

History A

General Certificate of Secondary Education **GCSE 1935**

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

Mark Schemes for the Components

June 2006

1935/1035/MS/R/06

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General Certificate of Secondary Education History A (1935)

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

MARK SCHEMES FOR THE COMPONENTS

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**Mark Scheme 1035/01
June 2006**

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, i.e. 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. Does this source prove that the Aborigines understood the importance of public health? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Uses information from the source as proof
E.g. 'Yes it does. It says that they buried their excrement and moved a lot so they left their rubbish behind. This would help them with public health.' | (1-2) |
| Level 2 | Asserts/explains that they had no understanding of public health/germs/causes of disease
E.g. 'No, it does not prove this. The Aborigines had no understanding of public health. They did not know about germs.' | (2-3) |
| Level 3 | Explains the other reasons why they did these things
E.g. 'They didn't do this because of public health, they did it because they did not want any part of their body to get into the hands of an enemy because this would give them power over them.' | (4-5) |
| Level 4 | Level 2 and Level 3 | (5) |

- 1 (b) **Study Sources B and C. How far do these sources show that public health was as good in the Middle Ages as it was in Roman times? Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Unsupported assertions/Answers that fail to use the sources
E.g. <i>'I think they did have better health in the Roman times than in the Middle Ages. This was because the Romans did a lot for public health. They are famous for this while little was done in the Middle Ages and all the towns were left filthy.'</i> | (1) |
| Level 2 | Extracts details about public health from source(s) but no comparison made
E.g. <i>'Source C shows that in the Middle Ages they had good public health. The abbey has toilets and washrooms. All this would help keep people healthy.'</i> | (2) |
| Level 3 | Compares details in the sources - no knowledge demonstrated
E.g. <i>'These sources show that public health was better in Roman times. In Source C they do have toilets and washrooms but in Source B they have more. They have aqueducts which they have not got in Source C.'</i> | (3-4) |
| Level 4 | Knowledge used to help compare public health provision in the two sources
In these answers knowledge is used to explain/develop the comparison. This might include, for example, being able to explain what aqueducts were for (4), or broader knowledge of Roman public health provision or the unrepresentative nature of monastic public health provision (5-6).
E.g. <i>'These sources do not show that public health in the Middle Ages was as good as in Roman times. Source C does show that they had some public health like toilets and washrooms but these were just for the monks. Public health was not as good in the towns In the Middle Ages. These were dirty with filth left in the streets and with no sewers or fresh water. The Romans were better because when they provided public health for a town like Rome it was for everybody. Everybody would get clean water. In the Middle Ages it was only a few people like monks that had good facilities.'</i> | (5-6) |

- 1 (c) **Study Source D. What can you learn from this source about medical knowledge at the time? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Answers based on the surface information of the source | (1) |
| Level 2 | Answers that make inferences about public health/medical knowledge - not supported by contextual knowledge
These might include: understanding of causes of disease/cholera was poor, public health provision was poor. | (2-4) |
| Level 3 | Answers that use knowledge to explain inferences
E.g. <i>'I know from this source that they did not understand that cholera was caused by dirty water. They obviously do not know this otherwise they would not be wasting their time burning barrels of tar.'</i>
<i>'This source tells me that they believe that cholera is spread by bad air. That is why they are burning the tar. They think the smell will get rid of the bad air.'</i> | (4-6) |

- 1 (d) Study Sources E and F. How far does Source F support Source E about public health in the 1850s? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | Unsupported assertions or descriptions of the sources | (1) |
| Level 2 | Identifies/explains agreements between the sources
<i>E.g. 'They both show that the state of public health was dreadful. Source E tells us that people did not wash and their houses were dirty while Source F shows that the water was filthy.' 'They both show that people were against improving public health. In Source E it says that people did not want the government interfering and bullying them into cleaning up while Source F shows that people must have done little about public health for it to get into this dreadful state.'</i> | (2-4) |
| Level 3 | Identifies/explains disagreements between the sources
<i>E.g. 'These source disagree about public health because Source E is against anything being done. It is saying that people would rather be dirty than be forced into doing anything. It is better to be free and dirty. But Source F disagrees. It is pointing out the dirty state of the River Thames to try and get people to do something about it.'</i> | (4-6) |
| Level 4 | Levels 2 and 3 | (7) |

- 1 (e) **Study Source G. Are you surprised that sewers and water pipes were being built in the late 1860s? Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- Level 1 Common sense answers based on the advantages of sewers and water pipes (1)**
 These answers could be about any period - they just explain the advantages of sewers and water pipes. E.g. *'I am not surprised because they would want clean water and this was provided by the water pipes.'*
OR
Assertions that at that time they were dirty/not advanced(1)
 E.g. *'I am surprised because they were filthy then and so I am surprised that they are building things like sewers.'*
- Level 2 Answers that identify, but do not explain, contextual reasons for being surprised/not surprised (2-3)**
- Level 3 Answers that identify contextual reasons for being both surprised and not surprised (4)**
 Reasons might include: surprise - lack of knowledge of germs, don't want to spend the money, don't want rates going up, reluctance of government to interfere, ideas of laissez faire, legislation only enabling; not surprised - Chadwick, Snow, Pasteur and Germ Theory, the state of towns, cholera, the Great Stink,
- Level 4 Answers that explain one contextual reason for being surprised or not surprised (5-6)**
 E.g. *'I am not surprised that they are building sewers and water pipes. This is because in the 1850s John Snow showed that cholera was spread through dirty water from a water pump in Broad Street. Once people knew this they would see why it was important to have clean water. So I am not surprised that they are building water pipes to bring in clean water.'*
- Level 5 Answers that explain one contextual reason for being surprised and one for not being surprised OR explains two reasons for being surprised or not surprised (7)**

- 1 (f) Study all the sources. How far do these sources show that people have understood the importance of public health? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO 1 and 2

Level 1	Answers that fail to use the sources	(1-3)
Level 2	Answers that use the sources to provide a one-sided answer	(4-6)
Level 3	Answers that use the sources to explain both sides	(6-8)

In Levels 2 and 3 award 1-2 extra marks for any evaluation of sources. Maximum mark to be awarded is 9.

2 (a) Briefly describe the medical progress made by the Ancient Egyptians.

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: knowledge of anatomy and physiology, close examination of patients, diagnosis, blockage theory, had doctors, recorded treatments/diseases, keeping clean.

E.g. *'The Egyptians made progress because they developed a natural theory about illness. They thought that you became ill because the channels in the body were blocked. They got this idea from their irrigation channels getting blocked.'* **(3)**

2 (b) Explain why bloodletting was widely used in the Middle Ages.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They used bloodletting a lot because it was a really good idea. It seemed to work and so people liked to use it a lot.'</i> OR	(1-2)
Level 1	Describes bloodletting	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: the Greeks/Hippocrates/Galen used it, the Theory of the Four Humours, revival of Galen, Church support for Galen, fitted in with astrology, doctors were trained this way, could prevent illness	(2-4)
Level 3	Explains one specific reason E.g. <i>'Bloodletting was popular because of the Theory of the Four Humours. This was accepted by everybody as the way to explain why people became ill. This was because the humours got out of balance. One way of getting the humours back into balance was to bleed people so that the excess blood was lost and the person became better.'</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)

- 2 (c) Why did the Ancient Greeks make more progress in medicine than the people in the Middle Ages? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They made more progress because they were cleverer and they had more opportunities to experiment. They did not have the disadvantages that the people in the Middle Ages had.'</i>	(1-2)
Level 2	Identifies or describes specific progress of the Greeks and/or lack of progress of the Middle Ages - reasons for this are not explained Specific contextual knowledge demonstrated but no reasons explained. Examples of progress of Greeks might include – natural explanations of illness, the Four Humours, clinical observation; lack of progress of Middle Ages - supernatural ideas and treatments, astrology, examples of continuity e.g. bleeding, poor public health.	(2)
Level 3	Identifies reasons for Greek progress or for lack of medieval progress Reasons might include: Greek philosophy, interest in the natural world, religious reasons, recorded examinations and treatments; fall of Roman Empire, ideas/books lost, role of Christian Church, dependence on Greeks/Galen.	(2-3)
Level 4	Identifies reasons for Greek progress and for lack of medieval progress	(4)
Level 5	Explains reasons for progress of the Greeks or for lack of medieval progress E.g. <i>'The Greeks made much more progress than the people in the Middle Ages because the Christian Church held things back in the Middle Ages. It taught that illness could be caused by devils or by God as a punishment. God had to be prayed to make people better because he was the only one powerful enough to do this. People themselves could not cure illness. This led to people thinking they had to rely on God to cure them and so they lost interest in researching the causes of disease and investigating the structure of the body. This held back progress.'</i>	(5-6)
Level 6	Explains the reasons for progress of the Greeks and for lack of medieval progress	(7-8)

3 (a) Briefly describe the work of Vesalius.

Target: AO 1

1 mark for each valid feature 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.

Features might include: published 'Fabric of the Human Body', drew the anatomy of the human body accurately, human dissection, showed how Galen was wrong e.g. liver doesn't have lobes, jawbone not made of two bones, tells doctors to find out for themselves

E.g. *'Vesalius showed how Galen was wrong by dissecting human bodies. He showed that the breast-bone has three parts not seven.'* **(3)**

- 3 (b) Explain why Vesalius was able to make so many discoveries about the human body at that time.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'He was able to do this because he worked really hard and found out lots of new things.'</i>	(1-2)
Level 2	Describes what Vesalius did Specific contextual knowledge is demonstrated no reasons are given why he was able to make the discoveries.	(1-2)
Level 3	Identifies specific reasons why he was able to make discoveries Specific contextual knowledge demonstrated but no explanation. Examples include: dissects human bodies, the Renaissance, new interest in Greeks e.g. Galen, work of artists, new spirit of finding out for yourself.	(2-4)
Level 4	Explains one specific reason E.g. <i>'He was able to make these discoveries because he was living at the time of the Renaissance. This was a time when people were taking interest in the world around them and wanted to understand how everything worked. They were no longer prepared to accept religious explanations for everything. Because he was living at this time Vesalius was encouraged to try and find out how the human body worked.'</i>	(3-5)
Level 5	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)

- 3 (c) Who is more important in the history of medicine, Ambroise Pare or William Harvey? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>I think Harvey is more important because he did much more for people in the development of medicine. If it was not for him lots of important discoveries would not have been made.</i>	(1-2)
Level 2	Describes the work of one or of both men without explaining its importance Specific contextual knowledge demonstrated but no explanation of importance. Only award 4 marks if both men are covered.	(2-4)
	OR	
	Identifies reasons why one or both men are important Specific contextual knowledge demonstrated but no explanation of importance. Only award 4 marks if both men are covered.	(2-4)
Level 3	Explains the importance/lack of importance of Harvey or Pare Award 6 marks for explanation of long-term impact. E.g. <i>'Harvey was much more important. This was because he discovered that blood circulates around the body. It is the same blood going round and round. Before Harvey people believed that the body used up blood and new blood was constantly being produced. Harvey's discovery was important because it meant that people realised that blood transfusions would be needed. Without Harvey blood transfusions might not have been developed.'</i>	(5-6)
Level 4	Explains the importance/lack of importance of both Harvey and Pare Award 7 marks for explanation of long-term impact of one period.	(6-7)
Level 5	Compares the importance of Harvey and Pare To get into this level reasons must be given for why one is more important than the other or why they are equally important. E.g. <i>'I think Harvey is more important than Pare. Pare did discover a new treatment for gunshot wounds that helped patients a lot. This involved using soothing ointments instead of burning oils. He also used ligatures to stop bleeding instead of red hot irons. Pare did help patients at the time but none of his work led to further improvements. It did not help medicine to develop in the future. Harvey's discovery of the circulation of the blood did. Once people knew this it made all kind of future developments possible such as blood transfusion and complicated operations.'</i>	(7-8)

4 (a) Briefly describe how Jenner discovered smallpox vaccination.

