3-4)
E.g. *'This source is very useful about attitudes towards punishment. This is because it shows that the government wanted everyone to see the execution. It is in public and there are lots of people there. The government wanted executions to be warnings to everyone else about what would happen if you broke the law.'*
- Level 5** Explains attitudes of the artist (5)
E.g. *'This source is very useful because it shows that some people at the time were disgusted by the way that executions were carried out and by the fact that young people who had committed very minor crimes were executed. The artist does not approve of any of this and this is why he has shown the scene like he has. He makes the crowd out to be horrible and this is to say they should not really be watching an execution.'*
- Level 6** Explains both Level 3 and Level 4 (6)

1(d) Study Source D. Explain why was this advertisement was placed in a newspaper in the middle of the eighteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 **Answers based purely on the surface information in the source** **(1)**

E.g. *'This advertisement was published to get people to tell them if they had been robbed and to give all the details about the crime.'*

Level 2 **Answers set in the context of the eighteenth century** **(2-4)**

These answers will use relevant knowledge of the situation in the eighteenth century e.g. the lack of a police force, the inadequacy of the watchmen, or the growing fear of crime at the time/ the growing rate of crime in cities.

Level 3 **Answers based on contextual knowledge of the work of the Fieldings**

(5)

E.g. *'This advertisement was published at that time because crime was very bad and Henry Fielding decided to do something about it. He was a magistrate at Bow Street. He set up the Hue and Cry newspaper to let everyone know about the crimes that were being committed. This helped the authorities catch the criminals. He was so worried about the amount of crime that he set up the Bow Street Runners to patrol the streets at night and catch criminals.'*

Level 4 **Combines Levels 2 and 3** **(6)**

- 1(e) Study Source E. Does this source prove that transportation was a failure?
Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- Level 1 Uses source to argue it was/was not a failure (1-2)**
These answers will be restricted to information in the source.
E.g. 'This source does prove it was a failure because it says that prisoners thought Australia was a good place so it would not put them off breaking the law.'
- Level 2 Uses source to argue that it was and it was not a failure (3-4)**
These answers will be restricted to information in the source.
- Level 3 Contextual knowledge used to argue that it was/was not a failure (4-5)**
E.g. 'No this source doesn't prove it was a failure. As the source says those convicts who had a dreadful time in Australia did not write back home telling people about it. The conditions were terrible. They were put in prison camps like those on Tasmania where they were put to hard labour and were often whipped. They were often put into solitary confinement. So it was a not a failure, the convicts were punished.'
- Level 4 Contextual knowledge used to argue that it was and it was not a failure (6)**

2(a) Briefly describe ways in which the Romans punished criminals.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: burning at the stake, fighting in the arena, the death penalty, noblemen were exiled, whipping, confiscation of property, repaying cost of stolen goods, crucifixion.

E.g. 'The Romans punished people harshly. If a shop keeper cheated customers by selling under-weight bread they would have to pay the customer the cost of the bread.' (2)

2(b) The story of Robin Hood was popular in the Middle Ages. Explain what this tells us about attitudes towards crime and punishment at that time.

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge e.g. *'The story of Robin Hood tells us a lot about attitudes towards crime and punishment. It tells us what happened to people who went against the law and how they were punished.'*
- Level 2 Answers based on the surface features of the story (2-4)**
These answers will be restricted to the surface features of the story
E.g. - taking from the rich to give to the poor, outlaws, bad sheriffs, bad King John.
- Level 3 Contextual knowledge used to explain one example of the social significance of the story in the Middle Ages (3-5)**
These answers explain the significance of one feature of the story.
These might include the unpopularity of forest laws, corrupt officials, over-might subjects, rich abbots
E.g. *'The story tells us about the way that people hated the forest laws. These were laws that stopped anyone hunting or taking wood from the King's forests. People needed this timber and hunting deer would give them some meat to eat which they did not normally have. So the story of Robin was popular because liked to hear about someone breaking these laws.'*
- Level 4 Contextual knowledge used to explain more than one example of the social significance of the story in the Middle Ages (6-7)**
Award 6 marks for one example explained and another identified.
Award 7 marks for two examples explained.

2(c) 'People in the Middle Ages depended on God to decide whether the accused were innocent or guilty.' Explain how far you agree with this statement.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions	(1-2)
	Valid, but general answers. No specific contextual knowledge. E.g. <i>'I agree with this. People thought that the only way to find out if someone was guilty was to ask God.'</i>	
Level 2	Identifies either examples of God being used or of other methods	(2-3)
	Specific contextual knowledge demonstrated but no explanation e.g. God being used - trial by ordeal (hot iron, hot water, cold water, consecrated bread), trial by combat; other methods - trial by jury, blood feud, wergild or blood price, compurgators.	
Level 3	Identifies examples of God being used and of other methods	(4)
	Specific contextual knowledge demonstrated but no explanation.	
Level 4	Explains the use of God or explains other methods	(5-6)
	E.g. <i>'They did use God to find out if someone was guilty. For example they used trial by hot water. The person who was accused had to put their arm into boiling water. The arm was then bandaged. After three days they looked at it. If the wound was clean the person was innocent but if the arm was festering the person was guilty. They thought that this was God's way of showing if the person was guilty or not.'</i>	
Level 5	Explains the use of God and explains other methods	(6-7)
Level 6	As for Level 5 but supports an overall conclusion about extent or qualifies the answer in a valid way	(8)
	The qualification might be based for example on different periods within the Middle Ages or on different types of crime. E.g. <i>'People in the Middle Ages did turn to God to decide. This was done most often at the beginning of the Middle Ages by the Anglo-Saxons. They used trial by ordeals. For example they would tie the person up so they could not swim. They were then thrown into a pond. The rope would have a knot in it. If the knot sank under the water it meant that God was accepting that person and they were innocent. If the person floated then they were guilty. However, as the Middle Ages went on methods like this based on God were not used so much and instead people started to rely on proper evidence. Kings started to set up royal courts and juries were used more often. They would tell what they knew about the accused person and then the king's judge would decide if he was guilty.'</i>	

3(a) Briefly describe prisons at the beginning of the nineteenth century.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: hundreds of small prisons, private prisons, local authority prisons, disorder, jailors charged prisoners fees, some were dungeons, disease spread easily, hulks, all kinds of prisoners thrown together, debtors prisons - families lived with prisoners, friends mixed with prisoners who carried on their business.

E.g. 'Prisons were terrible places. No one really controlled them. Some were like dungeons. There were no toilets and they were filthy. Fever was common in these prisons and it spread very easily in the filthy damp conditions.' (3)

3(b) Explain the arguments put forward by those who wanted to make changes to prisons in the nineteenth century.

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'They thought that prisons were dreadful and needed to be improved.'*
- Level 2 Identifies specific reasons for changes (2-4)**
Specific contextual knowledge demonstrated but no explanation. NB Award answers that get no further than describing conditions in pre-nineteenth century prisons 2 marks.
Reasons include: ending of transportation, prisons used more, to reform prisoners, to stop prisons breeding more crime, to train prisoners in useful work, to make it more of a deterrent, to introduce more order, the work of individuals like Fry and Howard.
- Level 3 Explains one specific reason (3-5)**
E.g. *'People who wanted to change prisons wanted to do this because they thought the crime rate was rising and they wanted prison to be a deterrent. This is why they wanted prisoners to do pointless work like oakum picking or walking the treadmill. They thought that if prisoners were made to do these things they would hate it so much that this would stop people committing crimes because they would not want to go back there.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) 'Prisons were much better in 1900 than they were in 1800.' Explain how far you agree with this statement.

Target: AO 1

* Written communication assessed in this question

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'I think this is better. Prisons were much cleaner and better places. They were much better than before.'*
- Level 2 Identifies either examples of improvements or of conditions getting worse (2-3)**
Specific contextual knowledge demonstrated but no explanation.
Examples of improvements - improved, separate, conditions for women, separate prisons for children, reformatory schools, new prisons built, more order introduced, inspectors appointed attempts to reform; examples of conditions getting worse – separate and silent systems, pointless work, use of solitary confinement and hard labour, whipping, electric shocks, bread and water diets.
- Level 3 Identifies either examples of improvements and of conditions getting worse (4)**
Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains either improvements or conditions getting worse (5-6)**
E.g. *'Conditions in prisons got much worse. The ideas for reforming prisoners were not very pleasant for prisoners. They involved the silent and separate systems Prisoners were kept in their own cells where they worked by turning a crank handle round. The isolation sent some of them mad. The silent system meant that they were not allowed to talk to each other. Sometimes they even wore masks to stop them communicating. This was very harsh and suicides went up so it could hardly be called an improvement.'*
- Level 5 Explains improvements and conditions getting worse (6-7)**
- Level 6 As for Level 5 but also explains a reason for overall conclusion about 'how far' (8)**
This level can be reached by comparing the importance of improvements and things getting worse or by considering the harsh changes towards the end of the nineteenth century.

