

**OCR GCSE (SHORT COURSE) IN HISTORY A  
(SCHOOLS HISTORY PROJECT)**

**1035**

**SPECIMEN ASSESSMENT MATERIALS**

These specimen assessment materials are designed to accompany the OCR GCSE (short course) specification in History A for teaching from September 2001.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specification is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Question Paper 1  
Mark Scheme Paper 1

**Oxford Cambridge and RSA Examinations**  
**General Certificate of Secondary Education**

**(SHORT COURSE) HISTORY A (SCHOOLS HISTORY PROJECT) 1035/1**

**PAPER 1**  
**Specimen Paper 2003**

Additional materials:  
Answer booklet.

**TIME** 1 hour 45 minutes.

**INSTRUCTIONS TO CANDIDATES**

- Write your name, Centre number and candidate number in the spaces on the answer booklet.
- You must choose **one** of these options:  
**Either** (a) Medicine Through Time (Pages 2-8);  
**or** (b) Crime and Punishment Through Time (Pages 9-14).  
Then answer **Question 1** and **one** other question from **that** option.
- Write your answers, in blue or black ink, on the answer booklet provided
- Read each question carefully and make sure you know what to do before starting your answer.

**INFORMATION FOR CANDIDATES**

- The number of marks is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- *You will be awarded marks for the Quality of Written Communication in part (c) of questions 2, 3 and 4.*

Some of the questions require you to use Sources. Where this is the case, you will need to use your knowledge of the topic to interpret and evaluate the Sources. When you are asked to use specific Sources you must do so, but you can also use any of the other Sources within the question if they are relevant.

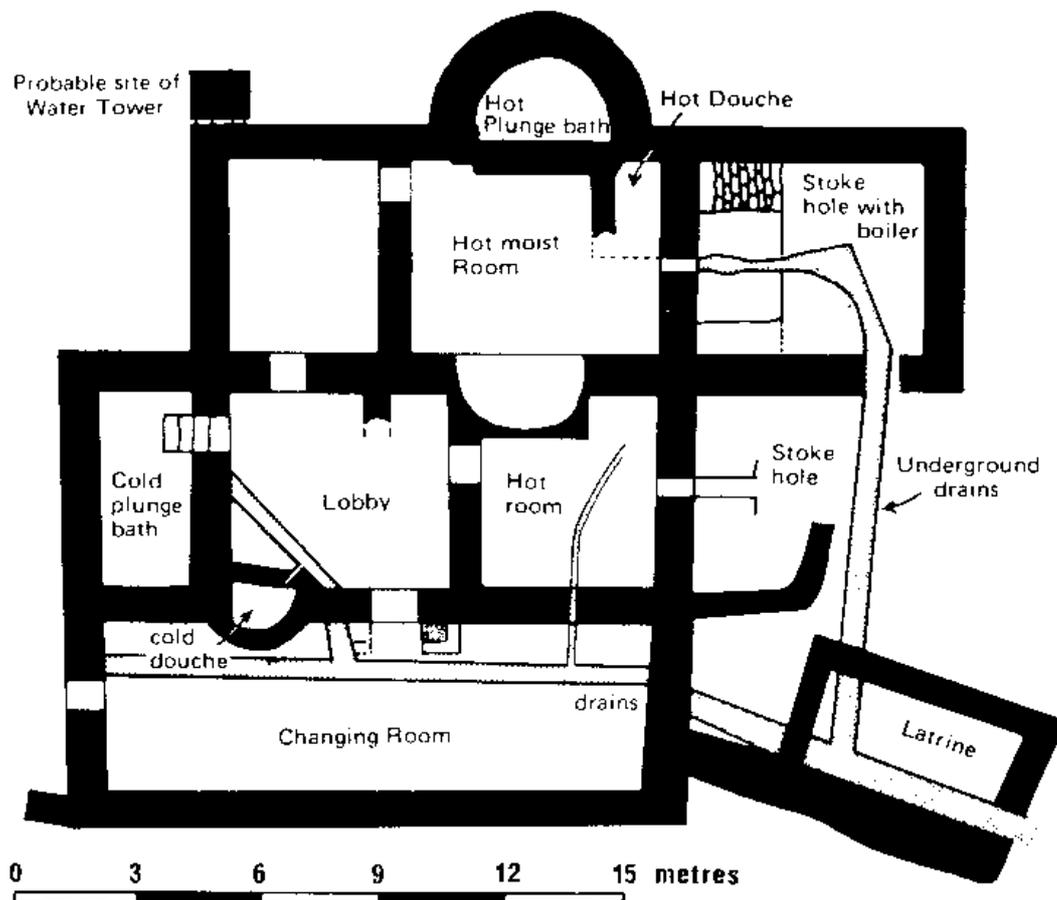
### Option 1: Medicine Through Time

Answer Question 1 and ONE other question.

You should spend about 1 hour on Question 1.

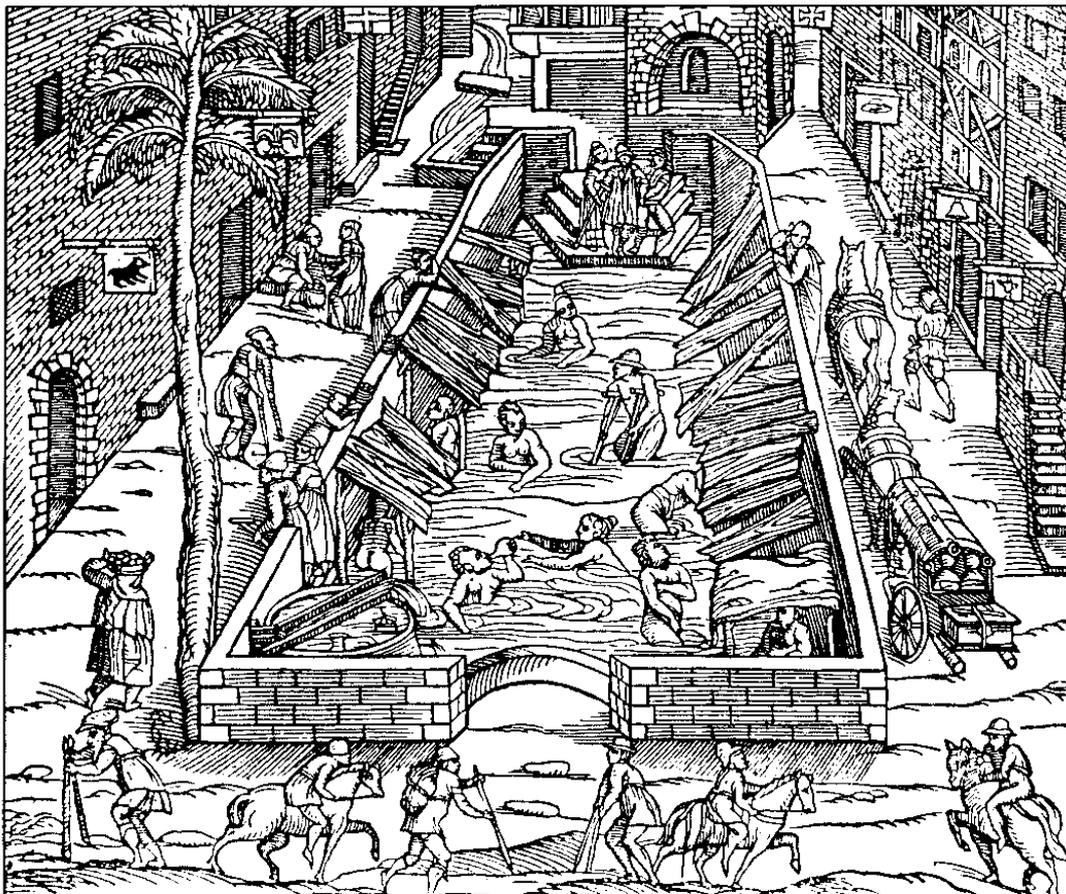
- 1 Study the Sources carefully, and then answer the questions which follow.