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: noticed milkers did not get smallpox, gave James Phipps cowpox, inoculated him with smallpox, Phipps recovered

E.g. *'Jenner discovered vaccination because he was a country doctor. This led to him seeing that milkmaids who often got cowpox, never seemed to get smallpox. This gave him the idea.*

(3)

- 4 (b) Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'There was opposition because people did not agree with vaccination. They thought that it was wrong and should not be used.'</i>	(1-2)
Level 2	Identifies specific reasons for opposition Specific contextual knowledge demonstrated but no explanation. Examples include: inoculators feared for their jobs, didn't like the ideas of giving humans a disease from animals, Jenner could not explain how it worked, sometimes vaccination did not work, against compulsory vaccination, smallpox seen as a punishment from God, Jenner not a well known doctor	(2-4)
Level 3	Explains one specific reason E.g. <i>'In the middle of the nineteenth century vaccination against smallpox became compulsory and many people did not like this. They did not see why the government should force them to have their children vaccinated. This caused a lot of opposition against government interference in their lives.'</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)

- 4 (c) Who contributed more to the development of vaccination, Jenner or Pastuer?
Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Pasteur contributed more because he was a much more important person in the history of medicine. He knew more about medicine and vaccination than Jenner did.'</i>	(1-2)
Level 2	Identifies or describes the work of Jenner and/or Pasteur Answers must be related to vaccination. Specific contextual knowledge demonstrated but no explanation of importance. 2 marks for Jenner, 2-3 marks for Pasteur. Only award 4 marks if both men are covered. OR Identifies reasons why one or both were important/not important in the development of vaccination. Only award 4 marks if both men are covered. Examples might include: Jenner - makes first discovery, tests it, published his work, his vaccine became widely used, Pasteur used Jenner's work. Jenner couldn't explain how it worked; Pasteur - explained how vaccination worked, led to vaccines for other diseases, develops other vaccines such as anthrax, rabies.	(2-4)
Level 3	Explains the importance/lack of importance of either Jenner or Pasteur Award 6 marks for explanation of long-term impact. E.g. <i>'Pasteur was more important. This is because he actually worked out how vaccination works. When his assistant injected chickens with old germs and they did not die, Pasteur worked out that weak germs of the disease protected the body against the disease. He realised that this idea could be used to develop vaccines against all kinds of diseases and vaccines were then developed for lots of diseases. This could not be done until they knew how vaccination worked.'</i>	(5-6)
Level 4	Explains the importance/lack of importance of both Jenner and Pasteur Award 7 marks for explanation of long-term impact of one of them.	(6-7)
Level 5	Compares the importance of Jenner and Pasteur To get into this level reasons must be given for why one is more important than the other or why they are equally important. E.g. <i>'Pasteur was more important than Jenner because although Jenner discovered vaccination in the first place he did not understand how it worked. This meant that he could only develop a vaccine against smallpox and not for other diseases. There could not be other vaccines unless someone worked out how vaccination worked. This is what Pasteur did. He knew that weak forms of the germ protected people against the disease. This meant that other vaccines could be developed such as for rabies and TB. This was not possible without Pasteur.'</i>	(7-8)

CRIME AND PUNISHMENT THROUGH TIME

- 1 (a) **Study Sources A and B. Explain what is happening in these two sources. Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Surface comprehension or description
E.g. <i>'They are going through trial by ordeal. They are holding a hot iron.'</i> | (1) |
| Level 2 | Identifies the fact that they are ways of finding out if someone was guilty - not explained
E.g. <i>'What is happening is that they are trying to find out if someone is guilty.'</i> | (2) |
| Level 3 | Uses contextual knowledge to explain how each trial worked
3 marks for explaining one source, 4 for explaining both.
E.g. <i>'What is happening in Source A is that someone is on trial. They had to carry a red-hot iron. Their hand was then bandaged. When it was unwrapped if the wound had healed the person would be innocent. If not, the person would be guilty.'</i> | (3-4) |
| Level 4 | Uses contextual knowledge to explain the role of God (4-5)
These answers explain the role of God in these trials.
Award 4 marks for explaining one source, 5 for explaining both.
E.g. <i>'They left it to God to decide who was guilty. The two men in Source B would fight a battle. If the person who had made the accusations won then this would be a sign from God that the person accused was guilty. They thought it was a sign from God.'</i> | |

- 1 (b) Study Sources A, B and C. Compare the methods being used in these three sources. Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- Level 1** **Answers based on surface detail** **(1)**
These answers will not demonstrate specific contextual knowledge.
E.g. *'The sources are very different. In Source C it is all about someone murdering someone while in Source A it is a trial by ordeal.'* *'They are similar because in both Source C and in Source B people are fighting each other.'*
- Level 2** **Identifies/explains the fact that they are all trials or ways of finding if someone is guilty** **(2-3)**
These answers will concentrate on similarities.
- Level 3** **Identifies/explains the fact that in A and B God was being used to decide but in C humans/witnesses/jury/evidence is being used** **(4-6)**
E.g. *'In some way the sources are showing the same thing - they are all showing different types of trials. But the one in Source C is very different because they are using witnesses as evidence to find out if someone is guilty but in the other two sources they are not looking at the evidence but are asking God to tell them who is guilty.'*

- 1 (c) Study Sources C and D. Do these sources prove that the methods used in the seventeenth century to discover if a person was guilty were worse than those used in the Middle Ages? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

- | | | |
|---------|---|-------|
| Level 1 | Answers that identify the differences rather than explaining reasons why one is better
E.g. 'Yes, they are not worse because the man in Source D is being tortured but in Source C they are asking witnesses.' | (1) |
| Level 2 | Assertions that D is not typical | (2) |
| Level 3 | Answers that explain why the methods being used in Source D are less good than those in C - but only explains C or D | (2-3) |
| Level 4 | Answers that explain why the methods being used in Source D are less good than those in C - explains/compares both
E.g. ' <i>Torturing someone is not a good way of finding out if they are guilty because they will be forced to plead guilty even if they are innocent. They will do this because of the pain. The method in Source C is much better where they are considering the evidence. They are finding out what actually happened and whose fault it was.</i> ' | (4-5) |
| Level 5 | Uses contextual knowledge to explain either the unrepresentative nature of the Plot/methods in Source D or the usual methods that were used in the seventeenth century
E.g. ' <i>I do not think that Source D proves that methods were worse because torture was not used very often. It was only used in special cases such as the Gunpowder Plot when an attempt was made to blow up the King and Parliament. In everyday crimes they did not used torture. They had proper trials with witnesses and juries.</i> ' | (5-6) |

- 1 (d) Study Source E. How reliable is this source as evidence about law and order in the eighteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1	Reliable because from the time/not reliable because from a novel	(1-2)
Level 2	Accepts source as reliable and repeats the surface information in it - no inferences	(2)
Level 3	Makes inference about the severity of the punishments E.g. 'This source is reliable. It tells us how harsh the punishments were in the eighteenth century. They are being punished by whipping and prison for just taking a twig.'	(3-4)
Level 4	Considers reliability by considering purpose - no context E.g. 'I am not sure if this source can be trusted because it is making fun of the system and showing that the punishments were far too harsh. It probably wants things to be improved.'	(5)
Level 5	Considers reliability of the source by considering its purpose in context	(6-7)
Level 6	Checks accuracy of the information in the source by cross-referencing to contextual knowledge of eighteenth century	(6-7)

- 1 (e) Why do you think this drawing was published in the 1820s? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Describes the contents of the source (1)

Answers at this level assume it was drawn simply to describe a prison.

Level 2 Asserts purpose was to show how dreadful prisons were or to get them improved(2-3)

Level 3 Uses details of the source to explain purpose - no context(4-5)

E.g. *'This was published to show everyone how dreadful prisons were. It shows prisoners chained up and not being able to move. It also shows the man in charge as cruel and nasty with a whip.'*

Level 4 Uses contextual knowledge of prisons at this time to explain purpose (6-7)

- 1 (f) Study all the sources. How far do these sources show that the systems of justice in the past were cruel? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO 1 and 2

Level 1 Answers that fail to use the sources(1-3)

Level 2 Answers that use the sources to provide a one-sided answer
(4-6)

Level 3 Answers that use the sources to explain both sides (6-8)

In Levels 2 and 3 award 1-2 extra marks for any evaluation of sources. Maximum mark to be awarded is 9.

2 (a) Briefly describe how witches were identified.

Target: AO 1

1 mark for each valid method identified, 2-3 marks for any methods that **are described or explained**.

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

Methods might include: neighbours accusing them. familiars like cats or even flies, the Devil's marks on the body, old women living alone, trials.

E.g. *'Witches were identified by claiming that they had Devils marks on them like a scar or a boil. This was seen as the mark of the Devil and as evidence that the person was a witch.'* (2)

- 2 (b) Explain why people in the sixteenth century thought that vagrancy was a serious problem

Target: AO 1

Level 1 General assertions(1-2)

Valid, but general answers. No specific contextual knowledge.

E.g. *'Vagrancy was such a problem because it caused a lot of trouble for the government and they had to try and deal with it but did not know how to.'*

OR

Level 1 Describes vagrancy/vagrants(1-2)

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Reasons include: increase in vagrancy, no-one wanted to pay rates to help them, criminal activities of vagrants, the belief that idleness was wrong, the fear they would be used in political uprisings.