4(a) Briefly describe the Gunpowder Plot of 1605.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: punishments against Catholics increased by James, high hopes of Catholics dashed, Fawkes, Catesby and other conspirators, plan to replace James with one of his children, gunpowder in cellars under Parliament, planned for the opening of Parliament when King and MPs present, the letter to Mounteagle, gunpowder and Fawkes discovered, other plotters killed or arrested, tortured, executed.

E.g. *Some Catholics put some gunpowder underneath the Houses of Parliament. They were planning to blow up the King and Parliament.'* (2)

Mark Scheme 1935/11-15
June 2007

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If you are undecided between two levels always place the answer in the higher of these levels.

- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.

- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive.

Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band - award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band - award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.

- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (e.g 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the four questions, and then the grand total (e.g. 10=10=12=9 = 41).
- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question. Eventually you will be able to mark the entire Section A in one go.
- 7 Remember that we are trying to achieve two things in the marking of the scripts:
 - (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember - YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (i.e. once in the Development Study and once in the Depth Study).

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

1(b) Study Source B. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Identifies danger(s) (1-2)**
These include: pain, infection, loss of blood.
E.g. *'Patients faced the danger of pain and the fact that they might die from losing a lot of blood.'*
- Level 2 One danger explained using the source or contextual knowledge (3)**
E.g. *'One danger is pain. It looks like the operation is really painful. This is because they had no anaesthetics and so the patient had to put up with terrible pain. Some people died of the pain.'*
- Level 3 One danger explained using source and contextual knowledge (4)**
- Level 4 Two dangers explained using source and contextual knowledge (does not have to use both for both dangers) (5)**

1(c) Study Source C. Does this source prove that Lister did little to improve surgery? Use the source and your knowledge to explain your answer. [5]

Target: AO 1 and 2

- Level 1** **Answers using the source to argue that he did little to improve surgery** **(1)**
 E.g. *'Yes, this shows that the carbolic acid that Lister developed was no good. It made the doctors hands rough and got everywhere. It was such a nuisance that they stopped using it.'*
- Level 2** **Answers that identify a reason for Lister's importance** **(2)**
 These answers will not be explained.
 Answers could include: killing germs, antiseptics, the carbolic spray, antiseptic ligatures, made surgeons wash their hands and instruments with carbolic.
 E.g. *'No, of course it doesn't. Lister was very important. He started the use of antiseptics.'*
 or
Answers that identify/explain a reason for Lister not being important (must be contextual knowledge) **(2)**
 or
Both level 2s = 3 marks
- Level 3** **Answers that use contextual knowledge to explain Lister's importance** **(3-4)**
 E.g. *'Lister was very important in the development of surgery. Before him lots of patients died from infection even if the actual operation was successful. He developed an antiseptic spray which killed the germs around the patient. The number of patients dying from infection dropped fast.'*
- Level 4** **As for Level 3 but answer is qualified** **(5)**
 Qualifications to Lister's success can come from the source or could include: importance of anaesthetics, the problem of loss of blood, carbolic replaced by boiling instruments, Lister operated in his ordinary clothes, Lister did not develop new operations.

2(a) Briefly describe the medical treatments provided at a Greek Asclepeion.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: rest in pleasant surroundings, exercise, good diet, massage, bathing, bleeding, faith healing, praying to, and being visited by, Asclepius.

E.g. *'The medical treatments included having a lot of rest and bathing. They would also be cured by Asclepius who would visit them when they were asleep and cure them.'* (4)

Level 5 Explains why both the Greeks and the Romans were important(6-7)
If Roman medicine is only Galen (6)

Level 6 As for Level 5 but also explains a reason why one was more
important than the other or why they were equally important

(8)

E.g. 'Both the Greeks and the Romans were very important. The Greeks discovered that illness had natural causes this meant that people no longer thought it was being caused by gods. Once they knew this they could come up with treatments that actually worked like eating a good diet and taking exercise. It also meant that progress would no be made in coming up with new discoveries and treatments while religious explanations of illness were a dead end. The Romans were important because they developed public health. They knew that dirty water and living conditions led to disease and so they provided clean fresh water and proper toilets in their cities. They had the idea that this should be provided for the whole population like public baths - so everyone helped pay for it. This was better than every person trying to keep themselves clean by themselves. This saved the lives of many people. However this was not as important as the work of the Greeks. The Roman Empire was destroyed and their public health buildings were lost. They were not copied by anyone. Greeks ideas about natural causes had an enormous impact in the Middle Ages and led to further developments.'

3(a) Briefly describe the impact of religion on medicine in Egyptian times.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: preserve organs for afterlife and learn about structure of the body, human dissection not allowed, kept clean for religious reasons, use of spells.

E.g. 'The Egyptians shaved their bodies to prevent lice and washed twice a day. This was done for religious reasons but kept them clean. Another way religion affected medicine was they believed you needed your organs like the liver in the next life and so these were taken out of the body and preserved. By doing this they learned a lot about the body. (5)

was made. However, the Church also built monasteries where there were really good system of public health. They piped in clean fresh water, had proper drains and even proper toilets. So monasteries were often very healthy places. Overall, religion slowed things up. Only a few people lived in monasteries and the benefits of their public health systems did not spread to the towns where conditions were awful. But stopping people investigating Galen's ideas stopped all progress in medicine for hundreds of years. There was no dissection of humans because people thought that Galen had described the body correctly. So the whole of medicine was brought to a full stop.

4(a) Briefly describe the main problems of public health in the early nineteenth century.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Problems might include: dirty water, overcrowding, no proper toilets, no or poor sewerage systems, diseases like cholera and typhoid, lack of money, laissez faire attitudes.

E.g. The main problems of public health were that people had to drink dirty water and this spread diseases like cholera.' (2)

4(b) Explain why there was so much improvement in public health in the second half of the nineteenth century.

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'There was a lot of improvement because people decided it would be a lot better if they had clean living conditions and so it was decided to clean up the cities and towns. This made the public health much better.'*
- Level 2 Identifies specific reasons for improvements (2-4)**
Specific contextual knowledge demonstrated but no explanation. Reasons include: individuals such as Edwin Chadwick and John Snow, germ theory, outbreaks of cholera, the 1848 Public Health Act, the Great Stink of 1858, working classes win the vote,
- Level 3 Explains one specific reason (3-5)**
E.g. *'Public health improved because of the discoveries of John Snow. He discovered how cholera was being spread. He found out that in one area of London a lot of people that died were using the same water pump. He took the handle of the pump away and the number of people dying went down. This showed it was the water. This meant that people gradually realised the importance of providing clean drinking water and this was done later in the century.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

- 4(c) The second half of the nineteenth century saw many improvements in public health. How far were these improvements more important in the development of medicine than the work of Fleming? Explain your answer.

Target: AO 1

* Written communication assessed in this question

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions | (1-2) |
| | Valid, but general answers. No specific contextual knowledge.
E.g. <i>'Fleming's work was far more important because his discovery saved the lives of lots of people and it is still being used today.'</i> | |
| Level 2 | Identifies reasons why either Fleming's work or Improvements in public health were, or were not, important | (2-3) |
| | Specific contextual knowledge demonstrated but no explanation.
Fleming - important because penicillin killed streptococci and staphylococci germs that other drugs did not kill, because of the number of soldiers dying in WW2 of infected wounds, Fleming did notice the significance of his discovery, still important today for wide range of diseases e.g. septicaemia and meningitis; not important because did not follow his discovery through, because of the work of Florey and Chain. Public Health - important - the state of towns in the nineteenth century, the high death rate, the importance of prevention, the importance of sewers, standards of housing; not important - the problem of poverty not solved and the need for the Liberal reforms 1906- 12, the findings of Rowntree and Booth, the need for slum clearance and the NHS. | |
| Level 3 | Identifies reasons why Fleming's work and improvements in public health were, or were not, important | (4) |
| | Specific contextual knowledge demonstrated but no explanation. | |
| Level 4 | Explains the importance/lack of importance of Fleming or of public health improvements | (5-6) |
| | E.g. <i>'I don't think Fleming was very important. He discovered penicillin by accident and didn't realise the importance of what he had discovered. It was Florey and Chain who realised how important it was. Chain found a way of extracting the pure penicillin and Florey mass-produced it so they had enough to make it useful. If it wasn't for them penicillin would never have been produced. All Fleming did was to discover the mould and someone else would have done that sooner or later.'</i> | |
| Level 5 | Explains the importance/lack of importance of Fleming and of public health improvements | (6-7) |
| Level 6 | As for Level 5 but also explains a reason why one more important than the other or why they are equally important | (8) |
| | E.g. <i>'I think the public health reforms were much more important.'</i> | |

Conditions in towns in the early nineteenth century were terrible and people were dying of diseases like cholera, typhus and typhoid. These were spread by dirty water and by excrement. They spread easily on towns because they were so filthy. Human excrement lay in the streets and there were often no proper drains. The water that people drank was often contaminated. Because of this many people died. The public health reforms meant that proper sewers were built, people had flushing lavatories. Fresh clean water was piped into people's houses. The death rate in cities began to come down, especially the infant death rate. Fleming's discovery of penicillin was not so important. Firstly because it depended on other people like Florey and Chain to really develop it. This took a long time before there was enough penicillin to be of any use. Also, penicillin is for people after they are ill. The public health reforms were more important because they prevented people catching diseases like cholera in the first place. Those diseases were killers and soon they were all done in Britain. Prevention is much more important than cure.'