#### SOURCE A



*A plan of the bath house at a Roman fort on Hadrian's Wall.*

## SOURCE B



*A print of a medieval public bath house.*

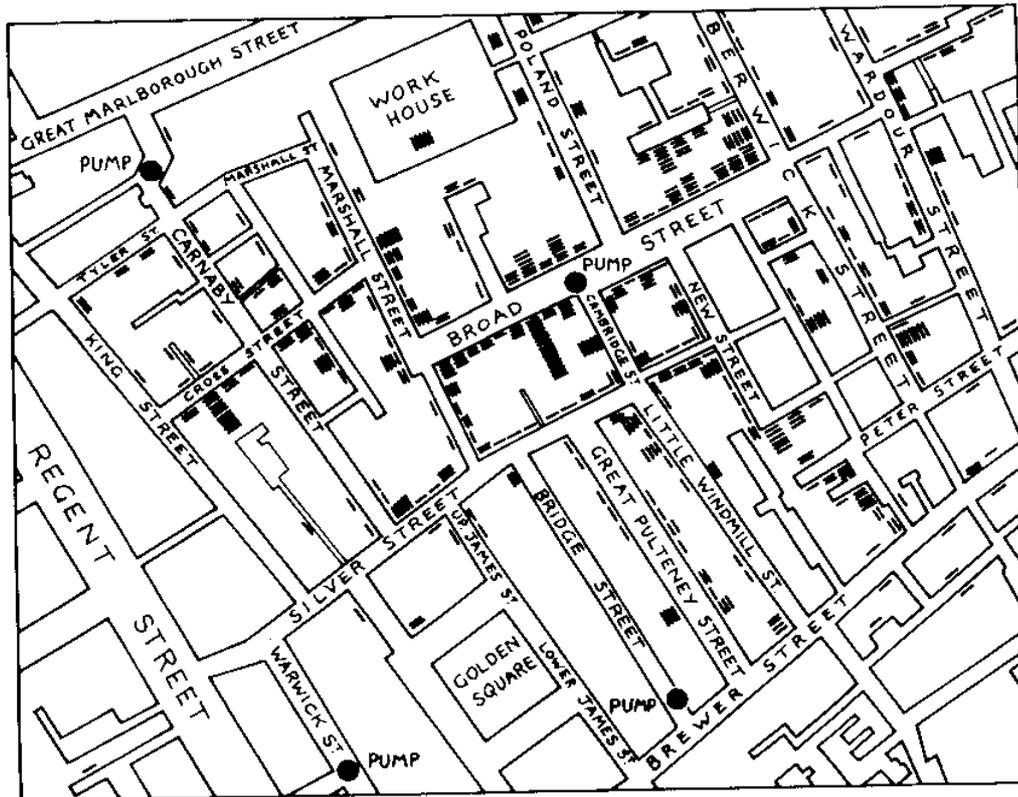
## SOURCE C

To The Lord Mayor of London.

Order to cause the human waste and other filth lying in the streets and lanes in the city to be removed with all speed to places far distant. And to make the city be cleaned from all smell and to be kept clean as it used to be in the time of the preceding mayors so that no greater cause of death may arise from such smells. The King has learned how the city is so foul with the filth from out of the houses by day and night that the air is infected and the city poisoned to the danger of men.

*From a letter written in 1349 by King Edward III to the Lord Mayor of London.*

SOURCE D



*Dr John Snow's map of some streets in London in 1854. It shows the Broad Street pump in the middle. Cases of cholera are marked in black.*

SOURCE E



*A cartoon of a water pump, published in Britain in 1860. The title of the cartoon is 'Death's Dispensary'. A dispensary is a place where medicines are given out.*

## SOURCE F



A photograph of sewers being built in London in 1862.

- 1 (a) Study **Sources A and B**.  
What do these Sources tell you about attitudes towards public health?  
Use the Sources and your knowledge to explain your answer. [4]
- (b) Study **Source C**.  
How far does this Source prove that there was a planned system of public health in London in the fourteenth century?  
Use the Source and your knowledge to explain your answer. [5]
- (c) Study **Source D**.  
Why was this map important in the development of public health in the nineteenth century?  
Use the Source and your knowledge to explain your answer. [7]
- (d) Study **Source E**.  
Why do you think this cartoon was published at this time?  
Use the Source and your knowledge to explain your answer. [7]
- (e) Study **Sources E and F**.  
Do these Sources fully explain why public health in Britain was improved in the second half of the nineteenth century?  
Use the Sources and your knowledge to explain your answer. [7]

[Question 1 continues on the next page]

1 (f) Study **all** the Sources.

How far do these Sources prove that public health improved at a steady rate between Roman times and the end of the nineteenth century?

Use the Sources and your knowledge to explain your answer.

[10]

**Choose ONE of the following three questions. You must answer ALL parts of the question which you choose.**

**Remember that you should always explain your answer as fully as possible and support it with specific detail.**

2 Important advances were made in medicine by the Ancient Egyptians, the Ancient Greeks and the Romans.

(a) Explain the Theory of the Four Humours.

[5]

(b) Why did the Ancient Greeks make more advances in medicine than the Ancient Egyptians?

Explain your answer.

[7]

(c) Who made the more important contribution to the development of medicine, the Ancient Greeks or the Romans?

Explain your answer.

[8]

3 Individuals have made important contributions to the development of medicine.

Choose **one** of the following individuals:

Andreas Vesalius;  
Joseph Lister;  
James Simpson;  
Alexander Fleming.

For the individual you have chosen:

(a) Briefly explain the contribution he made to the development of medicine.

[5]

(b) Were his ideas welcomed by people at the time?

Explain your answer.

[7]

(c) Was individual brilliance the only reason why he was able to make an important contribution to the development of medicine?

Explain your answer.

[8]

- 4 For a long time, three main problems prevented progress being made in surgery. These problems were pain, infection and bleeding.
- (a) Briefly explain any **two** of these problems. [5]
- (b) Why was there little success in dealing with these three problems before the nineteenth century?  
Explain your answer. [7]
- (c) How far had these three problems been overcome by the end of the nineteenth century?  
Explain your answer. [8]

## Option 2: Crime and Punishment

Answer Question 1 and ONE other question.

You should spend about 1 hour on Question 1.

- 1 Study the Sources carefully, and then answer the questions which follow.

### SOURCE A

Maud struck Emma. Emma raised the hue and cry upon her. And the hue and cry was not carried out.

Punishment – the whole village is fined 2 shillings.

John Lane assaulted Alice, his stepmother, in her own house and hit her with a stick, breaking her right hand.

Punishment – John to be placed in the stocks.

Agnes, who is poor, gave birth to a child when she was not married.

Punishment – No fine, because she is poor.