Level 3 Explains one specific reason (3-5)

E.g. *'People thought that vagrancy was a serious problem because the vagrants travelled round the country in large groups and terrorised the villages they went through. They would steal things and often get drunk and cause violence.'*

Level 4 Explains more than one specific reason (6-7)

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

- 2 (c) Who was more of a problem for the authorities in the eighteenth century, smugglers or highwaymen? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'I think that smugglers were more of a problem because they caused much more trouble for the government. They were more difficult to sort out.'</i>	(1-2)
Level 2	Identifies or describes the activities of smugglers and or highwaymen without explaining the problems they caused Specific contextual knowledge demonstrated but no explanation of the problems they caused. Only award 4 marks if both groups are covered.	(2-4)
Level 2	Identifies reasons why smugglers and or highwaymen were problems Specific contextual knowledge demonstrated but no explanation of problems caused. Only award 4 marks if both groups are covered. Reasons might include: smugglers - loss of revenue, violence used, not regarded as a crime by many people, involvement of local communities/officials, difficult to catch/prevent; highwaymen - increase in eighteenth century, disrupted trade, made travelling dangerous.	(2-4)
Level 3	Explains reasons why one group was a problem E.g. <i>'Highwaymen were more of a problem because there was a massive increase in highway robbery at this time. This was because there were more people travelling by coaches with the improvements of roads. This gave the highwaymen more people rob and so there were more highwaymen.'</i>	(5-6)
Level 4	Explains reasons why both groups caused problems	(6-7)
Level 5	Compares the two groups in terms of causing problems To get into this level reasons must be given for why the problems caused by one group were more serious than those caused by the other group. E.g. <i>'Smugglers were much more of a problem than highwaymen. Smugglers smuggled goods like tea into the country without paying customs duties. They could then sell the tea cheaper. This was a big problem for the government because it meant that they did not collect the customs duties which made up an important part of the government's income. This meant the government did not have enough money to spend on things like the navy and the defence of the country. This was much more serious than the highwaymen who did rob travellers and were a nuisance but they did not threaten the government's money like the smugglers did.'</i>	(7-8)

- 3 (a) Briefly describe the methods of preventing crime and catching criminals in the eighteenth century.

Target: AO 1

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

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

Methods might include: watchmen, constables, harsh punishments (Bloody Code), transportation, thief takers, Bow Street Runners, patrols on roads into London, River Thames Police, the hue and cry.

E.g. *'The main method was to use watchmen. They patrolled the streets and were meant to prevent crime and arrest people for offences like getting drunk. But they were useless because they were not trained and were part-time.'*

- 3 (b) Explain why Sir Robert Peel was able to set up a police force in the late 1820s.

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'He thought a police force was needed because nobody was catching the criminals. They were getting away with it and so something had to be done.'</i>
OR | (1-2) |
| Level 1 | Describes Peel's police force | (1-2) |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation.
Examples include: inefficiency of present systems like the watchmen and constables, industrialisation/rapid growth of towns, rise in crime, fear of riots/protest, greater involvement of government in everyday life, people getting used to paying taxes for things like this. | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'Peel was able to set up a police force because many people were afraid of popular protests and even revolution. This was just after the French Revolution and they were afraid the same thing would happen here especially after riots like the Luddites and Peterloo. Rich people thought that a police force would protect their property and wealth and keep law and order.'</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) |

- 3 (c) How successful had police forces been by the end of the nineteenth century? Explain your answer.

Target: 1 and 2

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Police forces had become more and more successful and were very good at catching thieves. Without them there would be no law and order.'</i>	(1-2)
Level 2	Identifies or describes successes or failures of police Specific contextual knowledge demonstrated but no explanation. Answers might include: successes - by end of century were accepted/respected, crime fell in second half of nineteenth century, introduction of plain clothes/detectives branches successful, forces introduced across the country; failures - early recruits of poor quality, fears they would be an extension of the army, seen as a threat to freedom, not respected at first,	(2-3)
Level 3	Identifies or describes successes and failures of police Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains successes or failures of police E.g. <i>'At first the police were a failure - they were not respected. This was because the quality of men recruited was so poor and this was because the pay was bad. Many of them had been general labourers and were not educated. For this reason the public regarded them as no good and did not respect them at all. This made it very difficult for them to do their job well.'</i>	(5-6)
Level 5	Explains success and failures of police	(6-7)
Level 6	As for Level 5 but in addition makes informed assessment about 'how successful' E.g. <i>'The police were not a success at first but things improved as the century went on. At first there was a lot of suspicion of them. They were seen as a threat by the government to peoples' freedoms. The quality of recruits was poor, they were often drunk, and they were not respected. However, as the pay got better the quality of recruits improved. They became more effective in catching criminals especially when the detective branch was set up. By the end of the century the crime rate had gone down and people were glad to see the police around. They were so successful that police forces were introduced all over the country. So overall, they were more a success than a failure.'</i>	(7-8)

4 (a) Briefly describe what happened at Peterloo in 1819.

Target: AO 1

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

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

Events might include: meeting to protest for the vote, large crowds, appearance of Hunt, cavalry attacked the crowd, poorly trained/part-time yeomanry, eleven killed and hundreds wounded.

E.g. *'People protested in Manchester because they wanted the vote for working class people. It was a peaceful protest with women and children there but because the numbers were so large the magistrates panicked and sent in the yeomanry on horseback. These were part-time soldiers and they also panicked and killed and wounded lots of the crowd.'* (5)

4 (b) Explain why the Rebecca Riots took place in the 1830s and 40s.

Target: AO 1 and 2

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They took place because people were very unhappy with what was going on. They wanted changes.'</i>	(1-2)
Level 1	OR Describes the Riots	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: turnpike tolls, new tollgates, high rents for farmers, tithes (now paid in cash), poor harvests, farmers who had more than one farm, the poor law, English landowners buying up land.	(2-4)
Level 3	Explains one specific reason E.g. <i>'They took place in the 1830s because this was when the farmers were having a hard time. The people who owned the land were English and they increased the rents the Welsh farmers had to pay. They could do this because there were a lot of people wanting to rent the farms. However, the farmers were poor and could not make much money from their farms and so could not afford the increases in rent.'</i>	(3-5)
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) Did the suffragettes help or harm the cause of votes for women? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'The suffragettes did a lot to help women get the vote. Without them it would not have happened.'</i>	(1-2)
Level 2	Identifies or describes ways in which the suffragettes helped or harmed the cause Specific contextual knowledge demonstrated but no explanation. Answers might include: help - made people aware of the issue, put pressure on politicians by protesting, put the issue on the front page of the papers; harmed - their violence turned people against them. government couldn't give in to violence.	(2-3)
Level 3	Identifies or describes successes ways in which the suffragettes helped and harmed the cause Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains how the suffragettes helped or harmed the cause E.g. <i>'The suffragettes helped the cause of votes for women. Before they started to protest nobody really thought of giving women the vote. Their protests got the issue on the front page of the newspapers and made sure it would not go away. This meant that sooner or later women would get the vote and this was because of the suffragettes.'</i>	(5-6)
Level 5	Explains how the suffragettes helped and harmed the cause	(6-7)
Level 6	As for Level 5 but in addition makes informed assessment about whether they did more harm than good E.g. <i>'The violence used by the suffragettes like breaking up government meetings and arson did turn some people off the idea of giving the vote to women. Some people thought that it showed women were not responsible enough to have the vote. However, the activities of the suffragettes did make it a front page issue and one that would not go away. It meant that sooner or later the government would have to do something about it. They could no longer ignore it. So the suffragettes did help women get the vote but their violence may have made it happen a few years later than it might have done.'</i>	(7-8)

Mark Scheme 1935/11-15
June 2006

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, i.e. 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 Sources A and B. How far do these sources show that public health was as good in the Middle Ages as it was in Roman times? Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Unsupported assertions/Answers that fail to use the sources
E.g. <i>'I think they did have better health in the Roman times than in the Middle Ages. This was because the Romans did a lot for public health. They are famous for this while little was done in the Middle Ages and all the towns were left filthy.'</i> | (1) |
| Level 2 | Extracts details about public health from source(s) but no comparison made
E.g. <i>'Source B shows that in the Middle Ages they had good public health. The abbey has toilets and washrooms. All this would help keep people healthy.'</i> | (2) |
| Level 3 | Compares details in the sources - no knowledge demonstrated
E.g. <i>'These sources show that public health was better in Roman times. In Source B they do have toilets and washrooms but in Source A they have more. They have aqueducts which they have not got in Source B.'</i> | (3) |
| Level 4 | Knowledge used to help compare public health provision in the two sources
In these answers knowledge is used to explain/develop the comparison. This might include, for example, being able to explain what aqueducts were for, or broader knowledge of Roman public health provision or the unrepresentative nature of monastic public health provision.
E.g. <i>'These sources do not show that public health in the Middle Ages was as good as in Roman times. Source B does show that they had some public health like toilets and washrooms but these were just for the monks. Public health was not as good in the towns in the Middle Ages. These were dirty with filth left in the streets and with no sewers or fresh water. The Romans were better because when they provided public health for a town like Rome it was for everybody. Everybody would get clean water. In the Middle Ages it was only a few people like monks that had good facilities.'</i> | (4-5) |

- 1 (b) **Study Source C. What can you learn from this source about medical knowledge at the time? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- Level 1** **Answers based on the surface information of the source** **(1)**
E.g. *'I know from this sources that they had cholera.'* *'I know that they burnt barrels of tar when they had cholera.'*
- OR**
- General assertions that medical knowledge was weak.** **(1)**
- Level 2** **Answers that make inferences about medical knowledge - not supported by contextual knowledge** **(2-3)**
These might include: understanding of causes of disease/cholera was poor, public health provision was poor.
- Level 3** **Answers that use knowledge to explain inferences** **(4-5)**
E.g. *'I know from this source that they did not understand that cholera was caused by dirty water. They obviously do not know this otherwise they would not be wasting their time burning barrels of tar.'*
' This source tells me that they believe that cholera is spread by bad air. That is why they are burning the tar. They think the smell will get rid of the bad air.'

- 1 (c) **Study Source D. Are you surprised that sewers and water pipes were being built in the late 1860s? Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- Level 1 Common sense answers based on the advantages of sewers and water pipes (1)**
 These answers could be about any period - they just explain the advantages of sewers and water pipes.
 E.g. *'I am not surprised because they would want clean water and this was provided by the water pipes.'*
OR
Assertions that at that time they were dirty/not advanced (1)
 E.g. *'I am surprised because they were filthy then and so I am surprised that they are building things like sewers.'*
- Level 2 Answers that identify, but do not explain, contextual reasons for being surprised/not surprised (2)**
OR
Valid contextual explanation but no judgement re surprised /not surprised (2)
- Level 3 Answers that identify contextual reasons for being both surprised and not surprised (3)**
 Reasons might include: surprise - lack of knowledge of germs, don't want to spend the money, don't want rates going up, reluctance of government to interfere, ideas of laissez faire, legislation only enabling; not surprised - Chadwick, Snow, Pasteur and Germ Theory, the state of towns, cholera, the Great Stink,
- Level 4 Answers that explain one contextual reason for being surprised or not surprised (4)**
 E.g. *'I am not surprised that they are building sewers and water pipes. This is because in the 1850s John Snow showed that cholera was spread through dirty water from a water pump in Broad Street. Once people knew this they would see why it was important to have clean water. So I am not surprised that they are building water pipes to bring in clean water.'*
- Level 5 Answers that explain one contextual reason for being surprised and one for not being surprised OR explains two reasons for being surprised or not surprised (5)**

2 (a) Briefly describe the medical progress made by the Ancient Egyptians.