- 1(c) Study Source C. Does this source prove that transportation was a failure?
Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Uses source to argue it was/was not a failure (1-2)**
These answers will be restricted to information in the source.
E.g. *'This source does prove it was a failure because it says that prisoners thought Australia was a good place so it would not put them off breaking the law.'*
or
Evaluates source because of date / secondary (1)
- Level 2 Uses source to argue that it was and it was not a failure (3)**
These answers will be restricted to information in the source.
- Level 3 Contextual knowledge used to argue that it was/was not a failure (3-4)**
E.g. *'No this source doesn't prove it was a failure. As the source says those convicts who had a dreadful time in Australia did not write back home telling people about it. The conditions were terrible. They were put in prison camps like those on Tasmania where they were put to hard labour and were often whipped. They were often put into solitary confinement. So it was a not a failure, the convicts were punished.'*
- Level 4 Contextual knowledge used to argue that it was and it was not a failure (5)**

2(a) Briefly describe ways in which the Romans punished criminals.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: burning at the stake, fighting in the arena, the death penalty, noblemen were exiled, whipping, confiscation of property, repaying cost of stolen goods, crucifixion.

E.g. 'The Romans punished people harshly. If a shop keeper cheated customers by selling under-weight bread they would have to pay the customer the cost of the bread.' (2)

juries were used more often. They would tell what they knew about the accused person and then the king's judge would decide if he was guilty.'

3(a) Briefly describe prisons at the beginning of the nineteenth century.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: hundreds of small prisons, private prisons, local authority prisons, disorder, jailors charged prisoners fees, some were dungeons, disease spread easily, hulks, all kinds of prisoners thrown together, debtors prisons - families lived with prisoners, friends mixed with prisoners who carried on their business.

E.g. 'Prisons were terrible places. No one really controlled them. Some were like dungeons. There were no toilets and they were filthy. Fever was common in these prisons and it spread very easily in the filthy damp conditions.' (3)

3(b) Explain the arguments put forward by those who wanted to make changes to prisons in the nineteenth century.

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'They thought that prisons were dreadful and needed to be improved.'*
- Level 2 Identifies specific reasons for changes (2-4)**
Specific contextual knowledge demonstrated but no explanation.
NB Award answers that get no further than describing conditions in pre-nineteenth century prisons 2 marks.
Reasons include: ending of transportation, prisons used more, to reform prisoners, to stop prisons breeding more crime, to train prisoners in useful work, to make it more of a deterrent, to introduce more order, the work of individuals like Fry and Howard.
- Level 3 Explains one specific reason (3-5)**
E.g. *'People who wanted to change prisons wanted to do this because they thought the crime rate was rising and they wanted prison to be a deterrent. This is why they wanted prisoners to do pointless work like oakum picking or walking the treadmill. They thought that if prisoners were made to do these things they would hate it so much that this would stop people committing crimes because they would not want to go back there.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

4(a) Briefly describe the Gunpowder Plot of 1605.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: punishments against Catholics increased by James, high hopes of Catholics dashed, Fawkes, Catesby and other conspirators, plan to replace James with one of his children, gunpowder in cellars under Parliament, planned for the opening of Parliament when King and MPs present, the letter to Mounteagle, gunpowder and Fawkes discovered, other plotters killed or arrested, tortured, executed.

E.g. Some Catholics put some gunpowder underneath the Houses of Parliament. They were planning to blow up the King and Parliament.' (2)

ELIZABETHAN ENGLAND

1(a) Study Sources A and B.

How far does the portrait support the historian's description of Mary in Source A? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Matching of details (1)**
E.g. 'The portrait does support Source A. Source A says that she was not really beautiful and the portrait confirms this.'
- Level 2 Identifies details in Source A that cannot be checked in Source B (2-3)**
E.g. 'Source B does not support Source A. Source A says that Mary had no common sense and was foolish. It also says that men were very loyal to her. The portrait does not show any of this.'
- Level 3 Levels 1 and 2 (4)**
- Level 4 Explains that the portrait by its very nature cannot be used to check much of the kind of information in Source A – must give examples (5)**
E.g. 'Source B cannot support the kind of things that are said in Source A. Source B is just a portrait and cannot tell us whether men were loyal to Mary or whether she had any commonsense. This is not the kind of information that portraits can give you.'
- Level 5 Explains that Source B was painted during Mary's captivity and so may not give a fair impression of her (6)**
E.g. 'Source B cannot be used to support Source A. This is because it is not trustworthy. It was painted in England when Mary was a prisoner. The painting even says on it that she was a prisoner. So the painting is biased and cannot be used to find out what she was really like.'

1(b) Study Source C.

How far would people in England in 1568 have agreed with what Elizabeth says about Mary in this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Unsupported assertions based on repeating the points in Source C
(1)**
E.g. *'Yes I think people would have agreed with Elizabeth. They would have wanted Mary to get her throne back in Scotland and would have wanted to help her.'*
- Level 2 Contextual knowledge used to explain reasons for agreeing with Elizabeth or
for not agreeing
(2-4)**
E.g. *'I don't think people would have agreed with Elizabeth. Mary wanted to be queen of England and she was a threat to Elizabeth as next in line to the throne. Catholics in England wanted her to be queen. So people would not have pleased to see her like Elizabeth was.'*
- Level 3 Contextual knowledge used to explain reasons for agreeing and not
agreeing with Elizabeth
(5-6)**
- Level 4 Explains how particular groups would or would not agree with Elizabeth
(6)**
E.g. *'I think Protestants would have agreed with Elizabeth. The last thing they wanted was a Catholic queen bringing back the Catholic religion in England. Mary was a Catholic and there were Catholics in England ready to plot to get her the throne. So the Protestants would have been glad to hear Elizabeth say that she would help Mary get her throne in Scotland back because this would get rid of Mary. They did not want her in England where she could cause trouble.'*
- Level 5 Explains the views of more than one group
(7)**

2(a) Briefly describe ways in which vagrants threatened law and order.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: begging, stealing, intimidating people, wandering around in large threatening groups, moving around caused instability, could be used in a rebellion, so many of them.

E.g. *'Vagrants threatened law and order because they often collected together in large groups and moved around begging and stealing. When they moved in a small village it had no way of dealing with them.'* (4)

3(a) Briefly describe the Armada campaign of 1588.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: leave Lisbon, chased by English ships along the channel to Calais, Spanish troops fail to arrive, use of fireships, Gravelines, fleet flees up North Sea and scattered by weather off Scotland and Ireland.

E.g. *'The Armada was meant to be an invasion of England. But it all went wrong and the Spanish fleet was wrecked by the weather off the Irish coast.'* (2)

3(c) Which of the following was the more important factor in England's growing power: the achievements of the government within England, or English achievements in other parts of the world? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)
 E.g. *'I think it was what the sailors managed to do because they were very successful and this helped England to become a great power.'*

Level 2 Identifies specific reasons for one being more important than the other (2-3)
 Specific contextual knowledge demonstrated but no explanation.
 Examples might include: inside England (successes and failures) - stability, religious settlement, defeat of rebellions, loyalty to Elizabeth, continuing religious splits, rebellions; outside England (successes and failures) - settlements established, trade expanded, trading companies set up, wealth from captured cargoes, expansion of the English fleet, some settlements did not last long.

Level 3 Identifies specific reasons why both were important (4)
 Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific examples of success or failure (5-6)
 E.g. *'I think the achievements in other parts of the world were far more important. England set up trading companies like the East India Company which traded in silks and spices. Another one was the Muscovy Company. These brought enormous amounts of wealth into England and this helped her become very powerful.'*
 E.g. *'I think that what Elizabeth achieved inside England was most important. There was a danger that England would be a divided country in terms of religion. This would have been a disaster with civil wars. England could have not have become a great nation if it was divided. Elizabeth's religious settlement helped to calm things down. It kept most people happy and the Catholics were allowed to worship as they wanted as long as they didn't cause any trouble. This meant when the Armada tried to invade or when Mary tried to take the throne, most people in England stayed loyal to Elizabeth. This is what helped England develop.'*

Level 5 Explains specific examples of success and failure (6-7)

Level 6 As for Level 5 but in addition explains a reason why overall one was more important than the other or why they were equally important (8)

1(c) Study Sources C and D.

Does Source C make you surprised by the opposition to the New Poor Law in Source D? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Unsupported assertions (1)
E.g. 'No it is not surprising at all. They are against the New Poor Law and that is the kind of thing people did at that time so it is what you would expect.'