*Extracts from medieval manorial court records.*

### SOURCE B



*A woodcut from the sixteenth century showing vagrants being punished.*

**SOURCE C**



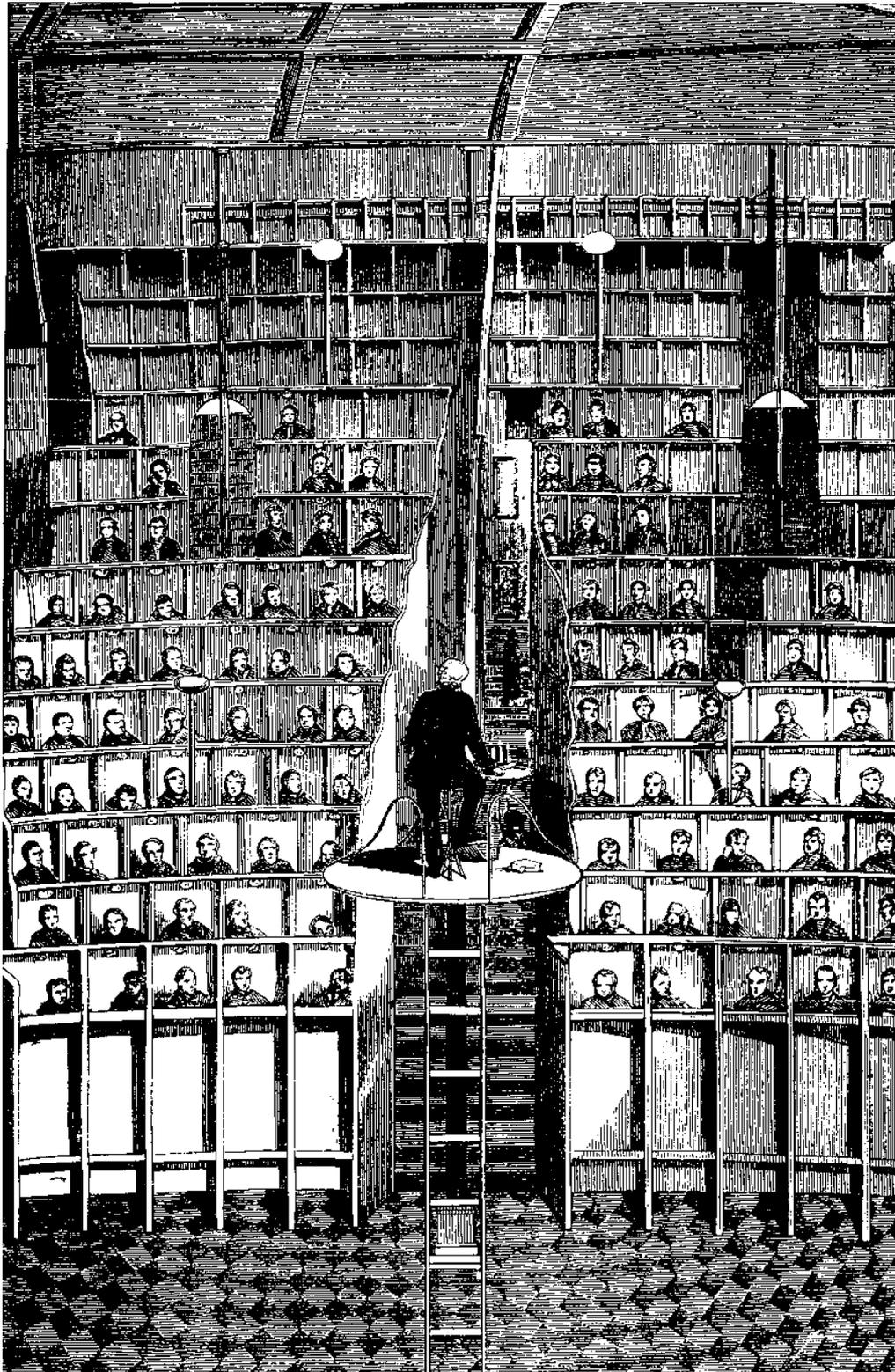
*An engraving from the time of the gunpowder plotters being executed in 1605. They were hanged, drawn and quartered*

**SOURCE D**



*A contemporary drawing of convicted criminals being transported in the eighteenth century.*

SOURCE E



*A drawing of prisoners in a school class in a prison chapel in 1862.*



*The front cover of 'Votes for Women', January 1910.*

- 1 (a) Study **Source A**.  
Explain why offences in the Middle Ages were dealt with in these ways.  
Use the Source and your knowledge to explain your answer. [5]
- (b) Study **Source B**.  
Why were vagrants punished in these ways in the sixteenth century?  
Use the Source and your knowledge to explain your answer. [5]
- (c) Study **Source C**.  
How far does this Source show that punishments in the seventeenth century were very cruel?  
Use the Source and your knowledge to explain your answer [6]

[Question 1 continues on the next page]

- 1 (d) Study **Sources D and E**.  
How far do these two Sources prove that the life of a prisoner in the nineteenth century was an easy one?  
Use the Sources and your knowledge to explain your answer. [7]
- (e) Study **Source F**.  
Why was this Source published at this time?  
Use the Source and your knowledge to explain your answer. [7]
- (f) Study **all** the Sources.  
How far do these Sources prove that punishments have steadily become less cruel since the Middle Ages?  
Use the Sources and your knowledge to explain your answer. [10]

**Choose ONE of the following three questions. You must answer ALL parts of the question which you choose.**

**Remember that you should always explain your answer as fully as possible and support it with specific detail.**

- 2 During the medieval period, the English system of law and order gradually developed.
- (a) Briefly explain the main features of the Anglo-Saxon system of justice. [5]
- (b) To what extent did the Normans make changes to the system of law and order in England?  
Explain your answer. [7]
- (c) How successful was the medieval system of law and order?  
Explain your answer. [8]

- 3** From the sixteenth to the nineteenth century, the authorities had to react to many different threats to law and order.
- (a)** Briefly explain the main features of the eighteenth-century Bloody Code. **[5]**
- (b)** Was smuggling an easy, or a difficult, crime for the authorities to deal with? Explain your answer. **[7]**
- (c)** Why was there a rise in crime between 1750 and 1850? **[8]**
- 4** The Rebecca Riots and the Suffragettes are both examples of popular protests.
- (a)** Briefly explain the aims of either the Rebecca rioters or the Suffragettes. **[5]**
- (b)** Did the authorities react in the same way to these two popular protests? Explain your answer. **[7]**
- (c)** Which of these two popular protests was the more successful? Explain your answer. **[8]**



**Oxford Cambridge and RSA Examinations**

**General Certificate of Secondary Education**

**(SHORT COURSE) HISTORY A (SCHOOLS HISTORY PROJECT) 1035/1**

**PAPER 1**

**MARK SCHEME**

**Specimen Paper 2003**

## INSTRUCTIONS TO EXAMINERS

### QUALITY OF WRITTEN COMMUNICATION

In their answers to part (c) of questions 2, 3 and 4, candidates should be given credit for the Quality of their Written Communication. This includes: clarity of expression; structure of arguments; presentation of ideas; grammar; punctuation and spelling. It is an integral part of Assessment Objective 1.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality communication skills.

### 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 and/ or contextual knowledge to illustrate this understanding. These concepts, and the ability to use and evaluate Source material, are central, not only to the Schools History Project, but also to GCSE History, and it is, therefore, upon these that the mark scheme focuses.
- 2 The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- 3 Targets, which are closely related to the Assessment Objectives for the course, are given for all questions. The mark scheme is constructed to assess the level of understanding or skill needed to approach those targets.
- 4 This type of mark scheme, in rewarding the level of understanding/ skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **must be** regarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **must not** be placed in a lower level than the one to which the answer corresponds.
- 5 Marks are **not cumulative** for any question. Please do not try to count up marks for 'points' made.
- 6 Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- 7 It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

## SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks should not be used.
- 3 Do not transfer marks from one part of a question to another.
- 4 Examples of responses which are given within the levels are intended to act as examples only. They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the **level description**. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
- 5 If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
- 6 Where a band of marks is allocated to a level specific instructions may be given about discrimination within that level. When such instructions are not given the following instruction should **always** be followed:
  - in a 2 mark band award the higher mark unless the answer is weak and you have 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.
- 7 Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks and to the necessity to adjust examiners' marking standards before the Award.
- 8 Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3 and the mark in the right hand margin). This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of the examiner's allocation. It is important, therefore, once you have mastered the mark scheme that you maintain the same standard of marking throughout all batches of your scripts.
- 9 Once the candidate's response has been placed in a level, the quality of written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

## OPTION 1: MEDICINE THROUGH TIME

1(a) Study Sources A and B. What do these Sources tell you about attitudes towards public health? Use the Sources and your knowledge to explain your answer.

**Target:** AO1 (2 marks) and AO2 (ability to make inferences from Sources, 2 marks)

**Level 1: Answers that describe the public health provision in the Source(s) [1]**

These answers describe what is in the Sources rather than inferring attitudes towards public health.

*e.g. 'In Source A there are lots of different baths for people. In Source B there is only one but it looks very dirty.'*

Award 1 mark even if only one Source is covered.

**Level 2: Answers that infer valid attitude(s) – unsupported [1-2]**

These answers go further than surface information and infer valid attitude(s).

*e.g. 'These Sources tell you a lot about attitudes because Source A tells you that the Romans thought public health was very important but in Source B they do not seem so bothered about public health.'*

Award 1 mark for one Source and attitude, 2 marks for two Sources and attitudes.

**Level 3: Valid attitude(s) supported by evidence from Source(s) [3-4]**

These answers support valid attitudes with evidence from the Source(s) and will be informed by contextual knowledge.

*e.g. 'Source A shows that the Romans thought public health was very important. This bathhouse would have been expensive to build. It is a large complex with lots of different types of baths. To go to this trouble and expense they must have thought public health was important.'*

Award 3 marks for one supported attitude, 4 marks for two supported attitudes.