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: knowledge of anatomy and physiology, close examination of patients, diagnosis, blockage theory, had doctors, recorded treatments/diseases, keeping clean.

E.g. *'The Egyptians made progress because they developed a natural theory about illness. They thought that you became ill because the channels in the body were blocked. They got this idea from their irrigation channels getting blocked.'* (3)

2 (b) Explain why bloodletting was widely used in the Middle Ages.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They used bloodletting a lot because it was a really good idea. It seemed to work and so people liked to use it a lot.'</i> OR	(1-2)
Level 1	Describes bloodletting	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: the Greeks/Hippocrates/Galen used it, the Theory of the Four Humours, revival of Galen, Church support for Galen, fitted in with astrology, doctors were trained this way, could prevent illness	(2-4)
Level 3	Explains one specific reason E.g. <i>'Bloodletting was popular because of the Theory of the Four Humours. This was accepted by everybody as the way to explain why people became ill. This was because the humours got out of balance. One way of getting the humours back into balance was to bleed people so that the excess blood was lost and the person became better.'</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)

- 2 (c) Why did the Ancient Greeks make more progress in medicine than people in the Middle Ages? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They made more progress because they were cleverer and they had more opportunities to experiment. They did not have the disadvantages that the people in the Middle Ages had.'</i>	(1-2)
Level 2	Identifies or describes specific progress of the Greeks and/or lack of progress of the Middle Ages - reasons for this are not explained Specific contextual knowledge demonstrated but no reasons explained. Examples of progress of Greeks might include – natural explanations of illness, the Four Humours, clinical observation; lack of progress of Middle Ages - supernatural ideas and treatments, astrology, examples of continuity e.g. bleeding, poor public health.	(2)
Level 3	Identifies reasons for Greek progress or for lack of medieval progress Reasons might include: Greek philosophy, interest in the natural world, religious reasons, recorded examinations and treatments; fall of Roman Empire, ideas/books lost, role of Christian Church, dependence on Greeks/Galen.	(2-3)
Level 4	Identifies reasons for Greek progress and for lack of medieval progress	(4)
Level 5	Explains reasons for progress of the Greeks or for lack of medieval progress E.g. <i>'The Greeks made much more progress than the people in the Middle Ages because the Christian Church held things back in the Middle Ages. It taught that illness could be caused by devils or by God as a punishment. God had to be prayed to make people better because he was the only one powerful enough to do this. People themselves could not cure illness. This led to people thinking they had to rely on God to cure them and so they lost interest in researching the causes of disease and investigating the structure of the body. This held back progress.'</i>	(5-6)
Level 6	Explains the reasons for progress of the Greeks and for lack of medieval progress	(7-8)

3 (a) Briefly describe the work of Vesalius.

Target: AO 1

1 mark for each valid feature 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.

Features might include: published 'Fabric of the Human Body', drew the anatomy of the human body accurately, human dissection, showed how Galen was wrong e.g. liver doesn't have lobes, jawbone not made of two bones, tells doctors to find out for themselves

E.g. *'Vesalius showed how Galen was wrong by dissecting human bodies. He showed that the breast-bone has three parts not seven.'* (3)

- 3 (b) Explain why Vesalius was able to make so many discoveries about the human body at that time.

Target: AO 1

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'He was able to do this because he worked really hard and found out lots of new things.'</i> | (1-2) |
| Level 2 | Describes what Vesalius did
Specific contextual knowledge is demonstrated no reasons are given why he was able to make the discoveries. | (1-2) |
| Level 3 | Identifies specific reasons why he was able to make discoveries
Specific contextual knowledge demonstrated but no explanation.
Examples include: dissects human bodies, the Renaissance, new interest in Greeks e.g. Galen, work of artists, new spirit of finding out for yourself. | (2-4) |
| Level 4 | Explains one specific reason
E.g. <i>'He was able to make these discoveries because he was living at the time of the Renaissance. This was a time when people were taking interest in the world around them and wanted to understand how everything worked. They were no longer prepared to accept religious explanations for everything. Because he was living at this time Vesalius was encouraged to try and find out how the human body worked.'</i> | (3-5) |
| Level 5 | 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) |

- 3 (c) Who is more important in the history of medicine, Ambroise Pare or William Harvey? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>I think Harvey is more important because he did much more for people in the development of medicine. If it was not for him lots of important discoveries would not have been made.'</i>	(1-2)
Level 2	Describes the work of one or of both men without explaining its importance Specific contextual knowledge demonstrated but no explanation of importance. Only award 4 marks if both men are covered. OR Identifies reasons why one or both men are important Specific contextual knowledge demonstrated but no explanation of importance. Only award 4 marks if both men are covered.	(2-4) (2-4)
Level 3	Explains the importance/lack of importance of Harvey or Pare Award 6 marks for explanation of long-term impact. E.g. <i>'Harvey was much more important. This was because he discovered that blood circulates around the body. It is the same blood going round and round. Before Harvey people believed that the body used up blood and new blood was constantly being produced. Harvey's discovery was important because it meant that people realised that blood transfusions would be needed. Without Harvey blood transfusions might not have been developed.'</i>	(5-6)
Level 4	Explains the importance/lack of importance of both Harvey and Pare Award 7 marks for explanation of long-term impact of one person.	(6-7)
Level 5	Compares the importance of Harvey and Pare To get into this level reasons must be given for why one is more important than the other or why they are equally important. E.g. <i>'I think Harvey is more important than Pare. Pare did discover a new treatment for gunshot wounds that helped patients a lot. This involved using soothing ointments instead of burning oils. He also used ligatures to stop bleeding instead of red hot irons. Pare did help patients at the time but none of his work led to further improvements. It did not help medicine to develop in the future. Harvey's discovery of the circulation of the blood did. Once people knew this it made all kind of future developments possible such as blood transfusion and complicated operations.'</i>	(7-8)

4 (a) Briefly describe how Jenner discovered smallpox vaccination.

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: noticed milkers did not get smallpox, gave James Phipps cowpox, inoculated him with smallpox, Phipps recovered

E.g. *'Jenner discovered vaccination because he was a country doctor. This led to him seeing that milkmaids who often got cowpox, never seemed to get smallpox. This gave him the idea.*

(3)

- 4 (b) Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century.

Target: AO 1

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>There was opposition because people did not agree with vaccination. They thought that it was wrong and should not be used.</i> | (1-2) |
| Level 2 | Identifies specific reasons for opposition
Specific contextual knowledge demonstrated but no explanation.
Examples include: inoculators feared for their jobs, didn't like the ideas of giving humans a disease from animals, Jenner could not explain how it worked, sometimes vaccination did not work, against compulsory vaccination, smallpox seen as a punishment from God, Jenner not a well known doctor | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>In the middle of the nineteenth century vaccination against smallpox became compulsory and many people did not like this. They did not see why the government should force them to have their children vaccinated. This caused a lot of opposition against government interference in their lives.</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) |

- 4 (c) Who contributed more to the development of vaccination, Jenner or Pasteur? Explain your answer.

Target: AO 1

* Written communication assessed in this question

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'Pasteur contributed more because he was a much more important person in the history of medicine. He knew more about medicine and vaccination than Jenner did.'</i> | (1-2) |
| Level 2 | Identifies or describes the work of Jenner and/or Pasteur
Answers must be related to vaccination.
Specific contextual knowledge demonstrated but no explanation of importance.
2 marks for Jenner, 2-3 marks for Pasteur. Only award 4 marks if both are covered.
OR
Identifies reasons why one or both were important/not important in the development of vaccination.
Only award 4 marks if both men are covered.
Examples might include: Jenner - makes first discovery, tests it, published his work, his vaccine became widely used, Pasteur used Jenner's work. Jenner couldn't explain how it worked; Pasteur - explained how vaccination worked, led to vaccines for other diseases, develops other vaccines such as anthrax, rabies. | (2-4) |
| Level 3 | Explains the importance/lack of importance of either Jenner or Pasteur
Award 6 marks for explanation of long-term impact.
E.g. <i>'Pasteur was more important. This is because he actually worked out how vaccination works. When his assistant injected chickens with old germs and they did not die, Pasteur worked out that weak germs of the disease protected the body against the disease. He realised that this idea could be used to develop vaccines against all kinds of diseases and vaccines were then developed for lots of diseases. This could not be done until they knew how vaccination worked.'</i> | (5-6) |
| Level 4 | Explains the importance/lack of importance of both Jenner and Pasteur
Award 7 marks for explanation of long-term impact of one of them. | (6-7) |
| Level 5 | Compares the importance of Jenner and Pasteur
To get into this level reasons must be given for why one is more important than the other or why they are equally important.
E.g. <i>'Pasteur was more important than Jenner because although Jenner discovered vaccination in the first place he did not understand how it worked. This meant that he could only develop a vaccine against smallpox and not for other diseases. There could not be other vaccines unless someone worked out how vaccination worked. This is what Pasteur did. He knew that weak forms of the germ protected people against the disease. This meant that other vaccines could be developed such as for rabies and TB. This was not possible without Pasteur.'</i> | (7-8) |

CRIME AND PUNISHMENT THROUGH TIME

- 1 (a) Study Sources A and B. Explain what is happening in these two sources. Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

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|----------------|--|--------------|
| Level 1 | Surface comprehension or description
E.g. <i>'They are going through trial by ordeal. 'They are holding a hot iron.'</i> | (1) |
| Level 2 | Identifies the fact that they are ways of finding out if someone was guilty - not explained
E.g. <i>'What is happening is that they are trying to find out if someone is guilty.'</i> | (2) |
| Level 3 | Uses contextual knowledge to explain how each trial worked
3 marks for explaining one source, 4 for explaining both.
E.g. <i>'What is happening in Source A is that someone is on trial. They had to carry a red-hot iron. Their hand was then bandaged. When it was unwrapped if the wound had healed the person would be innocent. If not, the person would be guilty.'</i> | (3-4) |
| Level 4 | Uses contextual knowledge to explain the role of God
These answers explain the role of God in at least one source.
E.g. <i>'They left it to God to decide who was guilty. The two men in Source B would fight a battle. If the person who had made the accusations won then this would be a sign from God that the person accused was guilty. They thought it was a sign from God.'</i> | (5) |