Level 2 Claims Source C is biased because from the Poor Law authorities and therefore cannot be trusted (2)

Level 3 Explains how Source C makes D surprising (3-4)
E.g. 'I am surprised that they are against the New Poor Law because Source C is saying that they benefited from the workhouses. They made them into better people and improved their moral quality because they encouraged them to work and support themselves and their families.'

Level 4 Ignores Source C and explains why people disliked the New Poor Law (3-5)
E.g. 'I am not surprised they are against the New Poor Law. This was because the workhouses were dreadful places. They were deliberately made worse than the living conditions of the poorest worker. This was to persuade people to work instead. Families were split up and because of this they were hated. If there was a spell of unemployment people had to go into the workhouses even if they could not help being out of work.'

Level 5 Explains why Source C does not make it surprising (6-7)
E.g. 'I am not surprised. Source C explains how the workhouses were designed to make people stay out of them by making conditions in them so horrible. The rich thought that this was for the poor's good - it would make them into hardworking people. However, the poor disagreed. They often could not help being poor or out of work and hated the workhouses because families were split up and conditions were so horrible.'

or

Evaluates C and explains why not surprised by D (6-7)

2(a) Briefly describe working conditions in coal mines before attempts were made to improve them.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: crawling along pushing, pulling trucks, carry heavy baskets of coal, the young age of the children, deformities, work of trappers, long hours, accidents, dust, dangers to health.

E.g. 'The conditions were dreadful, Young children had to crawl along pushing heavy trucks of coal. The shafts were only a foot or so high so they could never stand up straight. This led to their backs being crooked.' (4)

3(a) Briefly describe how the navvies contributed to the development of the railways.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: tunnels, cuttings, working in butty gangs, blasting, the dangers and injuries, the difficulty of the work, how they lived.

E.g. 'The navvies were the ones who did all the hard work. Tunnels had to be blasted and the navvies did this. It was often dangerous with lots of them getting burned or limbs blown away when something went wrong.'

3(b) Explain why the building of the Liverpool and Manchester Railway in the late 1820s was important.

Target: AO 1

- | | | |
|----------------|---|--|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'It was important because it was a great achievement and showed everyone that railways could be built.'</i>
or
Identifies general reasons
Can apply anywhere | (1-2)

(1-2) |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation.
Reasons include: the building difficulties overcome e.g. Chat Moss, Sankey Brook viaduct, Olive Mount cutting; the success of the railway in terms of profits, speed and cost of moving goods, numbers of passengers; economic importance to trade via Liverpool and Manchester.
or
Explains general reasons
Can apply anywhere | (2-4)

(2-3) |
| Level 3 | Explains one specific reason
E.g. <i>'The railway was important because it showed that practical difficulties in the way of building railways could be overcome. One of the problems was the bog which the railway had to cross. This was overcome by draining the land and then building a raft of wooden hurdles and heather. Gravel was laid over the top of this and then the railway line. It worked. This encouraged people to see that obstacles in the way of building railways in other places could be overcome.'</i> | (3-5) |
| Level 4 | Explains more than one specific reason
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained. | (6-7) |

AMERICAN WEST, 1840–1895**1(a) Study Sources A and B.**

Why do these sources show such different attitudes towards the Plains? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | Describes the sources – no comparison | (1) |
| Level 2 | Compares what the sources show | (2) |
| Level 3 | Explains the different attitude of the sources – no explanation of why | (3-4) |
| Level 4 | One explanation for why they differ in their attitudes | (5-6) |
| Level 5 | Two explanations for why they differ in their attitudes | (7) |

E.g. 'Attitudes have changed because the two sources are from different dates. At the time of the first source they did not know much about the Plains and regarded them as useless. They had good land to live on the east coast. But later a new impression was created of the Plains. The government wanted people to settle there and so advertisements appeared showing the Plains to be wonderful.'

1(c) Study Source D.

Were the Indians glad to be living on reservations like the one shown in Source D? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Claims they would have been pleased because they were given free food** (1)
 or
 Identifies reasons why Indians disliked reservations
 (cannot be inferred from source) (1)
- Level 2** **Uses contextual knowledge to explain plausible reason why they might be pleased** (2)
 Reasons might include: buffalo being killed off.
- Level 3** **Identifies reasons (inferred from the source) why the Indians disliked reservations** (2-3)
 Reasons might include: could not hunt, dependent, not free, lifestyle/culture being destroyed, being turned into white men,
 or
 Explains reasons why Indians disliked reservations
 (cannot be inferred from source) (2-3)
 E.g. 'No, the Indians hated living on the reservations because they were forced to live like white people. They were made to be farmers which they did not want to be and they were not allowed to live their normal way of life. They were against farming because it meant digging into the ground and hurting mother nature.'
- Level 4** **Explains one reason (inferred from the source) why the Indians disliked reservations** (4-5)
- Level 5** **Explains more than one reason (inferred from the source) why the Indians disliked reservations** (6-7)

2(a) Briefly describe the problems faced by homesteaders on their journey across the Plains.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: Indians, crossing rivers, lack of water, lack of food, winter blizzards, the heat, disease, not knowing where they were going, wagons breaking on rocks, wild animals.

E.g. 'They faced lots of problems. There were sometimes no tracks to follow and they could get lost and the wheels of the wagons often broke on the rocks.'

3(a) Briefly describe the problems of law and order in mining towns.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: attracted criminals, theft of the gold, quarrels over claims, saloons and drunks, prostitutes, speed with which the towns developed - no law officers, problems of vigilantes.

E.g. *'Mining towns had lots of problems - people fought over claims and there were often no sheriffs to sort it out.'*

3(c) The cattlemen and the homesteaders were often in conflict with one another. Who was more to blame, the cattlemen or the homesteaders? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

- | | | |
|----------------|--|----------------------------------|
| Level 1 | General assertions
E.g. <i>'I think it was the cattlemen who were to blame. They wanted their own way and tried to bully the homesteaders.'</i>
or
Identifies reasons for conflict | (1-2)

(1-2) |
| Level 2 | Identifies specific ways in which cattlemen or homesteaders were to blame

Specific contextual knowledge demonstrated but no explanation.
Examples include: cattlemen - damage done by long drives, wanted the range to be open, taking the law into their own hands, lynchings, (Johnson County War); homesteaders - use of barbed wire, shutting off access to water supplies, cattle rustling.
or
Explains reasons for conflict | (2-3)

(2-3) |
| Level 3 | Identifies specific ways in which cattlemen and homesteaders were to blame

Specific contextual knowledge demonstrated but no explanation. | (4) |
| Level 4 | Explains how either the cattlemen or the homesteaders were to blame

E.g. <i>'I think the homesteaders were to blame because they put up barbed wire fences to fence off their land but this often meant that the cattle could not reach the water holes they needed. This led to conflicts when the ranchers cut the barbed wire. This was the homesteaders fault because the cattle needed to water and the cattlemen had been using these water holes long before the homesteaders arrived.'</i> | (5-6) |
| Level 5 | Explains how both the cattlemen and the homesteaders were to blame | (6-7) |
| Level 6 | As for Level 5 but in addition explains a reason why overall one group was more to blame than the other | (8) |

GERMANY, 1919–1945**1(a) Study Source A.**

Why did the Nazis publish this poster? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Describes source or general unsupported assertions** (1)
E.g. 'I think they published posters like this to be popular with girls.'
or
Asserts - to persuade girls to join the League of German Maidens (1)
- Level 2** **Identifies or explains types of girls Hitler wanted in the League.**
Must explain for 3 marks. (2-3)
- Level 3** **Explains contextual reason(s) why the Nazis wanted girls to join the League of German Maidens** (3-4)
 These reasons might include explaining the purpose of the activities that took place in the League, or the future role the Nazis saw for young girls, the importance of women in the future for Germany.
E.g. 'The published posters like this because they wanted girls to join the League of German Maidens, This was a Nazi organisation that would indoctrinate young girls into being Nazis. They would grow up fit so they could have lots of children and would learn how to be good mothers and wives which was the role the Nazis saw for women.'
- Level 4** **Level 2 and Level 3.** (5-6)

1(b) Study Sources B and C.

How similar are these two sources? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Describes surface details or unsupported assertions (1)**
 E.g. *'These sources are different. One is about children while the other has an old man in it.'*
- Level 2 Identifies valid similarities or differences (2-4)**
 Only award 4 marks for both similarities and differences identified.
 Similarities - both anti-Jewish, trying to make people hate the Jews, differences - one aimed at children, the other at adults.
or
Interprets one or both sources - no comparison (2-3)
- Level 3 Identifies a valid similarity or difference but only explains one source (4)**
 E.g. *'I think these sources are similar because they are both anti-Jewish. Source C shows that Jews will be after innocent young German children.'*
- Level 4 Explains a valid similarity or difference explaining both sources (5-6)**
 See Level 2 for valid similarities or differences. Also allow comparisons of the different techniques used.
 E.g. *'I think these two sources are different. One is trying to say that Jews are like communists and will support Russia while the other one says that Jews will be after young German girls.'*
- Level 5 Explains valid similarity and a valid difference explaining both sources (7)**

1(c) Study Source D.

Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Unsupported answers or answers concentrating on isolated details (1)

E.g. *'No I am not surprised because I know that Germany was being bombed at that time.'*

Level 2 Identifies valid reactions but no contextual explanation (2)

E.g. *'I am surprised that there is opposition to the Nazis because you would have thought they would be too scared to oppose the Nazis.'*

Level 3 Contextual explanation for being surprised (3-4)

E.g. *'I am surprised that this kind of thing is going on. I thought the Nazis had indoctrinated all the young people into supporting them through the Hitler Youth and propaganda. Also the Gestapo usually wiped out all opposition. So I am surprised by the fact that there are young people opposing the regime.'*

or

Explanation for being not surprised by the tone of the source (3-4)

E.g. *'I am not surprised by the fact that the Nazis were angry and worried about this kind of activity. They needed the support of young Germans especially after the war had started.'*

or

Explanation of why the Nazis would want to report this kind of activity (3-4)

Level 4 Contextual explanation for not being surprised (5-6)

Answers will be based on knowledge of youth opposition movements such as Swing and White Rose, or explanations of growing resistance to the Hitler Youth during the war years.

Level 5 Contextual explanation for being surprised and not surprised (7)

2(a) Briefly describe what happened when French and Belgian troops occupied the Ruhr in 1923.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: Germany's failure to keep up its reparations payments, took over industrial plants and materials like coal to pay the reparations, passive resistance by Germans, caused inflation in Germany, Stresemann stopped passive resistance.

E.g. 'When they occupied the Ruhr the Germans refused to do any work and went on strike. But later Stresemann put a stop to it.' (2)

3(a) Briefly describe what happened during, and immediately after, the Reichstag Fire in 1933.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: Van der Lubbe arrested, put on trial, Hitler blamed a communist conspiracy, possibility it was A Nazi plot, opponents arrested, only Nazis allowed to campaign in the election, Nazis win elections, pass Enabling Act.

E.g. The Nazis claimed that Van der Lubbe set fire to the Reichstag. They wanted to blame it on the communists. But some people thought the Nazis were behind it to give them an excuse to ban the communists.'(4)

3(b) Explain why Hitler turned on Rohm and the SA in the Night of the Long Knives (1934).

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'He did this because he had fallen out with Rohm and no longer wanted him in the Nazi Party.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Examples include: Rohm wanted radical policies, Rohm becoming too popular, suspected Rohm of plotting, the SA becoming too powerful, need to appease the army, need to win support of capitalists/conservatives.
- Level 3 Explains one specific reason (3-5)**
E.g. *'Hitler did this because he was afraid that the SA was becoming too powerful. Hitler wanted the support of the army and the SA and the army were rivals. If he let the SA become more powerful Rohm would be a rival but he would be able to control the army more easily. So he got rid of the SA.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

SOUTH AFRICA, 1948–1995

1(a) Study Source A. What is the message of this cartoon? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Describes surface features of the cartoon (1)**
- Level 2 Takes the message as factual information (2-3)**
E.g. Mandela is becoming President, de Klerk is leaving as President.
- Level 3 Understands that the message is making fun of de Klerk or of apartheid, or is pro-Mandela - but no explanation (3)**
Allow in this level if understands it is pro Mandela, anti de Klerk, anti apartheid.
E.g. *I think this cartoon is delighted that de Klerk is no longer President.*
- Level 4 Explains message of cartoon by reference to details in the cartoon (4-5)**
E.g. *'The message of this cartoon is that it is a good thing that de Klerk is leaving as President. It shows this by making fun of him and his wife. They are shown packing their cases and crying while Mandela walks in the front door with his suitcases.'*
- Level 5 Explains the message of the cartoon by using contextual knowledge (6)**
Contextual references can either be explanation of 'Forced Removal' or of the victory of the ANC in the 1994 elections.

1(b) Study Sources B and C. How far do these two sources agree? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1 Describes surface features or unsupported assertions (1)**
 E.g. *'These two sources are completely different one is about a boxing match and the other is about the elections.'*
- Level 2 Interprets one source - no comparison (2)**
 E.g. *'These sources are very different. Source C is saying that although Mandela has come to power and apartheid has been defeated it is not all good because there are lots of problems like unemployment and poverty to deal with. So Mandela has now to defeat those enemies. Source B does not say this.'*
- Level 3 Interprets both sources - no comparison (3)**
- Level 4 Explains how both sources claim that democracy/freedom has been achieved (3)**
- Level 5 Explains how they differ - one is entirely optimistic, the other sees problems ahead (4-6)**
- Level 6 Levels 4 and 5 (7)**
 E.g. *'These sources do not agree. In Source B Mandela is really hopeful. He is saying how great it is that all Africans can now vote. He says that this makes them feel like human beings for the first time. He says the country is at last free and everyone is hopeful. Source C agrees with this because it shows Mandela defeating apartheid - so this also means the country is free. But this source is not just optimistic like Source B because it is showing that South Africa's problems are not over - there are still enormous problems like violence and unemployment to overcome.'*

1(c) Study Source D. How far do you agree with the point of view of the cartoonist? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** Describes the cartoon or unsupported assertions (1)
- Level 2** Asserts agreement that white rule/apartheid did end or Black South Africans did get freedom/the vote (2)
- Level 3** Understands the cartoon and asserts that agrees/does not agree with it (3-4)
E.g. *'I agree with this because the cartoon is saying that the white South Africans really had no choice but to end apartheid and allow elections and I think this is right.'*
- Level 4** Understands the cartoon and explains through contextual knowledge why agrees/does not agree (5-6)
E.g. *'I agree with the cartoon. It is saying that the white South Africans did nothing great when they ended minority rule and allowed free elections. I agree with this because people like de Klerk really had no choice because the whole country was coming to a standstill. In the early 1990s violence increased. Right wing groups were also getting involved in violence and so there was a danger of the country descending into a civil war. To stop this the government had to end minority rule. It had no choice.'*
- Level 5** Understands the cartoon and explains arguments for agreeing and not agreeing (7)

2(a) Briefly describe the promises made by the National Party during the 1948 election.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: emphasised white supremacy, history of the Afrikaners, remove blacks to the reserves, allow blacks to work in cities where their labour was needed, cheap black labour promised for farmers.

E.g. *'A lot of white South Africans were worried about unemployment and so they promised to move black South Africans out of the cities so there would be plenty of jobs for the whites.'* (3)

2(c) How far do you agree that South Africans benefited from apartheid in the 1950s?
Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1-2)

E.g. *'I don't think they benefited. I don't think that apartheid was really good for anyone, it was nasty system.'*

Level 2 Identifies specific examples of benefiting/not benefiting (2-3)

Specific contextual knowledge demonstrated but no explanation.

Examples might include: benefiting - whites enjoyed superior amenities, lived in the best part of the cities, had cheap labour, enjoyed high standard of living, got the best jobs ; not benefiting – could not marry someone of another colour, black and coloured South Africans forced to live in certain areas, blacks had little freedom of movement in urban areas, blacks had to carry passes, inferior educational system for blacks.

Level 3 Identifies specific examples of benefiting and not benefiting (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains either examples of benefiting or examples of not benefiting

(5-6)

E.g. *'White South Africans did benefit. Under the Separate Amenities Act trains, buses beaches and public spaces were divided between the races. The best were always given to the whites so they benefited a lot.'*

Level 5 Explains examples of benefiting and of not benefiting (6-7)

Level 6 As for Level 5 but in addition explains a reason why South Africans did or did not overall benefit (8)

3(a) Briefly describe resistance to apartheid in the 1950s.

Target: AO 1

1 mark for each valid idea/aim identified, 2-3 marks for any ideas/aims that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: Defiance Campaign of 1952, Freedom Charter of 1955, the women's anti-pass law demonstrations, bus boycotts.

E.g. 'The ANC organised the Defiance Campaign. This involved people defying apartheid regulations. For example they used 'white only' carriages of trains and went on 'whites only' beaches.' (3)

3(b) Explain why the events at Sharpeville in 1960 were important.