**1(b) Study Source C. How far does this Source prove that there was a planned system of public health in London in the fourteenth century? Use the Source and your own knowledge to explain your answer.**

**Target: AO1 (2 marks) and AO2 (ability to make inferences from Sources, 3 marks)**

**Level 1: Answers that describe the condition of public health as described in Source C [1]**

*e.g. 'London had human waste lying in the streets. There was a terrible smell and the King was trying to do something about it.'*

**Level 2: Uses evidence in Source to explain public health was/was not planned [2-3]**

*e.g. 'I don't think the public health system in London was planned because the condition were so terrible. If it had been planned the King would not have to order that the streets should have to be cleaned and place would not have go in such a mess.'*

**Level 3: Uses contextual knowledge to assess how far this Source proves that there was/was not a planned system of public health [3-5]**

*e.g. 'It doesn't sound as if there was a planned system of public health. The conditions were terrible, there was human waste lying around in the street and there had been no cleaning for a long time. In those days the government did not think that it was its responsibility to keep the streets clean. There was a relationship between dirty conditions and the spread of disease. Although when disease was bad like it was here with the Black Death the King might order the streets to be cleaned as a last resort.'*

**1(c) Study Source D. Why was this map important in the development of public health in the nineteenth century? Use the Source and your knowledge to explain your answer.**

**Target: AO1 (4 marks) and AO2 (ability to comprehend a Source, 3 marks)**

**Level 1: Assertions using surface information [1]**

*e.g. 'It shows which streets had cholera.'*

**Level 2: Uses surface information to make simple link between the pump and cholera [2]**

*e.g. 'It shows that cholera was spread by the water pump.'*

**Level 3: Explains the link between the pump and cholera [3]**

*e.g. 'It shows that the cholera was being spread by the water people were drinking because the cholera is worst near to the pumps.'*

**Level 4: Uses contextual knowledge to explain about Snow's discovery [4-5]**

**Level 5: Uses contextual knowledge to explain about the importance of Snow's discovery [6-7]**

*e.g. 'This map was important because it showed what Snow had suspected – that cholera was being spread by the water people were drinking. He proved that the cholera was strongest close to the Broad Street pump. All the people that had cholera in that area had been drinking water from it. Once people realised that water was spreading cholera more work was put into providing clean water for people. When Snow's discovery was put together with Pasteur's discovery that germs causes disease then measures were passed like the Public Health Acts to provide clean water.'*

1(d) Study Source E. Why do you think this cartoon was published at this time?  
Use the Source and your knowledge to explain your answer.

**Target:** AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 2 marks)

**Level 1: Answers based on the surface information of the Source [1]**

These answers describe the surface information that can be taken from the Source. They fail to understand that a point was being made about public health.

e.g. *'It was published to show people what water pumps were like.'*  
*'It was published to show how people were dressed at that time.'*

**Level 2: Answers assert that it was to show how poor public health/the drinking water was [2-3]**

These answers demonstrate an understanding of the message of the cartoon but there is no support from the details of the cartoon or contextual knowledge.

e.g. *'This cartoon was published to show everyone how unhealthy the drinking water was.'*

**Level 3: As for level 2 but answers are supported either from details of the cartoon OR from contextual knowledge [3-4]**

These answers either explain how details in the cartoon support the message or use contextual knowledge to support the suggested purpose. Answers which answer the 'at this time?' part of the question will almost certainly be using contextual knowledge.

e.g. *'This cartoon was published to warn people about the dirty drinking water. You can tell this because it says under the cartoon 'Death's Dispensary,' which means that it is handing out death to people.'*  
*'This cartoon was published at this time because this was after John Snow had shown how cholera was spread through drinking water. So the cartoon was warning people about this.'*

**Level 4: As for level 2 but supported from details in the cartoon AND by contextual knowledge [5-7]**

e.g. *'This cartoon was published at this time because Pasteur had just proved that germs caused disease and it is warning people about the germs in the water. The cartoon shows how dangerous the water is by the skeleton which represents death giving out water to the people.'*

**1(e) Study Sources E and F. Do these Sources fully explain why public health in Britain was improved in the second half of the nineteenth century? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (5 marks) and AO2 (comprehension of Sources, 1 mark)**

**Level 1: Unsupported assertions**

**[1]**

These answers will assert for example that the other factors, or that these Sources do fully explain, but no evidence will be provided.

*e.g. 'These Sources do not fully explain why public health improved, there were many other reasons.'*

**Level 2: Contextual knowledge used to reach obvious points about Sources C and D**

**[2-3]**

These answers will not go beyond the obvious points about these Sources, for example, explaining how sewers help public health or stating that illnesses caused by bad water led to reform of public health. Some contextual knowledge will be displayed.

*e.g. 'Source C does explain why public health was improved. Once people began to realise that dirty water was killing people councils started to provide supplies of clean water.'*

**OR**

**Answers that identify other valid factors**

**[2-3]**

*e.g. Chadwick, Snow, Public Health Acts, cholera, Pasteur, 1867 Reform Act, use of new statistics.*

**Level 3: Others factors explained**

**[4-5]**

These answers explain the contribution of other factors. These answers will not link these factors with the ones in Sources C or D.

**Level 4: Answers that use contextual knowledge to link other factors with Sources C or D**

**[6-7]**

These answers will demonstrate detailed contextual knowledge by explaining the importance of the factors in Sources C and D by linking them with other factors. For example, they might explain the story of John Snow or Pasteur or the work of Chadwick, or the Public Health Acts, or the impact of cholera. What characterises this level is that these factors are linked to the factors in Sources C or D.

*e.g. 'The new sewers in Source D do explain why public health improved. They were probably built after the 1848 Public Health Act. This was as a result of Chadwick's research, which showed that poverty and unemployment were causes by poor public health. The 1848 Act led to some towns building sewers and this was a major step forward as it got rid of the waste which was causing disease.'*

**1(f) Study all the Sources. How far do these Sources prove that public health improved at a steady rate between Roman times and the end of the nineteenth century? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (4 marks) and AO2 (ability to comprehend and make inferences from Sources, 6 marks)**

**Level 1: Unsupported assertions [1]**

*e.g. 'I think these Sources do show that public health did improve because you can see improvements in these pictures. Things were getting better.'*

**Level 2: Sources used to show improvement AND lack of improvement [2-4]**

**Level 3: Sources used to show steady improvement AND erratic improvement [4-6]**

*e.g. 'I do not think this is true. Some of the Sources show improvement like Source D which shows that their understanding of what caused disease was getting better. This understanding of what caused disease was getting better. This understanding is also shown in Source E. But it is not all improvement. Sometimes things get worse. In Source A they provide public baths for people so that they can keep clean and healthy. However, hundreds of years later in Source C conditions have got worse where everything is filthy. Another example is that in Source B the bathhouse is not as good as the one in Roman times. So things have gone backwards. Overall, things did improve and their understanding at the end is better than at the beginning but improvement was not steady. It went up and down.'*

**Level 4: Sources AND contextual knowledge used to show improvement OR lack of improvement [7-8]**

*e.g. 'These Sources do show that there was improvement and I know from my knowledge that there was improvement. In Sources D and E they are beginning to understand what was causing disease. They know about germs from the work of Pasteur, and Snow had proved that dirty water was spreading cholera. This led to lots of improvements. It is in the nineteenth century that public health acts are passed forcing local councils to improve public health and Source F shows that sewers are being built to take away all the waste. This is much better than in Roman times when public health was provided for the rich but not for everyone and they did not know what was causing disease.'*

**Level 5: Sources AND contextual knowledge used to show steady improvement AND erratic improvement [9-10]**

**2 Important advances were made in medicine by the Ancient Egyptians, the Ancient Greeks and the Romans**

**2(a) Explain the Theory of the Four Humours.**

**Target: AO1**

**One mark for each valid point identified.**

Valid points include: a natural explanation, the body made up of four humours, names of the humours, illness caused by humours being out of balance, weather, diet, lifestyle affected the humours, led to natural treatments.

*e.g. 'This theory said that the body was made up of four humours. These included yellow bile and phlegm.'* = 3 points = 3 marks.