- 1 (b) Study Sources A, B and C. Compare the methods being used in these three sources? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

- | | | |
|---------|---|-------|
| Level 1 | <p>Answers based on surface detail</p> <p>These answers will not demonstrate specific contextual knowledge.
E.g. <i>'The sources are very different. In Source C it is all about someone murdering someone while in Source A it is a trial by ordeal.'</i> <i>'They are similar because in both Source C and in Source B people are fighting each other.'</i></p> | (1) |
| Level 2 | <p>Identifies/explains the fact that they are all trials or ways of finding if someone is guilty</p> <p>These answers will concentrate on similarities.</p> | (2) |
| Level 3 | <p>Identifies/explains God in A or B (2)</p> <p>OR</p> <p>Explains methods in C. No comparison</p> | (2) |
| Level 4 | <p>Identifies/explains the fact that in A and/or B God was being used to decide but in C humans/witnesses/jury/evidence is being used</p> <p>E.g. <i>'In some way the sources are showing the same thing - they are all showing different types of trials. But the one in Source C is very different because they are using witnesses as evidence to find out if someone is guilty but in the other two sources they are not looking at the evidence but are asking God to tell them who is guilty.'</i></p> | (3-5) |

- 1 (c) Study Sources C and D. Do these sources prove that the methods used in the seventeenth century to discover if a person was guilty were worse than those used in the Middle Ages? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

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|---------|---|--|
| Level 1 | <p>Answers that identify the differences rather than explaining reasons why one is better (1)</p> <p><i>E.g. 'Yes, they are not worse because the man in Source D is being tortured but in Source C they are asking witnesses.'</i></p> <p>OR</p> <p>Description of sources (1)</p> | |
| Level 2 | <p>Assertions that D is not typical (2)</p> <p>OR</p> <p>Explains weaknesses of method in D (2)</p> | |
| Level 3 | <p>Answers that explain why the methods being used in Source D are less good than those in C - but only explains C or D (2-3)</p> | |
| Level 4 | <p>Answers that explain why the methods being used in Source D are less good than those in C - explains/compares both (3-4)</p> <p><i>E.g. 'Torturing someone is not a good way of finding out if they are guilty because they will be forced to plead guilty even if they are innocent. They will do this because of the pain. The method in Source C is much better where they are considering the evidence. They are finding out what actually happened and whose fault it was.'</i></p> | |
| Level 5 | <p>Uses contextual knowledge to explain either the unrepresentative nature of the Plot/methods in Source D or the usual methods that were used in the seventeenth century (4-5)</p> <p><i>E.g. 'I do not think that Source D proves that methods were worse because torture was not used very often. It was only used in special cases such as the Gunpowder Plot when an attempt was made to blow up the King and Parliament. In everyday crimes they did not use torture. They had proper trials with witnesses and juries.'</i></p> | |

2 (a) Briefly describe how witches were identified.

Target: AO 1

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

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

Methods might include: neighbours accusing them. familiars like cats or even flies, the Devil's marks on the body, old women living alone, trials.

E.g. *'Witches were identified by claiming that they had Devils marks on them like a scar or a boil. This was seen as the mark of the Devil and as evidence that the person was a witch.'* **(2)**

- 2 (b) Explain why people in the sixteenth century thought that vagrancy was a serious problem.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Vagrancy was such a problem because it caused a lot of trouble for the government and they had to try and deal with it but did not know how to.'</i>	(1-2)
	OR	
Level 1	Describes vagrancy/vagrants	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Reasons include: increase in vagrancy, no-one wanted to pay rates to help them, criminal activities of vagrants, the belief that idleness was wrong, the fear they would be used in political uprisings.	(2-4)
Level 3	Explains one specific reason E.g. <i>'People thought that vagrancy was a serious problem because the vagrants travelled round the country in large groups and terrorised the villages they went through. They would steal things and often get drunk and cause violence.'</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 both reasons explained.	(6-7)

- 2 (c) Who was more of a problem for the authorities in the eighteenth century, smugglers or highwaymen? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'I think that smugglers were more of a problem because they caused much more trouble for the government. They were more difficult to sort out.'</i>	(1-2)
Level 2	Identifies or describes the activities of smugglers and or highwaymen without explaining the problems they caused Specific contextual knowledge demonstrated but no explanation of the problems they caused. Only award 4 marks if both groups are covered.	(2-4)
	OR	
Level 2	Identifies reasons why smugglers and or highwaymen were problems Specific contextual knowledge demonstrated but no explanation of problems caused. Only award 4 marks if both groups are covered. Reasons might include: smugglers - loss of revenue, violence used, not regarded as a crime by many people, involvement of local communities/officials, difficult to catch/prevent; highwaymen - increase in eighteenth century, disrupted trade, made travelling dangerous.	(2-4)
Level 3	Explains reasons why one group was a problem E.g. <i>'Highwaymen were more of a problem because there was a massive increase in highway robbery at this time. This was because there were more people travelling by coaches with the improvements of roads. This gave the highwaymen more people rob and so there were more highwaymen.'</i>	(5-6)
Level 4	Explains reasons why both groups caused problems	(6-7)
Level 5	Compares the two groups in terms of causing problems To get into this level reasons must be given for why the problems caused by one group were more serious than those caused by the other group. E.g. <i>'Smugglers were much more of a problem than highwaymen. Smugglers smuggled goods like tea into the country without paying customs duties. They could then sell the tea cheaper. This was a big problem for the government because it meant that they did not collect the customs duties which made up an important part of the government's income. This meant the government did not have enough money to spend on things like the navy and the defence of the country. This was much more serious than the highwaymen who did rob travellers and were a nuisance but they did not threaten the government's money like the smugglers did.'</i>	(7-8)

- 3 (a) Briefly describe the methods of preventing crime and catching criminals in the eighteenth century.

Target: AO 1

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

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

Methods might include: watchmen, constables, harsh punishments (Bloody Code), transportation, thief takers, Bow Street Runners, patrols on roads into London, River Thames Police, the hue and cry.

E.g. *'The main method was to use watchmen. They patrolled the streets and were meant to prevent crime and arrest people for offences like getting drunk. But they were useless because they were not trained and were part-time.'*

3 (b) Explain why Sir Robert Peel was able to set up a police force in the late 1820s.**Target: AO 1 and 2**

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'He thought a police force was needed because nobody was catching the criminals. They were getting away with it and so something had to be done.'</i> OR	(1-2)
Level 1	Describes Peel's police force	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: inefficiency of present systems like the watchmen and constables, industrialisation/rapid growth of towns, rise in crime, fear of riots/protest, greater involvement of government in everyday life, people getting used to paying taxes for things like this.	(2-4)
Level 3	Explains one specific reason E.g. <i>'Peel was able to set up a police force because many people were afraid of popular protests and even revolution. This was just after the French Revolution and they were afraid the same thing would happen here especially after riots like the Luddites and Peterloo. Rich people thought that a police force would protect their property and wealth and keep law and order.'</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)

- 3 (c) How successful had police forces been by the end of the nineteenth century? Explain your answer.

Target: 1 and 2

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'Police forces had become more and more successful and were very good at catching thieves. Without them there would be no law and order.'</i>	(1-2)
Level 2	Identifies or describes successes or failures of police Specific contextual knowledge demonstrated but no explanation. Answers might include: successes - by end of century were accepted/respected, crime fell in second half of nineteenth century, introduction of plains clothes/detectives branches successful, forces introduced across the country; failures - early recruits of poor quality, fears they would be an extension of the army, seen as a threat to freedom, not respected at first,	(2-3)
Level 3	Identifies or describes successes and failures of police Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains successes or failures of police E.g. <i>'At first the police were a failure - they were not respected. This was because the quality of men recruited was so poor and this was because the pay was bad. Many of them had been general labourers and were not educated. For this reason the public regarded them as no good and did not respect them at all. This made it very difficult for them to do their job well.'</i>	(5-6)
Level 5	Explains success and failures of police	(6-7)
Level 6	As for Level 5 but in addition makes informed assessment about 'how successful' E.g. <i>'The police were not a success at first but things improved as the century went on. At first there was a lot of suspicion of them. They were seen as a threat by the government to peoples' freedoms. The quality of recruits was poor, they were often drunk, and they were not respected. However, as the pay got better the quality of recruits improved. They became more effective in catching criminals especially when the detective branch was set up. By the end of the century the crime rate had gone down and people were glad to see the police around. They were so successful that police forces were introduced all over the country. So overall, they were more a success than a failure.'</i>	(7-8)

4 (a) Briefly describe what happened at Peterloo in 1819.

Target: AO 1

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

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

Events might include: meeting to protest for the vote, large crowds, appearance of Hunt, cavalry attacked the crowd, poorly trained/part-time yeomanry, eleven killed and hundreds wounded.

E.g. *'People protested in Manchester because they wanted the vote for working class people. It was a peaceful protest with women and children there but because the numbers were so large the magistrates panicked and sent in the yeomanry on horseback. These were part-time soldiers and they also panicked and killed and wounded lots of the crowd.'* (5)

4 (b) Explain why the Rebecca Riots took place in the 1830s and 40s.**Target: AO 1 and 2**

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They took place because people were very unhappy with what was going on. They wanted changes.'</i> OR	(1-2)
Level 1	Describes the Riots	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: turnpike tolls, new tollgates, high rents for farmers, tithes (now paid in cash), poor harvests, farmers who had more than one farm, the poor law, English landowners buying up land.	(2-4)
Level 3	Explains one specific reason E.g. <i>'They took place in the 1830s because this was when the farmers were having a hard time. The people who owned the land were English and they increased the rents the Welsh farmers had to pay. They could do this because there were a lot of people wanting to rent the farms. However, the farmers were poor and could not make much money from their farms and so could not afford the increases in rent.'</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)

- 4 (c) Did the suffragettes help or harm the cause of votes for women? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'The suffragettes did a lot to help women get the vote. Without them it would not have happened.'</i>	(1-2)
Level 2	Identifies or describes ways in which the suffragettes helped or harmed the cause Specific contextual knowledge demonstrated but no explanation. Answers might include: help - made people aware of the issue, put pressure on politicians by protesting, put the issue on the front page of the papers; harmed - their violence turned people against them. government couldn't give in to violence.	(2-3)
Level 3	Identifies or describes successes ways in which the suffragettes helped and harmed the cause Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains how the suffragettes helped or harmed the cause E.g. <i>'The suffragettes helped the cause of votes for women. Before they started to protest nobody really thought of giving women the vote. Their protests got the issue on the front page of the newspapers and made sure it would not go away. This meant that sooner or later women would get the vote and this was because of the suffragettes.'</i>	(5-6)
Level 5	Explains how the suffragettes helped and harmed the cause	(6-7)
Level 6	As for Level 5 but in addition makes informed assessment about whether they did more harm than good E.g. <i>'The violence used by the suffragettes like breaking up government meetings and arson did turn some people off the idea of giving the vote to women. Some people thought that it showed women were not responsible enough to have the vote. However, the activities of the suffragettes did make it a front page issue and one that would not go away. It meant that sooner or later the government would have to do something about it. They could no longer ignore it. So the suffragettes did help women get the vote but their violence may have made it happen a few years later than it might have done.'</i>	(7-8)