Target: AO 1

- Level 1 General assertions (1-2)**
Valid, but general answers. No specific contextual knowledge.
E.g. *'They were important because they got a lot of publicity and it made a lot of people take notice of what was going on.'*
- Level 2 Identifies specific reasons (2-4)**
Specific contextual knowledge demonstrated but no explanation.
Reasons include; ANC and PAC banned, ANC and PAC turned to violence, ANC set up headquarters abroad, pass book protests, UN calls for sanctions against South Africa, investors take money out of South Africa, South Africa left the Commonwealth.
- Level 3 Explains one specific reason (3-5)**
E.g. *'Sharpeville was important because it was such a terrible event with lots of black people being killed by the police when they were protesting peacefully. It caught the attention of the world and South Africa began to come under international pressure for example some companies left South Africa. So now a lot of pressure was being put on the government.'*
- Level 4 Explains more than one specific reason (6-7)**
Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

3(c) Do you agree that the resistance by the ANC was the most important reason why apartheid was collapsing by the late 1980s? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions
E.g. <i>'I think that it was because of the ANC. They did lots of things that meant that apartheid was collapsing.'</i> | (1-2) |
| Level 2 | Identifies specific examples of importance of ANC or of other factors
Specific contextual knowledge demonstrated but no explanation.
Examples might include: ANC - impact of Mandela while in prison, activities of the MK from bases in neighbouring countries; other factors - international sanctions, the UN, anti-apartheid movement in other countries, economic pressure from outside, independence movement across Africa leaving SA isolated, black population in SA growing faster than white population, apartheid naturally collapsing with blacks living in towns, UDF campaigns in 80s, financial crisis. | (2-3) |
| Level 3 | Identifies specific examples of importance of ANC and other factors
Specific contextual knowledge demonstrated but no explanation. | (4) |
| Level 4 | Explains importance of ANC or other factors | (5-6) |
| Level 5 | Explains importance of ANC and of other factors | (6-7) |
| Level 6 | As for Level 5 but in addition explains a reason why one more important than the other or why equally important
<i>'I do not think the ANC was that important in the 1980s. More important was what was happening in the rest of Africa. At first South Africa had got the support of nearby African regimes like Smith's in Rhodesia but gradually minority rule came to an end in these countries leaving South Africa isolated. This made it easier for the ANC to conduct its campaigns across South African borders so I think these changes were more important because without them the ANC would not have been able to carry out its attacks in South Africa.'</i> | (8) |

Mark Scheme 1935/21
June 2007

SCHOOLS HISTORY PROJECT**MEDICINE THROUGH TIME****PAPER 2****NOTES TO EXAMINERS**

1. The mark scheme is graded in order from the lowest level of response to the highest. It is not cumulative and answers should be rewarded at the highest level reached. They do not have to reach the lower levels before they can be rewarded at the higher.
2. The examiner's first task is to establish the appropriate level at which the candidate is to be rewarded. Then the number of marks is allocated according to the quality (not quantity, unless specifically indicated) of response. Examiners should also take note of where marks within a band are determined by the quality of the candidate's supporting historical detail.

Marks are to be shown in the right hand margin with level followed by mark, e.g. L2/6.

Examiners should underline or annotate an answer to indicate which part is considered worthy of the mark allocated. Where a question has several parts, the total for the complete question should be shown and ringed.

3. The mark scheme is intended as a guide to marking and there will almost certainly be answers which do not fit exactly into the levels. In such circumstances please allocate a mark in keeping with the level of understanding shown in the answer (show as = L2/6). If in doubt consult your team leader.
4. Please take care not to over-reward learned responses that are not directly linked to the sources. Unless answers such as 'It depends what you want to know' are supported by reference to the sources they should be rewarded at a low level. Equally, care should be taken not to over-reward candidates for their skills in literacy. Flowing prose does not necessarily produce a better historical answer than a more deliberate style.

**MEDICINE IN THE NINETEENTH AND TWENTIETH CENTURIES: FIGHTING DISEASE
THE WORK OF ALEXANDER FLEMING****1 Study Source A.**

What impression of Fleming does this source give? Use the source and your knowledge to explain your answer. [6]

Level 1: Answers based on paraphrasing or copying the source. [1]
He had untidy habits

Level 2: Answers which make unsupported inferences [2-3]
He was not a very organised person (2)

One mark per unsupported inference

Level 3: Answers which make supported inferences [4-6]
He was not a very organised person because he was teased about being untidy(4). Also, he was a determined scientist because he assistant says he didn't just observe 'but took action at once'.(5)

One mark for each supported inference

Notes:

- When marking, indicate each inference with an 'I' and support with 'S'.
- Inferences must be valid, i.e. they must reasonably be drawn from the source.

Examples:

Hard working, determined, disorganized, not traditional, do-er not thinker

Do NOT allow the following:

Lucky, reckless, not clever, poor scientist, shy, observant

2 Study Sources B and C.

Are you surprised by what Florey says in Source C? Use the sources and your knowledge to explain your answer. [9]

Level 1: Yes or No without support from the source [1]

No I am not surprised. He is obviously jealous (unsupported)

Level 2: Yes or No based on what is said in Source B or Source C

OR General comments such as 'Not surprised. Fleming started it' [2-4]

I'm not in the least surprised. He doesn't like the idea that he has to explain to his friends that he has had something to do with penicillin (2) and that it wasn't all worked out by Fleming.(3)

Award 2-3 marks for using one source

Award 3-4 marks for using two sources

Level 3: Yes or No based on cross-reference to Background Information (about what Florey and Chain did)

OR

Addresses the general issue without specific cross-reference outside Sources B and C. [5-6]

I am not surprised. It was Florey and Chain who first worked out how to treat large numbers of patients with the drug, so they would be angry.(5)

Level 4: Use of detailed contextual knowledge or specific cross-reference outside Source B and C. [7-9]

Well you would be pretty fed up, wouldn't you. If you look at what Chain says in Source G, he makes it sound like it all might have happened even without Fleming.(7) All Fleming did was make it happen a little sooner. So Florey, who played a major in the development, would be angry about Fleming getting all the credit (still 7, not specific cross-reference).

Award 7-8 marks for specific X-reference OR contextual knowledge

Award 8-9 marks for specific X-reference AND contextual knowledge

Detailed contextual knowledge means a specific example from the history of medicine not on the paper.

- 3 Study Source D.**
How useful is this source to an historian studying Fleming. Use the source and your knowledge to explain your answer. [8]
- Level 1: Answers based on source type or date or generalised glorification or unexplained bias or describing the sources [1-2]**
It's a stained glass window. Its not supposed to be accurate. It's just designed to make him look good. (2)
- Level 2: Answers which explain what we can/cannot find out from the source [3-4]**
It's very useful because you can see him working in his lab so I know he was a scientist. (3)
 OR
It doesn't show me anything about how he researched over a period of time (3)
- Level 3: It's local so it's biased [4]**
It would obviously be biased. He's worked in the area for a long time and they would see him as a local hero.
- Level 4: Both parts of Level 2 [5]**
- Level 5: Arguments based on cross-reference to show how reliability affects utility [6-7]**
I think this is very useful. I also think it is true. The picture shows dishes and we know from Source A that he worked on them (7)
 Non-specific 6 marks. Specific 7 marks
- Level 6: Answers which explain that the actual existence of the window shows Fleming was important [8]**
This window was erected after Fleming had worked at St. Mary's for 49 years. That's a long time after his discovery, so it must have been a very important thing. They obviously see him as an important figure in the history of medicine.

4 Study Source E.

Does this source prove that Fleming did not deserve his credit for penicillin? Use the source and your knowledge to explain your answer [8]

Level 1: Generalised answers without support from the source [1]

Yes it does. It shows that he had very little to do with it.

Level 2: Yes because it says so, with support from the source [2-3]

According to the source, this is definitely true. Fleming himself says that he didn't deserve the Nobel Prize (2) and the doctor he is talking to says that he had to bite his lip not to agree with him. So he obviously didn't think it either (3)

Level 3: Level 2 but commonsense or non-specific cross-reference to show that this might not be the case. [4-5]

. . . didn't think it either. But although he might not have deserved the Nobel Prize, that doesn't mean that he doesn't deserve the credit for penicillin. After all, he discovered it.(4) Perhaps he was just being modest(5)

Level 4: Answer based around the caption of Source E or non-specific cross-reference to the general context [6]

He does deserve credit. Without his work, Florey and Chain would not have been able to develop the drug

Level 5: Specific cross-reference to other sources / knowledge to show that he did or did not deserve the credit [7-8]

I think that Fleming definitely did deserve the credit for discovering penicillin. In Source A we are told that he 'took action at once' as soon as he realised what was going on (7).. In Source F we are told that that his contribution makes him 'one of the great scientists. (8)

- 5 Study Sources F and G.**
Why do you think these sources say such different things about the work of Fleming?
Use the sources and your knowledge to explain your answer. [9]

Level 1: Answers which identify the difference without explaining why it occurs [1-2]

Source F says that he was the man who made possible this tremendous benefit, whereas Source G says it would have happened even if Fleming's paper had never been written. (2)

Level 2: Unexplained provenance [3]
One is from a magazine and one is from a scientist, so they are bound to be different

Level 3: Answer based on Source F and G without cross-reference OR Non-specific cross-reference to other sources [4-5]
 Probably explaining why Source F, as a magazine will exaggerate to sell or that in Source G Chain is angry/bitter etc.

Source F is from a magazine which is just trying to make him look a hero, so it talks about him having a mind like a cobra. Source G is from a scientist who is feels he has not had enough recognition and resents Fleming.