**Two marks for any points developed, explained or linked with other points.**

**[5]**

*e.g. 'The Theory of the Four Humours claimed that disease had natural causes. It was caused by the humours in the body getting out of balance - this could be caused by cold weather or eating too much. It led to people using natural treatments like blood letting to get rid of the humour that was in excess.'* = 1 point and 2 explanations = 5 marks.

**2(b) Why did the Ancient Greeks make more advances in medicine than the Ancient Egyptians? Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The Ancient Greeks made more advances because they knew more about medicine and worked much harder to try and make progress.'*

**Level 2: Identifies specific reasons [2-4]**

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. Reasons might include: Greeks - the ideas of the philosophers, contact with other civilisations, observation of the natural world, great individuals; Egyptians - predominance of supernatural beliefs, discoveries about the body were made by chance.

*e.g. 'The Greeks made more progress in medicine because they had great people like Hippocrates.'*

2 marks for one valid reason, 3 marks for two, 4 marks for three. Award 4 marks to answers that give a reason why the Greeks made more progress and a reason why the Egyptians did not make so much.

**Level 3: Explains one specific reason [3-5]**

These answers provide a causal explanation for one reason.

*e.g. 'The Greek philosophers helped the Greek doctors. They observed the world and tried to understand how it worked. This led to natural explanations, such as the idea that everything was made up of four elements. This led to doctors observing the body and looking for natural reasons for illness like the Four Humours which, in turn, led to natural treatments like purging.'*

**Level 4: Explains more than one specific reason [6-7]**

These answers provide causal explanations for at least two reasons. Award 6 marks for one reason explained and another identified, Award 7 marks for two reasons explained.

2(c) **Who made the more important contribution to the development of medicine, the Ancient Greeks or the Romans? Explain your answer.**

**Target: AO1**

**[Written communication to be assessed in this question – see examiner instructions.]**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The Greeks were much more important than the Romans because they discovered a lot more new ideas and made medicine much better.'*

**Level 2: Identifies specific examples of Greeks OR Romans contributing to the development of medicine [2-3]**

These answers will demonstrate specific contextual knowledge by identifying examples. Examples will be identified - there will be no explanation of their importance. Examples will only be given for Greeks or Romans; not both. Examples might include: Greeks – the Theory of the Four Humours; natural explanations and treatments; clinical method of observation; prevention - exercise, personal hygiene; Romans - public health systems; use of opposites; importance of siting of settlements; importance of clean water; importance of personal hygiene.

2 marks for one example, 3 marks for two.

**Level 3: Identifies examples of both Greeks AND Romans contributing to the development of medicine [4]**

These answers will demonstrate specific contextual knowledge by identifying examples for both Greeks and Romans. Examples will be identified - there will be no explanation of their importance.

*e.g. 'Both the Greeks and the Romans were important. The Romans built public health systems while the Greeks were the first to develop natural explanations for illness.'*

**Level 4: Explains example(s) for Greeks OR Romans [5-6]**

These answers explain examples of the achievements of either the Greeks or the Romans. The achievements are explained but their long term significance in the history of medicine is not.

*e.g. 'The Romans made a more important contribution because they built public health systems. They realised how important it was to give people clean drinking water and to get rid of sewage. They built pipes and aqueducts to bring in fresh water and huge sewers to take the waste away. They also built public baths so people could keep clean.'*

Award 5 marks for one example explained and one identified.

**Level 5: Explains example(s) for Greeks AND Romans [6-7]**

These answers explain examples of the achievements of both the Greeks and the Romans. The achievements are explained but their long-term significance in the history of medicine is not.

**Level 6: Explains why the achievements of Greeks OR Romans were important in the long-term [7]**

These answers explain how the achievements of the Greeks or the Romans affected the later development of medicine.

*e.g. 'The Greeks were more important in the history of medicine as they first came up with the idea that illness had natural causes and the body should be studied very carefully. These ideas were revived in the Renaissance and led to more discoveries such as the circulation of the blood. This would not have been possible without the Greeks.'*

**Level 7: Explains why the achievements of Greeks AND Romans were/were not important in the long term [8]**

These answers explain how the achievements of the Greeks and the Romans affected the later development of medicine. These may be in positive or negative ways. An attempt will be made to reach a conclusion about who was more important.

**3 Individuals have made important contributions to the development of medicine. Choose one of the following individuals: Andreas Vesalius; Joseph Lister; James Simpson; Alexander Fleming. For the individual you have chosen:**

**3(a) Briefly explain the contribution he made to the development of medicine.**

**Target: AO1**

**One mark for each valid point identified.**

Valid points include: Vesalius - dissected bodies, showed Galen was wrong about structure of body; Lister - carbolic spray, applied ideas of Pasteur, patients dying of infection during surgery before Lister; Simpson - problem of pain, use of chloroform, discovered by chance, used in childbirth, Queen Victoria, promoted chloroform; Fleming - discovery of penicillin, realises its significance, his work taken up later by others.

*e.g. 'Vesalius was important in the history of medicine because he dissected human bodies.'* = 1 point = 1 mark.

**Two marks for any points developed, explained or linked with other points.**

**[5]**

*e.g. 'Vesalius was important because he realised how important it was to study the human body to find out how it was structured. He dissected bodies and then wrote a book about the structure of the human body which helped other doctors.'* = 1 point and 2 explanations = 5 marks.

**3(b) Were his ideas welcomed by people at the time? Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'No, Simpson's ideas were not welcomed at the time because lots of people opposed them.'*

**Level 2: Identifies specific examples [2-4]**

These answers will demonstrate specific contextual knowledge by identifying examples of opposition/support or reasons for opposition/support. These will be identified - there will be no explanation. They might include: Vesalius - religious objections to dissection, opposition to the idea that Galen was wrong, printing press helped spread of his ideas; Lister - support of people like Florence Nightingale, did not always work, did not know about germ theory, too much trouble for doctors/nurses, carbolic acid unpleasant for doctors; Simpson - worry about side-effects, dosage wrong and patients died, religious opposition, use by Queen Victoria; Fleming lack of interest because could not purify the juice, lack of chemical help, refused grants, taken up by Florey and Chain, pure penicillin mass-produced because of the war, widely used.

2 marks for one valid reason, 3 marks for two, 4 marks for three. Award 4 marks to answers which give a reason for/example of both opposition and support.

**Level 3: Explains one specific example of opposition OR support [3-5]**

These answers explain one example of opposition or support.

*e.g. 'Vesalius was opposed by a lot of people at the time. They did not like the fact that he was claiming that Galen had been wrong about the structure of the human body. Galen had worked in Roman times and his books about the body had been used since then by doctors. Galen was almost regarded as a God and everybody accepted his ideas. Nobody dared to question him, especially because the Church supported his ideas. This was why Vesalius had so much opposition for his ideas.'*

**Level 4: Explains more than one specific example of opposition OR support [6-7]**

These answers explain more than one specific example of opposition or support. Award 6 marks for one example explained and another identified. Award 7 marks for two examples explained.

**Level 5: Explains a specific example of opposition AND support [7]**

These answers will explain examples of both opposition and of support.

**3(c) Was individual brilliance the only reason why he was able to make an important contribution to the development of medicine? Explain your answer.**

**Target: AO1**

**[Written communication to be assessed in this question – see examiner instructions.]**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'No individual brilliance was not the only reason, there were other reasons like other people helping him with his work.'*

**Level 2: Identifies specific examples of the individual's brilliance OR of other factors [2-3]**

These answers will demonstrate specific contextual knowledge by identifying examples of individual brilliance or of other factors.

Examples will be identified - there will be no explanation of their importance.

Other factors include: Vesalius - the invention of the printing press, the Renaissance; Lister - the work of Pasteur, the use of carbolic acid in sewers; Simpson - the work of Davy and Wells, the role of chance.

*e.g. 'Lister would not have made his discovery without the work of Louis Pasteur.'*

2 marks for one example, 3 marks for two.

**Level 3: Identifies examples of both the individual's brilliance AND of other factors [4]**

These answers will demonstrate specific contextual knowledge by identifying examples of both individual brilliance and other factors.

Examples will be identified - there will be no explanation of their importance.