ELIZABETHAN ENGLAND

- 1 (a) Study Sources A and B. Why do you think these two portraits of Elizabeth are so different? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1	Describes the differences	(1-2)
	OR	
	Asserts they were painted at different times/by different artists/for different reasons	(1-2)
Level 2	Identifies contextual reasons	(2-4)
	These reasons might include: one painted when she was alive, the other when she was dead, one painted about the Armada, one painted to make her look strong, painted for political reasons.	
Level 3	Explains one contextual reason	(4-5)
	E.g. <i>'These two paintings differ because the first painting was painted to celebrate the defeat of the Spanish Armada. It was painted to show everybody what a great victory it was and to make Elizabeth look glorious. She is shown as magnificent and strong and as a queen who will never be defeated. The second painting was painted after she was dead and so it did not matter what she looked like.'</i>	
Level 4	Explains more than one contextual reason	(6-7)

- 1 (b) **Study Source C. How far does this source explain why Elizabeth went on progresses around the country? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | <p>Answers limited to information in the source
 These answers will be limited to what is in the source.
 <i>E.g. 'The source does explain why Elizabeth went on progresses. It tells us that she was given dinner and lots of expensive presents. This is a very good reason for going on progresses.'</i></p> | (1-2) |
| Level 2 | <p>Contextual knowledge used to identify other reasons
 These reasons might include: to win support, to let her people see her, to check on different parts of the country.</p> | (2-3) |
| Level 3 | <p>Contextual knowledge used explain the points in Source C or to explain another reason
 <i>E.g. 'No this source does not explain the real reasons. Elizabeth went on progresses so that her subjects could see her. In those days there was no television and so most people in the country would never see her. This would make it difficult for them to develop feelings of loyalty towards her. She visited different parts of the country so that people could see her and this would develop their loyalty towards her.'</i></p> | (3-4) |
| Level 4 | <p>Contextual knowledge used to explain more than one reason
 One of these can be a development of the points in the source.</p> | (5-6) |

- 1 (c) Study Source D. Why did Elizabeth never marry? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1	Answers limited to information in the source E.g. <i>'She never married because she did not want to upset her country.'</i> <i>'She wanted to die a virgin.'</i>	(1-2)
Level 2	Answers based on everyday empathy Answers might include: because she never found the right man, because she wanted to remain single.	(1-2)
Level 3	Contextual knowledge used to identify political reasons These might include: did not want to share power, a king would take all the power dangerous/unpopular to marry a foreign prince, marrying a nobleman would cause jealousies.	(3-4)
Level 4	Contextual knowledge used to explain one reason <i>'Elizabeth never married because whoever she married problems would be caused. If she married an English nobleman it would make all the other nobles jealous and this might even cause a rebellion if they thought one nobleman was going to become more powerful than them. This can be seen when Elizabeth became fond of the Earl of Leicester. Any idea of marriage was very unpopular with the other nobles.'</i>	(4-5)
Level 5	Contextual knowledge used to explain more than one reason	(6-7)

2 (a) What were the main ideas of the Puritans during Elizabeth's reign?

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.

Ideas\aims might include: wanted to reform the Church - no bishops, wanted the congregation to run the Church, wanted to remove paintings, statues; did not believe in transubstantiation; against the theatre, gambling, swearing,

E.g. *'Puritans wanted to reform the Church and make it less like a Catholic Church. They wanted the clergy to wear plain gowns and they thought everybody could get to God by themselves through reading the bible. (4)*

2 (b) Explain why many people were poor during Elizabeth's reign.

Target: AO 1

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'They were poor because they could not support themselves and they had no money.'</i> | |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation.
Examples include: inflation, rising population, bad harvests, enclosures, rack-renting, collapse of cloth trade, dissolution of the monasteries, soldiers returning home. | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'There were so many poor people because of inflation. This meant that prices went up, especially the price of food. But at the same time workers' wages did not go up as fast and so it was more difficult for people to afford the food they needed.'</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) |

- 2 (c) Who posed the greater danger to Elizabeth, vagrants or Catholics? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'I think it was vagrants because Elizabeth was really worried about them and they could have done a lot of damage to her. They were a real threat.'</i>	(1-2)
Level 2	Identifies or describes specific reasons for one group posing/not posing a danger Specific contextual knowledge demonstrated but no explanation. Examples might include: vagrants - growing numbers, wandered the country in groups, crimes, not organised, not a political threat; Catholics - loyal to the Pope, did not recognise Elizabeth as Queen, rebellions, Jesuits, many Catholics loyal to Elizabeth.	(2-3)
Level 3	Identifies or describes specific reasons for both groups posing/not posing a danger Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains specific reasons for one group posing/not posing a danger E.g. <i>'I think the Catholics posed more of a danger to Elizabeth because they did not recognise her as Head of the Church or as Queen. Also, the Pope had told them they did not have to obey her and they should try and help to get rid of her. Many Catholics thought that Mary, Queen of Scots was the rightful queen rather than Elizabeth. All this led to Catholic rebellions in England that were aimed at overthrowing Elizabeth such as Babington's Plot in the 1580s. So the Catholics posed a much greater threat.'</i>	(5-6)
Level 5	Explains specific reasons for both groups posing/not posing a danger	(6-7)
Level 6	As for Level 5 but in addition explains a reason why one group more of a danger than the other/or why they posed equal dangers E.g. <i>'The Catholics were a much greater threat to Elizabeth. Vagrants did cause riots and crime sometimes but all they wanted was food to eat and some money. They did not want to overthrow Elizabeth. When harvests were better they stopped causing trouble. They were not interested in politics or in overthrowing governments. They were loyal to Elizabeth. However, the Catholic were different. They did not like Elizabeth because she was Protestant and had set up a Protestant Church. They obeyed the Pope who said that Mary Queen of Scots, not Elizabeth, was the rightful queen. There were many Catholic plots and rebellions like the Northern Rebellion. This was an attempt to put Mary on the throne. This was why the Catholics were more of a danger, because they wanted to overthrow Elizabeth while vagrants did not.'</i>	(8)

- 3 (a) Briefly describe the problems faced by English sailors on voyages of exploration.

Target: AO 1

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

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

Problems might include: the Spanish, scurvy, being attacked when landing, infection, shortage of food/water, getting lost.

E.g. *'The main problem was that conditions on the ships were really bad. Their food was often rotten and they could run out of water.'* (2)

3 (b) Explain why the Spanish Armada failed.

Target: AO 1

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'It failed because it was not strong enough and it was not able to conquer England.'</i>	(1-2)
Level 2	Describes what happened to the Armada OR	(2-3)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: the English ships had more powerful guns, Spanish ships slower, poor planning, the wind, Spanish couldn't reload their guns quickly, use of fireships, storms. leadership/tactics of Howard.	(2-4)
Level 3	Explains one specific reason E.g. <i>'The Spanish Armada failed because they were defeated in battle by the English fleet. This was because the English had much more powerful guns than the Spanish. This meant that the English ships could fire at the Spanish fleet and cause a lot of damage but at the same time stay outside the range of most of the Spanish guns and so be safe.'</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)

- 3 (c) Which was more important to Elizabethan England, the voyages of exploration or the defeat of the Spanish Armada? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'The defeat of the Spanish Armada was far more important. If the Spanish had won this would have caused real problems for Elizabeth.'</i>	(1-2)
Level 2	Identifies or describes specific reasons why the voyages or defeat of the Armada were/were not important Specific contextual knowledge demonstrated but no explanation. Reasons include: voyages - help make England a great power, built up the navy, colonies, defence improved, wealth from trade; defeat of the Armada - England would have been invaded, Elizabeth would have been overthrown, Catholicism would have been restored, England part of Spanish Empire.	(2-3)
Level 3	Identifies or describes specific reasons why the voyages and the defeat of the Armada were/were not important Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains specific reasons why the voyages or the defeat of the Armada were/were not important E.g. <i>'The defeat of the Armada was more important. This was because Philip of Spain wanted to conquer England, get rid of Elizabeth and make England Catholic. The Armada was meant to pave the way for an invasion when all of this would then have been done. These would have been massive changes and most of the people in the country did not want to be Catholic again so it would have caused lots of trouble. This was why the defeat of the Armada was so important, because it meant the invasion could not take place and none of this could happen. England was saved.'</i>	(5-6)
Level 5	Explains specific reasons why the voyages and the defeat of the Armada were/were not important	(6-7)
Level 6	As for Level 5 but in addition explains a reason why one was more important to Elizabethan England than the other	(8)

BRITAIN 1815-1851

- 1 a) **Study Source A. Why did the builders of the Liverpool and Manchester Railway face many difficulties? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Answers restricted to surface information in the source
<i>E.g. They faced difficulties because of Chat Moss and the fact that they had to build Sankey Viaduct and tunnels.'</i> | (1-2) |
| | OR | |
| Level 1 | Answers about railway building in general - not specific to Liverpool/ Manchester Railway | (1-2) |
| Level 2 | Reasons identified that are not in the source
These might include: opposition from landowners/farmers, opposition from turnpikes and canals, first proposal rejected by Parliament. | (2-3) |
| Level 3 | Answers that use contextual knowledge to explain one reason why the builders faced difficulties
<i>E.g. They faced difficulties because the railway had to cross Chat Moss which was a kind of bog. They could not simply lay the railway line on this, it would have sunk. So they had to drain a lot of it and lay down strong foundations for the track.'</i> | (4-5) |
| Level 4 | Answers that use contextual knowledge to explain more than one reason | (6-7) |

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

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | Answers based on comparing surface details
E.g. <i>'They are different because in the first one the train is going through the countryside but in the second one it is in a station.'</i> | (1) |
| Level 2 | Answers that assert that both sources are criticising the railways or that B is praising the railways while C is criticising - no valid explanation | (2) |
| Level 3 | Answers that interpret one or both sources but fail to compare them
E.g. <i>'Source B is saying that the railways are bad because they are putting the stage coaches out of business. It shows an old stage-coach rotting away with the poor horse with nothing to do. In the background the steam train that has replaced it steams merrily long.'</i> | (3-4) |
| Level 4 | Answers that interpret the sources and compare their messages
Award 7 marks to answers that explain the two different ways Source B can be interpreted.
E.g. <i>'These cartoons disagree about the railway. Source C is saying that it is dangerous and if you travel on it you will be killed. It shows an undertaker giving the passengers his card because they will need him. But Source B sees the railway as a good thing. It is saying it belongs to the future and will replace outdated things like stagecoaches. So one is criticising the railway, while the other is praising it.'</i> | (5-7) |

- 1 (c) **Study Source D. Why was this cartoon published in 1849? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|---------|---|-------|
| Level 1 | Answers limited to surface details
E.g. <i>'It was published to show a train crashing.'</i> | (1) |
| Level 2 | General answers claiming that it was published then because that is when railways were being built | (2) |
| Level 3 | Assertions that it was published to criticise Hudson or it was published then because of railway mania | (3) |
| Level 4 | Contextual knowledge used to explain how/why it is criticising Hudson
E.g. 'This cartoon was published in 1849 because it is showing that some of the railway building would end in disaster. It was doing this because it was published just two years after railway mania ended. This was when they realised they had been building too many railways and some of them would never make money.' | (4-5) |
| Level 5 | Contextual knowledge used to explain about both Hudson and railway mania | (6) |

2 (a) What were the main weaknesses of the electoral system before 1832?