Level 4: Specific-cross reference to contextual knowledge or sources to explain why EITHER Source F or Source G says what it says. [6-7]
Of course, by 1944 the US government had pumped huge sums of money into giving firms grants to buy machinery to make penicillin. So penicillin is very much in the news and that's why they show Fleming as a hero..(6)

Level 5: Specific-cross reference to contextual knowledge or sources to explain why BOTH Source F AND Source G says what it says. [8-9]
Of course, by 1944 the US government had pumped huge sums of money into giving firms grants to buy machinery to make penicillin. So penicillin is very much in the news and that's why they show Fleming as a hero.

Chain was saying this because he was angered by all the publicity that Fleming was getting. (Just like Florey was in Source C.) So he wanted to make sure that people realised the contribution he had made

- 6 **Study all the sources.**
'Fleming's importance has been exaggerated.' How far do the sources on this paper support this view? Explain your answer. Remember to identify the sources you use.
[10]

Level 1: Answers which do not use sources [1]
 At this level candidates just write about Fleming or penicillin and ignore the sources

Level 2: Non specific source use i.e. no supporting detail, no reference to source by letter or quote [2-3]
 At this level candidates may talk of 'the sources', 'Some sources', or even identify sources without using the detail in them

Level 3: Uses source(s) to support OR oppose interpretation [4-7]
I think his importance has been exaggerated. According to Source G it could all have happened anyway, just a few years later (Y4). Source C also talks of how Florey was involved in the development of penicillin. So that means Fleming was less important.(Y5)

One mark for each source used

Level 4: Uses source(s) to support AND oppose interpretation [6-9]
I think his importance has been exaggerated. According to Source G it could all have happened anyway, just a few years later (YY). Source C also talks of how Florey was involved in the development of penicillin. So that means Fleming was less important.(Y) But Source A explains how Fleming was the one who discovered penicillin and that is very important (N). Also Source G tells us that something like penicillin would have been discovered anyway, but it doesn't detract from the fact that it happened when it did because of Fleming (NN). You could argue that having a stained-glass window (Source D) shows how important you are (Y), but that is erected in his local church to glorify him and so may not give a true picture of his importance. (+1)

(4 x y, plus 3 x n = 8 marks +1 = Level 4 / 9 marks)

One mark in level for each 'pair' of Y/N used: If a candidate uses the same source to argue Yes and No, this counts as a 2 mark pair.

Award TWO bonus marks for ANY consideration of the reliability, sufficiency etc of source but mark must not exceed 10

- To score in L3/L4, there must be source use, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough. When marking, indicate each valid source use for 'important' with 'Y', and 'not important' or doesn't address issue with 'N'.

Mark Scheme 1935/22
June 2007

CRIME AND PUNISHMENT THROUGH TIME PAPER 2

Introduction

OCR will have sent you a CD-ROM on which you will find a copy of the booklet INSTRUCTIONS FOR EXAMINERS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.

- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.
- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (e.g. L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right-hand margin at the end of the answer (e.g. L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
 - When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.

WERE HIGHWAYMEN NOTHING MORE THAN VIOLENT CRIMINALS?**Question 1 [6 marks]**

Study Source A. What impressions of highwaymen does this source give you? Use the source to explain your answer.

- Level 1 Gives surface details from the source [1]**
e.g. It shows me they rode horses and held up coaches.
- Level 2 Unsupported valid impression(s) from the source [2-3]**
 One impression, 2 marks. Two impressions, 3 marks.
e.g. I can tell they were very daring/ruthless/violent etc.
- Level 3 Supports valid impression(s) from the source [4-6]**
 One supported, 4 marks. Two supported, 5 marks. Three or more, 6 marks.
e.g. It looks like they are very violent because I can see that they are threatening the people in the coach with their pistols.

Notes:

- Impressions must be valid, i.e. drawn reasonably from the source.
- Impressions are what you can tell about highwaymen ***in general***, not just what this source shows about the two highwaymen in the picture.
- Impressions must be supported individually, i.e. *directly related* to the impressions (don't go looking all through the answer for possible support).
- When marking, indicate each impression with 'I' and support with 'S'.

Question 2 [7 marks]

Study Sources B and C. How similar are these two sources? Use the sources to explain your answer.

- Level 1 Uses content but no valid matching [1]**
 There is no valid comparison for similarity/difference. Typically these answers will repeat content from one source, then the other, and may conclude that they are therefore similar/different.
OR
Answers based on provenance or topic only [1]
 Matches only on provenance, not on details of content.
e.g. These sources are not similar at all. Source B is a letter but Source C is from a newspaper/They are similar because both of them are about highwaymen.
- Level 2 Similarity and/or difference of detail [2-3]**
 i.e. these answers fail to compare the impressions the sources give of the character of highwaymen, and compare details only.
e.g. Yes, they are similar because they are both about how highwaymen robbed people. No, I don't think they are very similar because Source B shows that highwaymen worked in pairs, but Source C shows they worked in gangs.
- Level 3 Compares impressions of the character of highwaymen [4-5]**
 Source B nice/Source C nasty, or both sources nasty.
 Comparison must be supported, if no support then L2.
 One source supported, 4 marks. Both, 5 marks.
e.g. They are different because Source B gives an impression of the gentleman highwayman when it says they are polite and generous, but Source C has a much more violent tone when it says how they threatened Mr. Walpole with a pistol.
- Level 4 As L3, but does both comparisons [5-7]**
 i.e. Source B nice/Source C nasty, AND both sources nasty.
 Comparisons must be supported, if no support then L2.
 One source supported, 5 marks. Two supported, 6 marks. Three, 7 marks.
e.g. [As L3` plus] But actually Source B could also be seen as similar because the highwayman is really violent as well. It says that if you don't hand over your money, he'll kill you.

Question 3 [9 marks]

Study Sources C and D. Does the letter (Source D) prove that the highwaymen were sorry for nearly shooting Walpole? Use the sources and your knowledge to explain your answer.

Note: answers must indicate whether the highwaymen would/would not be sorry, and the argument they give in support must match.

- Level 1 Assertions, no use of content of Source D [1]**
e.g. No of course they aren't sorry. Highwaymen robbed people all the time so why would they be sorry.
- Level 2 Answers based on the content of Source C [2]**
 i.e. No use of Source D.
 These answers judge the issue of whether or not they will be sorry based on the information given about the highwaymen in Source C.
e.g. No, they can't be sorry because if you're holding someone up and threatening them with a blunderbuss and a pistol, and one of the guns goes off, then you know that it's a possibility this might happen.
- Level 3 Face-value acceptance of content of Source D [2-3]**
 These answers deal only with what the highwaymen say in Source D and how this shows they were sorry.
e.g. Yes, I do think they must have been sorry because they say that they didn't want to hurt or frighten him.
- Level 4 No: explains that the real purpose of the letter is to get the money [4-5]**
e.g. No, of course, they aren't sorry. That's not what the letter is about. It's just a way for them to make money out of their robbery and when they say things like it was an accident it's just to make things sound better. They don't really mean it.
 Answers which use content of Source D to argue they were NOT sorry, but fail to explain that they were after the money, award Level 3.
- Level 5 Cross-reference to Source C to prove they were not sorry [6]**
e.g. They claim they were sorry, and they have humanity, but what kind of humanity is it to swear that you will shoot the coachman if he speaks again? Of course it doesn't prove it.
- Level 6 Cross-reference to other source(s) to prove they were sorry [7]**
e.g. I think they probably were sorry. They say they did not want to frighten Mr. Walpole and this might be true because we know that highwaymen often were polite and considerate as you can see from Source B where he makes sure everyone still has enough money after he has robbed them.
- Level 7 Cross-reference to other sources to prove they were not sorry [8-9]**
e.g. Well, these highwaymen are obviously determined to get their money somehow, which makes them seem greedy, and backs up the idea that they probably aren't sorry. Most highwaymen were just violent criminals as you can see from Source A where they are robbing the coach, so I don't think they are sorry.

Question 4 [9 marks]

Study Source E. How useful is this source as evidence about highwaymen? Use the source and your knowledge to explain your answer.

Note: this question is about UTILITY. Answers must somewhere deal with utility – not just ‘this source says/shows....’, ‘this source is reliable...’ etc. The word ‘useful’ is not essential – ‘this source is good evidence/tells us etc’ would be fine.

- Level 1 Provenance only [1]**
e.g. Useful/not useful because it was from a story book.
- Level 2 Not useful because of what it does not show [2]**
 Must say what it is that it does not show about highwaymen.
e.g. I don't think this is very useful because it doesn't even show a highwayman committing a robbery.
- Level 3 Useful for what it shows about highwaymen [3-4]**
e.g. I think this is useful evidence because you can see how daring the highwaymen were. This tells us how Dick Turpin would be able to escape by jumping over any obstacles in his way.
- Level 4 Both L2 and L3 [5]**
- Level 5 Not useful: unreliable explained through provenance [6-8]**
 This could be based on it being derived from other books, or being a popular story book, but these comments must be explained – if not, then L1.
e.g. I don't think you can really believe what this source shows. The provenance says that the information for the book came from earlier books and stories so it admits that the author didn't use any original sources about Turpin. When this happens, authors just repeat errors that earlier books have made.
OR
Not useful: explanations of the unreliable nature of the picture
 This could be the implausibility of what it shows (*e.g. highwaymen operated in the countryside, not in towns*), or the child-like appearance of the drawing.
e.g. This can't be useful evidence. It looks like it's been drawn by a child and I cannot believe it shows anything that really happened. It's just not likely that highwaymen went around getting their horses to jump over carts. This is just the kind of thing that gets put into stories.
OR
Not useful: cross-references to contextual knowledge
e.g. This is not at all useful. It shows Dick Turpin riding Black Bess, but this isn't what real highwaymen got up to. The whole story about Dick Turpin riding to York was just made up, so this is just a fantasy view of highwaymen's exploits.