**Level 4: Explains example of individual brilliance OR of one other factor [5-7]**

These answers explain examples of individual brilliance or of other factors.

e.g. *'Fleming did not do the work on penicillin by himself. He did not fully realise how important it was and he could not make large quantities of it. Florey and Chain did the later work. They saw an article by Fleming about penicillin and found a way of producing pure penicillin juice. They also carried out tests to show that it would kill germs without harming the patient. Finally they found a way of mass producing the pure penicillin. If it had not been for them the discovery of penicillin would have been useless.'*

Award 5 marks for explanations of individual brilliance.

**Level 5: Explains examples of more than one other factor [7-8]**

These answers explain examples of more than one other factor.

**Level 6: Explains examples of individual brilliance AND of another factor [8]**

These answers explain both roles of the individual and of another factor.

**4 For a long time three main problems prevented progress being made in surgery. These problems were pain, infection and bleeding.**

**4(a) Briefly explain any two of these problems.**

**Target AO1**

**One mark for each valid point identified.**

Valid points include: Pain - reasons why painful, it prevented long operations, surgeons had to work fast, patients died of shock; Infection - many patients died from infection, lack of hygiene precautions; Bleeding - bleeding to death, tying blood vessels with thread not effective, blood transfusions not effective, no knowledge of blood groups.

*e.g. 'Pain was a real problem because the patient would be jumping up and down during the operation. They used to knock people out before the operation.'* = 2 points = 2 marks.

**Two marks for any points developed, explained or linked with other points.**

**[5]**

*e.g. 'Pain was a real problem during operations. They did use ether as an anaesthetic but it caused problems. Because of the pain surgeons worked as fast as they could and often made mistakes. This also meant that the quickest surgeons were regarded as the best when really they might not be.'* = 1 point and 2 explanations = 5 marks.

**4(b) Why was there little success in dealing with these three problems before the nineteenth century? Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'There was not much success because people did not know what the answer was. They did not know enough about medicine to find answers.'*

**Level 2: Identifies specific reasons [2-4]**

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. Reasons might include: Pain - religious belief that pain was natural, problems with laughing gas and ether; Infection - germs not known or understood, belief in poisonous miasma in wards, belief in spontaneous generation; Bleeding - lack of understanding about blood and blood groups - drinking blood, use of dogs for transfusions, blood clotted during transfusions, could not store blood.

*e.g. 'They had little success with bleeding because the blood clotted and people still died after blood transfusions.'*

2 marks for one valid reason, 3 marks for two, 4 marks for three.  
Award 4 marks to answers that give a reason for more than one problem.

**Level 3: Explains one specific reason [3-5]**

These answers provide a causal explanation for one reason.

*e.g. 'They made little progress in dealing with the problem of bleeding because they had no way of carrying out successful transfusions. They realised that lost blood should be replaced but they could not do this successfully because they did not understand that there are different types of blood and different blood groups. They tried to give people blood from dogs, which the human body rejected. They then used human blood but because they did not know that people have different blood groups the blood was sometimes rejected.'*

**Level 4: Explains more than one specific reason [6-7]**

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.  
Award 7 marks for two reasons explained.

**Level 5: Explains reasons for more than one problem [7]**

4(c) How far had these three problems been overcome by the end of the nineteenth century? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

**Level 1: General assertions** [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. These problems had mainly been overcome but there were still a few things that had not been solved.'*

**Level 2: Identifies ways in which problems had been overcome OR not overcome by end of century** [2-3]

These answers will demonstrate specific contextual knowledge by identifying examples. Examples will be identified - there will be no explanation. Examples might include: overcome - carbolic spray, chloroform; not overcome - no effective blood transfusions, no storage of blood.

2 marks for one example, 3 marks for two.

**Level 3: Identifies examples of both problems being overcome AND not being overcome** [4]

These answers will demonstrate specific contextual knowledge by identifying examples of both problems being overcome and problems not being overcome. Examples will be identified - there will be no explanation of their importance.

*e.g. 'Some problems were overcome like pain by the use of chloroform, but bleeding was not yet solved because they could not replace lost blood.'*

**Level 4: Explains example(s) of problems overcome OR of problems not overcome** [5-6]

These answers explain examples of either problems overcome or of problems not overcome.

*e.g. 'The problem of infection had been largely overcome by the end of the nineteenth century. This was because of the work of Joseph Lister. He developed the antiseptic spray, which sprayed a mist of carbolic into the air around the operation. This killed the germs in the air and the number of people dying from infections in operations fell quickly. By the end of the century other ways of stopping infection during operations were being used like the use of rubber gloves and sterilised caps and masks.'*

Award 5 marks for one example explained and one identified.

**Level 5: Explains example(s) of problems overcome AND problems not overcome** [7-8]

These answers explain examples of both problems overcome and problems not overcome.

For 8 marks candidates must explain at least two problems overcome.

## OPTION 2: CRIME AND PUNISHMENT THROUGH TIME

1(a) Study Source A. Explain why offences in the Middle Ages were dealt with in these ways. Use the Source and your knowledge to explain your answer.

**Target:** AO1 (1 mark) and AO2 (comprehension of Source, 4 marks)

**Level 1:** General answer not related to these specific crimes or punishments [1]

e.g. *'They punished people like this because they were very cruel in those days and they thought it would stop them from committing the crime again.'*

**Level 2:** Explains why particular crimes in the Source were dealt with in these particular ways [2-4]

e.g. *'They have not fined Agnes because she was poor and so they decided it would not be fair to fine her because she could not afford it.'*

Award 2 marks for one crime, 3 marks for 2 crimes, 4 marks for 3 crimes.'

**Level 3:** Uses contextual knowledge to explain why particular crimes were dealt with in these particular ways [5]

e.g. *'The whole village was punished for not carrying out the hue and cry. Because the hue and cry was important to law and order. At that time the whole community was responsible for keeping law and order and catching criminals. There was no police force and it was up to the whole community to do it. The hue and cry was part of this where everyone had to find and capture the accused person. This is why the whole village had been fined.'*

**1(b) Study Source B. Why were vagrants punished in these ways in the sixteenth century? Use the Source and your knowledge to explain your answer.**

**Target: AO1 (3 marks) and AO2 (comprehension of Source, 1 mark)**

**Level 1: Answers that describe the punishments in Source A [1]**

These answers describe the punishments rather than explaining why they were used for vagrants.

*e.g. 'Vagrants were dragged through the streets and some were even hanged. This was their punishment.'*

**OR**

**Everyday empathy [1]**

These answers will simply claim that the people responsible for the punishments were cruel, or that they hated vagrants.

**Level 2: Identifies valid attitude towards vagrants – unsupported [2]**

These answers identify a valid attitude for example vagrants were feared, regarded as dangerous, vagrancy was regarded as a terrible crime. These answers will have no explanation.

**Level 3: Describes what vagrants did [3-4]**

These answers describe what vagrants did but fail to go on and explain why they were feared so much.

*e.g. 'Vagrants were punished like this because they did not work and simply went round begging all the time. They went round in large groups and sometimes terrorised whole villages.'*

**Level 4: Explains why they were punished harshly [5]**

These answers do explain why the punishments for vagrants were harsh.

*e.g. Puritan attitudes towards not working, the large number of vagrants at certain times such as bad harvests, the threat they posed to law and order, the fears of the ruling classes, as an example to other vagrants.*

1(c) Study Source C. How far does this Source show that punishments in the seventeenth century were very cruel? Use the Source and your knowledge to explain your answer.

**Target:** AO1 (2 marks) and AO2 (ability to make inferences from a Source, 4 marks)

**Level 1:** Answers that describe the surface features of the Source [1-2]

These answers do not demonstrate any contextual knowledge, they simply repeat the caption or describe surface features as evidence that punishments were cruel.

**Level 2:** Answers that demonstrate knowledge of hanging, drawing and quartering [3-4]

These answers explain the nature of hanging, drawing and quartering and use this as evidence that it was cruel.

*e.g. 'Yes this does show punishments were very cruel. The criminal was hanged but cut down before they were dead. They then had their entrails taken out. The head was cut off, and the body cut into four parts. These were mounted at the gates to the city. This was a horrible way to punish somebody.'*

**Level 3:** Answers that use contextual knowledge to question whether it was cruel, question how typical it was, OR explain why it made sense at the time [5-6]

These answers demonstrate contextual knowledge and use the knowledge to, for example, explain how it was only used for treason so it was not used very often, or only used because treason was such a serious crime. They might use knowledge of the Gunpowder Plot to explain why they needed to punish the plotters so harshly, they might use knowledge of the general political/religious situation at time to argue that governments were in danger, or they might explain the deterrence value of the punishment.