Target: AO 1

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

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

Weaknesses might include: corruption and intimidation, pocket boroughs, unequal distribution of seats, large cities not represented, middle classes couldn't vote.

E.g. *'The weaknesses were that it gave the landowners too much power. They owned many pocket boroughs where they controlled who was elected. Many of the new towns like Manchester had no MPs of their own while counties like Cornwall had dozens of MPs.'* (5)

2 (b) Explain the arguments that were used to oppose electoral reform.**Target: AO 1**

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'Some people were against reform because they thought that there was nothing wrong with the system as it was. They thought it should be left as it was.'</i> | |
| Level 2 | Identifies specific arguments
Specific contextual knowledge demonstrated but no explanation.
Examples include: the system had worked for hundreds of years, fear of revolution, land should be represented, people were not educated enough to have the vote, someone should have a permanent interest in the country before being able to vote, the landed were brought up to rule. | 2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'Some people opposed reform because they said it would lead to revolution. They used the example of France where small reforms had led to revolution. It was better to make no changes at all as this would make sure that the country could not gradually slip into revolution. Once one changed had been made, there would be no stopping it.'</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) |

- 2 (c) How far did the 1832 Reform Act satisfy those who had supported electoral reform? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'It did not satisfy all of them because they did not get what they were hoping for. On the other hand somebody were satisfied with it.'</i>	(1-2)
Level 2	Identifies or describes specific examples of some people being satisfied or some not being satisfied. Specific contextual knowledge demonstrated but no explanation. Examples include: satisfied - middle classes got the vote, industrial north given representation, revolution averted, prevented the whole system being torn down not satisfied - still corruption and pocket boroughs, landowners still dominated, working classes did not get the vote, Chartism, MPs not paid.	(2-3)
Level 3	Identifies or describes specific examples of some people being satisfied and some not being satisfied Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains specific examples of being satisfied or not being satisfied E.g. <i>'People like the middle classes were satisfied. These people were for example factory owners. They got the vote after 1832 and they thought this was quite right because they were producing the wealth of the country so they should be able to vote.'</i>	(5-6)
Level 5	Explains specific examples of being satisfied and not being satisfied	(6-7)
Level 6	As for Level 5 but in addition explains whether there was more satisfaction than dissatisfaction E.g. <i>'Some people like the middle classes were pleased with the Reform Act. They were given the vote and the middle classes also started to become MPs. They had argued that as they produced most of the wealth of the country from their factories they should have the power. However, a lot of the demonstrations for reform had been carried out by the working classes and they were very disappointed when they did not get the vote. They were no better off than before. The new Parliament still shows no interest in looking after the poor and the working classes in its legislation and this was why years later they started the Chartists - to fight for the vote for the workers. So overall, although some of the middle classes were happy, most of the people were not satisfied at all.'</i>	(8)

3 (a) Briefly describe how the poor were helped before 1834.

Target: AO 1

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

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

Aspects might include: Speenhamland, Roundsmen, workhouses, outdoor relief, incompetent overseers.

E.g. *'The Speenhamland System was used to help the poor. The amount of money a poor family got depended on the size of the family and the cost of bread. (3)*

- 3 (b) Explain the arguments that were used to support the reform of the Old Poor Law.

Target: AO 1

- Level 1 **General assertions**
Valid, but general answers. No specific contextual knowledge.
E.g. *'It was said that the old system was not working. The poor were not being helped and something had to be done.'*
- Level 2 **Identifies specific arguments** (2-4)
Specific contextual knowledge demonstrated but no explanation.
Examples include: cost, inefficiency, incompetence of officials, poor encouraged to be lazy, to have children. Reform would improve morals, make people look after themselves, work harder.
- Level 3 **Explains one specific reason** (3-5)
E.g. *'They said that the old system cost far too much money. As a result the poor rates were going up all the time and it was the middle classes that had to pay all this. They had to pay high rates so some people could sit around and be lazy. They said that the reforms would lead to lower rates.'*
- 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) How far did people at the time think the New Poor Law was a success?
Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'No, most people did not like it. They thought it was much worse than the old system.'</i>	(1-2)
Level 2	Identifies or describes specific examples of success or failure Specific contextual knowledge demonstrated, but no explanation. Examples include: success - rates down, more people encouraged to work; failure – terrible conditions in workhouses (Andover), families split, some people could not help being unemployed/poor, special problems in the North (seasonal employment), opposition in the North,	(2-3)
Level 3	Identifies or describes examples of success and failure Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains specific examples of success or failure E.g. <i>'People in the North of England did not think that the New Poor Law was a success. In industrial areas a trade slump could put people out of work through no fault of their own. When trade picked up again they would have jobs. It made no sense to put these people into workhouses but under the new system there was no choice. It would have been more sensible to give them outdoor relief while they needed it.'</i>	(5-6)
Level 5	Explains specific examples of success and failure	(6-7)
Level 6	As for Level 6 but in addition makes an informed judgement about 'how successful' E.g. <i>'The country was really split between the North and the South. In the South there was less industry and so jobs did not depend so much on trade. It was true that in the South some of the poor, realising how dreadful it would be in the workhouse did get jobs. The middle classes claimed it was a success because the poor rates went down. However, in the North it was different. Here all classes, even the factory owners, argued that it was stupid to put people into workhouses for a few months while trade was bad. They also argued that these people were not being lazy. If there was a slump in trade they could not get jobs. There were riots across northern England and because all the different classes thought it was wrong I would have to say that overall most people were against the New Poor Law.'</i>	(8)

THE AMERICAN WEST, 1840-1895

- 1 (a) Study Source A. Do you believe the claims made by this advertisement? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1	General answers rejecting the claims simply because it is an advertisement E.g. <i>'I do not believe the claims because you cannot believe anything in advertisements. They are just trying to sell you things.'</i>	(1)
Level 2	Identifies which claims can be trusted or cannot be trusted No contextual knowledge demonstrated. These answers will identify which claims can be trusted e.g. the land was for sale, there was 10 years credit on offer; the land was not good for farming. OR Identifies purpose or provenance as reason for not trusting advert OR Historical empathetic answer	(2) (2) (2)
Level 3	Identifies which claims can be trusted and which cannot be trusted or one of these plus identifies purpose/provenance as a reason for not trusting advert No contextual knowledge demonstrated.	(3)
Level 4	Contextual knowledge used to explain why some claims can be trusted or why some cannot be trusted <i>E.g. 'I trust the claims in the source. I know that lots of railroad companies tried to make a profit by selling the wide stretches of land they had alongside the railways they had built. They wanted to encourage people to move out West because this would create more business for their railway. So they offered people good terms like cheap prices for the land and lots of credit to encourage them to move out.'</i> OR Contextual knowledge used to explain purpose of Source A	(4-5) (4-5)
Level 5	Contextual knowledge used to explain why some claims can be trusted and why some cannot OR Both types of Level 4	(6) (6)

- 1 (b) **Study Source B. Is this source an accurate account of women's contributions to settling and living on the Plains? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|---|----------------------------------|
| Level 1 | Answers limited to the surface information in the source
E.g. <i>'Yes it is because it says they did not like the Plains and they stopped many families moving to the Plains. This means they did not help much in the settling of the Plains.'</i>
OR
Everyday descriptions of women's work | (1-2)

(1-2) |
| Level 2 | Assertions that the source is biased and that women did contribute a lot | (2) |
| Level 3 | Evaluation of the source on the basis of its tone
E.g. <i>'No, this source does not prove that women contributed little to the settling of the Plains. The source is biased. You can tell this because it is completely one-sided. Phrases like 'it was man's country' and 'men loved the Plains' show the auth is biased. The women are shown as weak and feeble. This just was not true.'</i> | (3) |
| Level 4 | Uses contextual knowledge to explain ways in which the source is or is not accurate
E.g. <i>'No, this source is not accurate. Women played a very important part in the settling of the Plains. The whole family depended on them when they had to survive in the harsh conditions in the homesteads. They worked all day keeping the family fed and keeping the homestead clean. This was very hard work in terrible conditions. Fuel for cooking and heating was very hard to find. They often also worked on the farm even when they were pregnant. They also often did all the teaching in the local school. Without the women the homestead families would never have survived.'</i> | (3-5) |
| Level 5 | Uses contextual knowledge to explain ways in which the source is and is not accurate | (6) |

1(c) Study Sources C and D. Can both of these sources be trusted as evidence about life on a homestead? Use the sources and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1	Describes surface details of the source(s)	(1)
Level 2	Rejects the source(s) because they are cartoons/advertisements E.g. <i>'Source D cannot be trusted because it is an advertisement and is just trying to sell things.'</i> OR Contextual knowledge of isolated detail to confirm or disconfirm the source(s)	(2-3) (2-3)
Level 3	Contextual knowledge used to evaluate one source Answers might make an informed use of the provenance/purpose of the source or might check details/impression given by the source against contextual knowledge of what homesteads were like. Only award 6 marks if uses both approaches. E.g. <i>'Source D is trying to sell a windmill and so will make the homestead look good suggesting this is the result of having a windpump. The farm looks healthy with lots of vegetation because it has the windpump to pump water all over the farm. This is the message it is trying to give. However, many homesteaders suffered very badly from a lack of water. Their homesteads were not like this. The soil was so hard it could not be ploughed.'</i>	(4-6)
Level 4	Contextual knowledge used to evaluate both sources Answers might make an informed use of provenance/purpose of the sources or might check details/impression given by the source against contextual knowledge of what homesteads were like.	(7-8)

2 (a) Briefly describe how the Plains Indians used the buffalo.

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: clothing, shelter (tepees), blankets, fuel, food, knives.