[Note: This level is all about unreliability, disregard any attempts to argue ‘useful because reliable’. In this level only award 8 marks if more than one of the evaluation strategies described above is used. Unexplained assertions about (un)reliability = Level 1.]

Level 6 Useful because of what it tells us about what people in the 1860s wanted to believe about highwaymen [8-9]

i.e. how it can be used as evidence about the myths about highwaymen that were created in the nineteenth century.

e.g. Obviously this source doesn't tell us anything about what highwaymen were really like, but it is still useful. The fact that books were being published about the exciting adventures of highwaymen shows that people, even in the middle of the nineteenth century, liked to believe the myths about the 'gentlemen of the road'.

OR

Useful as evidence of the enduring interest in highwaymen

e.g. I think it must be useful because it shows us that even in the 1860s people were still interested enough in highwaymen to want to read stories about them.

Question 5 [9 marks]

Study Source F. How far do you believe what this source says about highwaymen? Use the source and your knowledge to explain your answer.

- Level 1 Answers on provenance alone [1]**
e.g. No, you aren't meant to believe it because it comes from a novel, not from a history book.
- Level 2 Assertions based on source content [2-3]**
 i.e. identifies what it is in the source that is/is not believed.
e.g. I can believe some of it. For example I think it is true that the lawless life was quite attractive, but I don't think anyone would call the chaplain a dog.
- Level 3 Although it's fiction, it can still be plausible [4]**
 i.e. commonsense judgements about the likelihood of highwaymen acting in this way, *even though* the source is a novel. Without some reference to the provenance, answers will be only L2.
e.g. Some of the source actually seems to make sense. It must have given highwaymen a great sense of freedom and excitement to live the way they did, so although this comes from a novel it does seem quite realistic to me.
- Level 4 Cross-references to demonstrate un/reliability [5-6]**
 These can be to other sources or to *specific* contextual knowledge (i.e. to facts not otherwise on this paper)
e.g. I know this comes from a novel and you might think it is just fictional, but I think it contains some truth. One thing, for example, is the idea that highwaymen were sometimes gentlemen who had a good education. If you look at Source B you can see that a Swiss visitor to England in 1726, when the highwaymen were still around, also thought that they were gentlemen, because he says they would ask politely for your money, and take off their hats when they were robbing. This is definitely the kind of thing that well educated people with good manners would do.
- Level 5 Unreliable: this is about the highwayman myth, not the reality [7-8]**
 e.g. You cannot believe this at all. This kind of glamorous view of highwaymen, that makes them seem like brave heroes riding free around the countryside, was just made up. People liked to hear these stories, but you cannot pretend they are real history.
- Level 6 Both L4 and L5 [9]**

Question 6 [10 marks]

Study all the sources. How far do Sources A-F show that highwaymen were nothing more than violent criminals? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Level 1 Answers on highwaymen – no source use [1-2]

Level 2 Non-specific source use [3]

i.e. no supporting detail, no reference to source by letter or quote.

At this level candidates may talk of 'the sources', 'some sources', or even identify sources without using the detail in them.

Level 3 Uses source(s) for *or* against the idea that highwaymen were violent criminals [4-6]

Level 4 Uses source(s) for *and* against the idea that highwaymen were violent criminals [7-9]

Bonus of up to two marks in any level for any evaluation of a source in relation to its reliability, sufficiency etc but total for question must not exceed 10.

Notes:

- To score in L3/L4 there must be source **use**, i.e. direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough.
- Higher marks in L3/L4 to be awarded on numbers of sources used. One mark per source in L3, and one mark per 'pair' of Y/N in L4.
- Where sources are grouped, the conclusion must be valid for all sources in the group. If it is valid then the group can only earn *one* Y or N.
- When marking, indicate each valid source use with 'Y' for violent and 'N' for not violent.
- The sources may only be used (given appropriate support) as shown in the following table:

Yes	No
A B C D E	B D F

General Certificate of Secondary Education History A (Short Course) 1035

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01 (Paper 1)	60	45	37	30	24	19	14	10
02 (Coursework)	25	21	18	15	12	10	8	6

Specification Overall (weighted marks)

	A*	A	B	C	D	E	F	G
Overall Threshold Marks	86	75	63	51	42	34	26	18
Percentage in Grade	0.8	6.8	13.7	18.6	17.9	16.7	11.4	9.5
Cumulative Percentage in Grade	0.8	7.6	21.3	39.9	57.8	74.5	85.9	95.4

The total entry for the examination was 286.

General Certificate of Secondary Education History A 1935

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	56	47	38	30	22	15	8
12	75	62	54	46	38	29	21	13
13	75	61	51	42	34	27	20	13
14	75	60	51	42	34	27	20	13
15	75	57	49	41	33	25	17	10
21	50	33	30	27	24	20	16	13
22	50	31	28	25	23	19	16	13
03	50	41	35	29	23	18	13	8

Option Thresholds (weighted marks)

Option A (Medicine and Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	164	144	124	105	86	68	50	32
Percentage in Grade		5.67	15.65	20.52	17.46	15.08	9.75	8.84	2.72
Cumulative Percentage in Grade		5.67	21.32	41.84	59.30	74.38	84.13	92.97	97.28

The total entry for the examination was 886.

Option B (Medicine and Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	169	152	134	117	97	77	57	37
Percentage in Grade		12.79	16.40	17.75	17.39	13.51	10.63	5.77	3.15
Cumulative Percentage in Grade		12.79	29.19	46.94	64.32	77.84	88.47	94.23	97.39

The total entry for the examination was 1113.

Option C (Medicine and American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	167	149	130	112	93	74	56	38
Percentage in Grade		6.47	17.63	19.84	18.56	14.01	10.74	6.43	3.66
Cumulative Percentage in Grade		6.47	24.10	43.94	62.50	76.51	87.26	93.69	97.35

The total entry for the examination was 16335.

Option D (Medicine with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	148	130	112	93	74	56	38
Percentage in Grade		8.58	16.35	19.06	17.51	15.29	10.70	6.31	3.71
Cumulative Percentage in Grade		8.58	24.93	43.99	61.50	76.78	87.49	93.80	97.51

The total entry for the examination was 10583.

Option E (Medicine with South Africa)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	145	127	110	90	70	50	30
Percentage in Grade		0	8.70	4.35	17.39	13.04	13.04	17.39	17.39
Cumulative Percentage in Grade		0	8.70	13.04	30.44	43.48	56.52	73.91	91.30

The total entry for the examination was 23.

Option F (Crime with Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	159	140	121	102	84	67	50	33
Percentage in Grade		1.15	15.38	24.62	20.38	16.92	10.38	6.54	3.08
Cumulative Percentage in Grade		1.15	16.54	41.15	61.54	78.46	88.85	95.39	98.46

The total entry for the examination was 260.

Option G (Crime with Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	174	153	132	111	93	75	57	39
Percentage in Grade		7.98	31.92	23.94	18.62	7.98	4.26	2.13	3.19
Cumulative Percentage in Grade		7.98	39.89	63.83	82.45	90.43	94.68	96.81	100

The total entry for the examination was 188.

Option H (Crime with American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	167	148	128	109	91	73	56	39
Percentage in Grade		4.08	13.49	18.59	20.52	17.35	11.45	7.03	4.54
Cumulative Percentage in Grade		4.08	17.57	36.17	56.69	74.04	85.49	92.52	97.05

The total entry for the examination was 883.

Option J (Crime with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	145	127	109	91	73	56	39
Percentage in Grade		6.44	16.91	20.34	20.89	13.94	10.89	6.06	2.84
Cumulative Percentage in Grade		6.44	23.35	43.69	64.58	78.52	89.41	95.47	98.31

The total entry for the examination was 2361.

Option K (Crime with South Africa)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	127	108	89	71	53	35
Percentage in Grade		46.67	26.67	26.67	0	0	0	0	0
Cumulative Percentage in Grade		46.67	73.33	100	100	100	100	100	100

The total entry for the examination was 15.

Specification Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	7.26	17.01	19.59	18.38	14.50	10.69	6.41	3.64
Cumulative Percentage in Grade	7.26	24.28	43.86	62.24	76.74	87.43	93.84	97.48

The total entry for the examination was 32656.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

(General Qualifications)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: helpdesk@ocr.org.uk

www.ocr.org.uk

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Head office
Telephone: 01223 552552
Facsimile: 01223 552553

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