*e.g. 'It might seem cruel but in those days the government was always facing the threat of a rebellion especially from Catholics and so had to deal with plotters like this to show it was strong and as a warning to others.'*

1(d) Study Sources D and E. How far do these two Sources prove that the life of a prisoner in the nineteenth century was an easy one? Use the Sources and your knowledge to explain your answer.

**Target:** AO1 (4 marks) and AO2 (ability to make inferences from Sources, 2 marks)

**Level 1: Unsupported assertions [1]**

These answers will assert that the Sources do/do not prove, but there will be no support from the content of the Sources or contextual knowledge.

*e.g. 'These Sources do not prove prisoners had an easy life because they had a terrible time as these pictures show.'*

**Level 2: Answers restricted to the surface information in the Sources [2-3]**

These answers will not demonstrate any contextual knowledge but they will use the surface information in the Sources.

*e.g. 'These Sources show that the prisoners had a hard time. In one picture they are locked up in a cage and are crowded. In the other it looks as if they have to keep perfectly still and can't say anything.'*

**OR Answers that do not use the Sources but use contextual knowledge about conditions in prisons to claim the Sources do/do not prove [2-3]**

These answers fail to use the Sources and are based purely on contextual knowledge.

**Level 3: Uses contextual knowledge to make valid inferences from one Source [4-5]**

These answers use contextual knowledge to interpret the Sources, for example, with Source C candidates might explain how terrible transportation was.

*e.g. 'Source D does not prove that they had an easy life. It shows the separate and silent system being used. Prisoners were not allowed to communicate with each other in case they corrupted each other. They were also kept in separate cells. Some of them went mad after a time so it was not easy.'*

**OR Uses contextual knowledge to check what one Source shows [4-5]**

These answers will refer to details in the Source or impressions gained from the Source and will check them against their knowledge.

**Level 4: Uses contextual knowledge to make valid inferences from both Sources [6-7]**

**OR Uses contextual knowledge to check what both Sources show [6-7]**

1(e) Study Source F. Why was this Source published at this time? Use the Source and your knowledge to explain your answer.

**Target:** AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 4 marks)

**Level 1:** Answers based on the surface information of the Source [1]

*e.g. 'It was published to tell people what forcible feeding was like.'*

**Level 2:** Answers assert that it was to show how dreadful forcible feeding was [2-3]

*e.g. 'This was published to show how badly the women in prison were being treated.'*

**Level 3:** As for level 2 but answers are supported either from details of the Source OR from contextual knowledge [3-5]

*e.g. 'This was published because the suffragettes had gone on hunger strike when they were put in prison for protesting. The authorities could not let them die and so they had them force fed. This cover is on the side of the suffragettes and is how dreadful the force feeding is. It is trying to turn public opinion against it.'*

**Level 4:** As for level 2 but supported from details of the Source AND from contextual knowledge [6-7]

**1(f) Study all the Sources. How far do these Sources prove that punishments have steadily become less cruel since the Middle Ages? Use the Sources and your knowledge to explain your answer.**

**Target: AO1 (4 marks) and AO2 (ability to comprehend and make inferences from Sources, 6 marks)**

**Level 1: Unsupported assertions [1]**

*e.g. 'I do not agree with this. I think the pictures show that punishments were still cruel hundreds of years after the first pictures.'*

**Level 2: Sources used to show punishments becoming/not becoming steadily less cruel [2-4]**

*e.g. 'Punishments did not become less cruel. The punishment in Source F is worse than anything in Source A and yet it comes hundreds of years later. In Source A they even let someone off because she was poor, and the worst punishment was being put in the stocks. In Source F the women are treated in a much worse way by being forced. In Source C they were executed and again this is worse than in Source A. So punishments did not become less cruel.'*

**Level 3: Sources used to show punishments becoming/not becoming steadily less cruel [4-6]**

**Level 4: Sources AND contextual knowledge used to show punishments becoming/not becoming less cruel [7-8]**

**Level 5: Sources AND contextual knowledge used to show punishments becoming/not becoming less cruel [9-10]**

*e.g. 'These Sources show that punishments did not improve or get worse steadily. There is no pattern to it and with all these Sources there are special circumstances. You could say that Source F shows that punishments were becoming more cruel but this was only done to a few women who were on hunger strike, it was not done to everyone. The first Source shows punishments that are not very cruel and yet Source C coming later has some dreadful punishments. But the punishments in Source C were used for people who had plotted to blow up the government, they were not for ordinary crimes like those in Source A. So there is no pattern, sometimes punishments got more cruel and sometimes they got less cruel.'*

2 During the medieval period the English system of law and order gradually developed.

2(a) Briefly explain the main features of the Anglo-Saxon system of justice.

Target: AO1

**One mark for each valid feature identified**

Valid points include: the blood-feud, wergeld and botgeld, the witan, sheriffs, tithings, hue and cry, law enforcement based on the local community, trial by ordeal of various types, God used to make a judgement, use of compurgators, mutilation.

*e.g. 'The main features were that they used trial by ordeal and the hue and cry.'* = 2 points = 2 marks.

**Two marks for any features developed, explained or linked with other points**

**[5]**

*e.g. 'The Anglo-Saxons used the tithing. Each person in the tithing was responsible for the actions of the other. Trials were often by ordeal for example the accused put his hand into boiling water, if it had not festered after three days he was innocent.'* = 2 explained = 4 marks.

**2(b) To what extent did the Normans make changes to the system of law and order in England? Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The Normans made a lot of changes to law and order in England but they did keep some things the same.'*

**Level 2: Identifies specific changes OR continuities [2-3]**

These answers will demonstrate specific contextual knowledge by identifying changes or continuities. These will be identified, they will not be explained. They might include: changes - forest laws, trial by battle, church courts, Norman-French became the language of courts, travelling justices, county goals, juries of presentment ; continuities - sheriffs, tithings, the hue and cry, trial by ordeal, compurgators.

2 marks for one valid change or continuity, 3 marks for two, 4 marks for three.

**Level 3: Identifies specific changes AND continuities [4]**

These answers will demonstrate specific contextual knowledge by identifying changes and continuities. These will be identified, they will not be explained.

*e.g. 'The Normans made changes like trial by battle and forest laws but they also kept a lot of things the same like the hue and cry.'*

**Level 4: Explains changes OR continuities [4-6]**

These answers provide explanations for changes or continuities.

*e.g. 'William I knew he could not make too many changes and so he kept many things the same. He knew the people were used to law enforcement being carried out by the local community. It was based on their laws and customs and they were happy with it so he kept the things and the hue and cry which involved the local community.'*

Award 5 marks for one change or continuity explained and another identified.

**Level 5: Explains changes AND continuities [6-7]**

These answers provide explanations for both changes and continuities.

Award 6 marks for one identified and the other explained.

**2(c) How successful was the medieval system of law and order? Explain your answer.**

**Target: AO1**

**[Written communication to be assessed in this question – see examiner instructions.]**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The medieval system of law and order was quite successful as they managed to catch the worst criminals and most people were able to get on with their lives.'*

**Level 2: Identifies examples of success OR failure [2-3]**

These answers will demonstrate specific contextual knowledge by identifying examples of success or failure. Examples will be identified - there will be no explanations. Examples might include: success - local communities enforced law themselves, manor courts, growth of royal justice, travelling justices, use of writ, extension of use of juries; failure - overmighty subjects, livery and maintenance, corrupt officials, clash with Church courts, sanctuary, women and the law.

2 marks for one valid example, 3 marks for two.

**Level 3: Identifies examples of success AND failure [4]**

These answers will demonstrate specific contextual knowledge by identifying examples of success and failure. Examples will be identified - they will be no explanations.

**Level 4: Explains example(s) of success OR failure [4-7]**

These answers provide explanations of examples of success or failure. These might be explanations of the nature of the success or failure, or explanations why it was a success or failure.

*e.g. 'One of the failures of the medieval system was that it could not cope with the powerful barons who caused trouble. This was because they were so powerful in their part of the country. They intimidated juries and JPs with their private armies. They were also helped by some officials being corrupt and open to bribery. Systems like the hue and cry were useless in dealing with these powerful men.'*

**Level 5: Explains example(s) of success AND failure [7-8]**

These answers provide explanations of success and failure.

**3 From the sixteenth to the nineteenth century, the authorities had to react to many different threats to law and order.**

**3(a) Briefly explain the main features of the eighteenth-century Bloody Code.**

**Target: AO1**

**One mark for each valid feature identified**

Valid points include: aim to defend property, Games Laws, over 200 offences punished by death, minor offences carried death penalty, to frighten the masses, juries refuse to convict.

*e.g. 'The main features of the Bloody Code were the harsh punishments.'*  
= 1 point identified = 1 mark.

**Two marks for any features developed, explained or linked with other points**

**[5]**

*e.g. 'The main features of the Bloody Code were the really harsh punishments for minor crimes like stealing a sheep.'* = 1 point explained = 2 marks

**3(b) Was smuggling an easy, or a difficult crime for the authorities to deal with?  
Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'Smuggling was a very difficult crime for the authorities to deal with because they found it very difficult to catch the smugglers.'*

**Level 2: Identifies specific difficulties [2-4]**

These answers will demonstrate specific contextual knowledge by identifying difficulties. These will be identified but not explained. They might include: carried out in remote areas, large gangs of 50 or 100, whole community often involved, respectable citizens let their barns and cellars be used, use of violence, magistrates and juries afraid to convict smugglers, smugglers regarded by many as a social crime.

2 marks for one valid difficulty, 3 marks for two, 4 marks for three.

**Level 3: Explains one specific reason [3-5]**

These answers provide a causal explanation for one reason.

Some of the reasons are very easy to explain e.g. remote areas – these should be given 3-4 marks whereas attempts to explain more complex issue such as social crimes should be awarded 4-5 marks.

*e.g. 'Smuggling was a very difficult crime for the authorities to deal with. This was the whole community was often involved because everyone wanted to escape the high duties. So it was difficult to find informers and when someone was tried the jury and magistrate were local people so they would find the accused innocent.'*

**Level 4: Explains more than one specific reason [6-7]**

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.  
Award 7 marks for two reasons explained.

**3(c) Why was there a rise in crime between 1750 and 1850?**

**Target: AO1**

**[Written communication to be assessed in this question – see examiner instructions.]**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'There was a rise in crime because things were getting much worse. There were lots more poor people who stole things.'*

**Level 2: Identifies specific reasons [2-4]**

These answers will demonstrate specific contextual knowledge by identifying reasons. These reasons will be identified - there will not be any causal explanations. Reasons might include: rise in population, poverty, recessions, drink, squalid conditions in cities, more mobile population without roots or support.

*e.g. 'Crime increased because of the rise in population and the fact that cities became overcrowded with many people living in poverty.'*

2 marks for one reason, 3 marks for two reasons, 4 marks for three reasons.

**Level 3: Explains one reason [5-6]**

These answers provide a causal explanation for one reason.

*e.g. 'Crime went up because many people moved to the cities looking for jobs. Here life was squalid, people lived in terrible conditions and did not have the friends or the support they had back in their home village. Some areas were ruled by networks of crime and the newcomers easily fell in with them especially when they offered support. Before they knew what had happened they had got dragged into a life of crime.'*

**Level 4: Explains more than one reason [7-8]**

These answers provide causal explanations for more than one reason.

**4 The Rebecca Riots and the Suffragettes are both examples of popular protests.**

**4(a) Briefly explain the aims of the Rebecca rioters or the Suffragettes.**

**Target: AO1**

**One mark for each valid aim identified**

Valid points include: Rebecca Riots - to reduce the number of tollgates, to have the tolls reduced, to get the tithes reduced, reduced rents for farmers, destroying tollgates, attacking men who had more than one farm, attacking men who had deserted their families; the Suffragettes - votes for women, women MPs, passing more laws concerning women's rights, petitions, demonstrations, hunger strikes, arson, smashing windows.

*e.g. 'The Rebecca rioters wanted to get rid of tollgates.'* = 1 point = 1 mark.

**Two marks for any aim developed, explained or linked with other aims. [5]**

*e.g. 'The Rebecca rioters hated paying the tolls on the roads around their farms. They had to use the roads a lot to bring lime to their farms but new tollgates had been built on these roads. They also wanted to stop paying tithes to the Church because they did not belong to it, they went to chapel instead.'* = 2 explained = 4 marks.

**4(b) Did the authorities react in the same way to these two popular protests?  
Explain your answer.**

**Target: AO1**

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The authorities reacted in exactly the same way by attacking them and trying to defeat them.'*

**Level 2: Identifies methods [2-3]**

These answers will demonstrate specific contextual knowledge by identifying methods. These will be identified - they will not be explained. At this level candidates will either not match a particular method to a particular protest or will claim the same methods were used for both. Methods might include; Rebecca - soldiers sent, transportation, government enquiry set up, tolls reduced; Suffragettes - force feeding, arrested demonstrators, Cat and Mouse Act.

2 marks for one valid method, 3 marks for 2 valid methods.

**Level 3: Identifies different methods [4]**

These answers will demonstrate contextual knowledge by identifying different methods for the two groups. Methods must be matched to a group. Methods will be identified, not explained.

*e.g. 'They used different methods. The suffragettes were force fed but they sent soldiers to deal with the Rebecca rioters.'*

**Level 4: Explains method(s) [3-5]**

These answers explain methods but do not explain differences between those used for each of the two groups. There may be an attempt to do this but if one side is very general place it in this level. Explanations can be explanations of the nature of the reaction or of explanations why that method was used.

*e.g. 'The government passed the Cat and Mouse to deal with the suffragettes because when they were in prison they went on hunger strike. The government could not let them die and become martyrs and so they let them out of prison until they were fit and then they were put back into prison. The Rebecca rioters were not dealt with this way they were just put in prison.'*

**Level 5: Explains different methods**

**[6-7]**

These answers will explain how or why the two groups were dealt with in different ways. Answers which explain how/why each group was dealt with in the way they were should be placed in the level.

*e.g. 'The Rebecca Rioters were in a rural remote part of South Wales and this made them very difficult to deal with. There was also a feeling that they did have a genuine grievance because a new company had taken over the tolls and was increasing them as well as putting up new gates. The farmers simply couldn't afford the tolls. There was less sympathy from the government for the suffragettes who seemed to have no excuse for their behaviour so when they went on hunger strike in prison the authorities force fed them because they did not want bad publicity by letting them die.'*

4(c) Which of these two popular protests was the more successful? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

**Level 1: General assertions [1-2]**

These answers will be valid but general and will not demonstrate specific contextual knowledge.

*e.g. 'The suffragettes were much more successful because they got what they wanted.'*

**Level 2: Identifies ways in which one was successful/not successful [2-3]**

These answers will demonstrate specific contextual knowledge by identifying ways in which one was successful or not successful. This will be done by identifying examples about one movement only. Examples will be identified - they will not be explained. Examples might include: Rebecca Riots - enquiry set up, recommended tolls reduced, tithes reduced, rents reduced, more Welsh-speaking magistrates, not all these were carried out, leaders transported; Suffragettes - vote not gained by 1914, protests stop in 1914, vote gained in 1918, vote not gained because of suffragettes, vote only for women over 30, suffragettes alienated many of the public, suffragettes made government determined not to give in.

2 marks for 1 example, 3 marks for two examples.

**Level 3: Identifies ways in which both were successful, both were not, one more successful than the other [4]**

These answers will demonstrate specific contextual knowledge by identifying ways in which they were both successful, or in which both failed, or in which one was more successful than the other. There will be no explanations.

**Level 4: Explains ways in which one was successful/not successful [5-6]**

These answers explain ways in which one movement was or was not successful. These answers will only explain one movement.

*e.g. 'The suffragettes were not very successful. Their violent methods turned people against them and made the government determined not to give in to them. By 1914 there was no chance of Parliament giving women the vote because of the suffragettes. They were only given the vote in 1918 because of the work women did in the war not because of the suffragettes.'*

**Level 5: Explains ways in which they were equally successful or one was more successful than the other [7-8]**

These answers explain about the effectiveness of both movements.