E.g. *'They used all the parts of the buffalo. For example they used the tongue as a hair brush and the bones as knives. The skin was used to make tepees.* (5)

2 (b) Explain why the Plains Indians disliked living on government reservations.**Target: AO 1**

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'They did not like living on them because it was not what they were used to and they could not get comfortable there.'</i>	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: could not hunt, way of life/culture destroyed, dependent, children turned into white people, encouraged to farm.	(2-4)
Level 3	Explains one specific reason E.g. <i>'The Plains Indians hated living on the reservations because the reservations were used to destroy the Indian culture. The children were sent to schools to read and write and to learn how to live like white people. This meant being more individual and less a member of a tribe. They hated this because it was trying to turn them into white people.'</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)

- 2 (c) How far was the Battle of the Little Big Horn in 1876 a victory for the Plains Indians? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'It was a victory. They had a glorious victory and it was one of the best episodes in their history.'</i>	(1-2)
Level 2	Identifies or describes specific reasons why it was a success or a failure Specific contextual knowledge demonstrated but no explanation of the reasons. Reasons include: defeat - Army now determined to hunt Indians down, Indians pursued by army, most drifted back to reservations, Crazy Horse captured, Battle of Wounded Knee; victory - overwhelming victory in battle itself, humiliation for American public/government, defeat of American hero like Custer OR Narrative of the battle	(2-3) (2)
Level 3	Identifies or describes specific reasons why it was a success and a failure Specific contextual knowledge demonstrated but no explanation of the reasons.	(4)
Level 4	Explains specific reasons why it was a success or a failure E.g. <i>'It was definitely a defeat for the Indians because the fact that the American army had been defeated by the Indians was so humiliating for the Government that they decided they must deal with the Indians once and for all. The Army, led by Crook and Terry, chased the Indians wherever they went and gradually wore them down. In the end Crazy Horse gave in and his people went back to the reservation, so in the end they were defeated and had to return to the reservation which they had refused to stay in.'</i>	(5-6)
Level 5	Explains specific reasons why it was a success and a failure	(6-7)
Level 6	As for Level 5 but in addition makes an informed judgement about whether it was more a defeat than a victory E.g. <i>'The Battle of the Little Big Horn was a victory for the Indians. They defeated the American cavalry and killed Custer and hundreds of men. The Indians planned it very well and took Custer by surprise. The whole of Custer's cavalry was wiped out. It was a great victory and the only time the American army was defeated in a large battle. The Indians were finally defeated and forced to go into reservations but this was nothing to do with the Battle of the Big Horn because this would have happened anyway. With settlers and railroads gradually crossing and settling the Plains the Government would have had to deal with the Indians at some time. The defeat of the American army in the battle may have speeded up dealing with the Indians but the end result was no different. So I think it was a great victory.'</i>	(8)

3 (a) Briefly describe the main beliefs of the Mormons.

Target; AO 1

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

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

Beliefs might include: they were chosen by God, they had to build Christ's kingdom on earth, the story of the gold plates, polygamy, opposed to slavery, against gambling and drinking,

E.g. *'The Mormons believed that they were chosen by God. This made them think they were superior to everyone else and this made them very unpopular.'* (2)

- 3 (b) Explain why the Mormons faced many difficulties under Joseph Smith's leadership.

Target: AO 1

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'They faced many difficulties because they had lots of problems. They found it difficult to survive and they were often in danger.'</i> | (1-2) |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation.
Examples include: people regarded the Book of Mormon as a fake or anti-Christian, their rapid growth, their success, collapse of Mormon bank, fear of Mormons taking over, polygamy, Smith's misjudgements including decision to run for President. | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'The Mormons faced difficulties because they were so successful wherever they went and this caused resentment among everyone else. When they were in Kirtland they worked hard and soon owned most of the businesses in the town like the bank and the shops. They soon outnumbered the gentiles. This made the gentiles afraid the Mormons were taking over and caused violence against the Mormons.'</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) |

- 3 (c) Which was Brigham Young's most important contribution to the Mormons: deciding to go west and organising the journey, or organising the community at Salt Lake? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'I think it was organising them properly. If he had not done this they would have had no chance of succeeding.'</i>	(1-2)
Level 2	Identifies or describes specific reasons why one factor important Specific contextual knowledge demonstrated but no explanation. Reasons include: going west and the journey - difficulties in Nauvoo, murder of Smith, Mormons nowhere to go, attractions of the Great Salt Lake, difficulties of the journey, how Young's organisation helped e.g. survive the winter; at Salt Lake - gets them to work together, no private ownership, land given according to need, the PEF,	(2-3)
Level 3	Identifies or describes specific reasons why both factors important Specific contextual knowledge demonstrated but no explanations.	(4)
Level 4	Explains specific reasons why one factor important E.g. <i>'I think the Brigham Young's decision to take the Mormons west to the Great Salt Lake was the most important thing he did. The Mormons had suffered very badly in the east and in Nauvoo Smith was murdered and the Mormons were being hunted down and killed. It was obvious that they could not live alongside other Americans, they had to be by themselves. This is why the decision to go to the Great Salt Lake was crucial. It was the most isolated area in the west. Nobody else wanted to live there and it was part of Mexico not the USA. All this meant that the Mormons would be left alone there to live as they wanted and nobody would interfere with them. This was crucial if the Mormons were going to survive. So Young's decision to go west was the most important thing he ever did.'</i>	(5-6)
Level 5	Explains specific reasons why both factors were important	(6-7)
Level 6	As for Level 5 but in addition makes an informed judgement about whether one factor was more important than the other	(8)

GERMANY 1919-1945

- 1 (a) **Study Source A. Why was this cartoon published in the 1930s? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Answers restricted to surface information in the source
E.g. <i>To show that Germany was the tidiest country in the world.</i>
OR | (1) |
| Level 1 | Misinterpretation of the cartoon as being one of approval
E.g. <i>'This cartoon was published to show everyone what a well organised and well disciplined country Germany was.'</i> | (1-2) |
| Level 2 | Answers that identify a valid purpose – not explained
E.g. to oppose the Nazis, to criticise how Germany was run, to encourage people to rebel against the Nazis | (2-3) |
| Level 3 | Answers that support Level 2 answers with references to details in the cartoon
E.g. <i>'It was published to criticise the Nazi government in Germany. It shows what a terrible place it was. The Nazis are murdering people and cleaning up after them to leave no traces. The cartoonist calls this being tidy, but he is making a joke out of this. He really means that it was a terrible place to live.'</i>
OR | (4) |
| | Contextual interpretation of cartoon | (3-4) |
| Level 4 | Uses contextual knowledge of Nazi Germany to explain purpose in context
E.g. <i>'This cartoon was published to show everyone what a terrible place Germany was to live in. It shows Nazis murdering their opponents and making sure that this is covered up. This was published at that time because this is how the Nazis were running Germany. They were using the SS and the Gestapo to frighten the German people into obedience and to arrest any opponents and put them into concentration camps. This happened to communists and leaders of Trade Unions. This is why the cartoon was published then, to show what was going on in Nazi Germany.'</i> | (5-6) |

- 1 (b) **Study Source B. Would the Nazi regime have wanted this photograph to be published? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Unsupported assertions or answers that claim there was no special reason why the Nazis would want this photograph to be published
E.g. <i>'I don't know why the Nazis would want this photograph published. It looks like an ordinary family not doing anything special.'</i> | (1) |
| Level 2 | Uses surface information to explain that it was published to show how wonderful German families were - no contextual knowledge demonstrated
E.g. <i>'They would have wanted it published to show everyone what German families were like. They are all well behaved.'</i> | (2) |
| Level 3 | Assertions that the family was important to the Nazis - no explanation
E.g. <i>'They would have wanted to publish this because the family was at the centre of Nazi plans for Germany.'</i> | (3) |
| Level 4 | Contextual knowledge used to identify significance of details in the photograph
These answers recognise that the Nazis would support the idea of a large family or a close family but this is not explained. | (4-5) |
| Level 5 | Contextual knowledge used of Nazi reasons for supporting close/large families(
These answers might explain the wish to create the Volk and the part to be played by the family in this, or the need to produce more children for the future of Germany, the concern about the falling birth rate, or the need to produce more pure Germans or soldiers.
E.g. <i>'The Nazis would want this photograph published because it shows just the kind of family they wanted. There are lots of children and the Nazis wanted to encourage as many large families as possible to produce soldiers and workers to make Germany great.'</i> | (5-6) |

- 1 (c) **Study Sources C and D. How far do these two sources show that most German people did not support the Nazi regime? Use the sources and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|---------|---|-------|
| Level 1 | Simple rejection/acceptance of the sources
These answers might reject the sources because e.g. C is from later, D is biased; or might accept them because C was there at the time, D from the time - no explanation. | (1-2) |
| Level 2 | Rejects the sources because they are only about isolated examples - not representative - not supported by contextual knowledge
OR | (2) |
| Level 2 | Ignores the sources and just writes about German people supporting/not supporting the Nazis | (2-3) |
| Level 3 | Answers based on surface information in the sources
These answers will fail to see the ambiguity in the sources. Award 4 marks for both sources being used.
E.g. <i>'These sources differ about this because Source C says that he did support the Nazis. It says he liked their ideas about unity, but Source D shows they did not really support the Nazis because they were not interested in listening to the speech.'</i> | (3-4) |
| Level 4 | Answers based on the information in the sources - explains how they are ambiguous
E.g. <i>'It is not clear if these sources show that people supported the Nazis. In Source C he says that he had mixed feelings about them. He liked some of their ideas like unity but did not like their methods. He does not sound very enthusiastic when he says that he took the path of least resistance by saying 'Heil Hitler).'</i> | (4-5) |
| Level 5 | Evaluates the sources
Source C will be evaluated on the basis that he appears to be truthful by admitting that he was attracted by some of their ideas or that he is trying to make it look as if he did not really support them, Source D on the basis of explaining about the role/purpose of the Social Democrats. | (5-6) |
| Level 6 | Uses contextual knowledge to explain how representative the attitudes in these sources are
E.g. <i>'These sources do not show that most German people supported the Nazis. In both sources there is a lack of enthusiasm. In Source C he doesn't really approve of what the Nazis did but admits he liked some of their ideas. In Source D the workers are more interested in getting home than in listening to Hitler's speeches. These attitudes are fairly representative of most Germans at the time. Many did not approve of the extremes of Nazi policy like the persecution of the Jews but they went along with it and kept their heads down because they knew that they would be in trouble if the criticised what the government was doing. Most were happy with the idea of full employment but were really more interested in their everyday lives than in enthusiastically supporting the Nazis, just like the workers in Source D.'</i> | (7-8) |

2 (a) Briefly describe the events of the Munich Putsch in 1923?

Target: AO 1

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

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

Promises might include: Hitler and Stormtroopers break into meeting in Beer Hall, forces ministers to support him in the Putsch, march on Munich, police and army easily break up the march, Ludendorff and Hitler arrested

E.g. *'The Munich Putsch was an attempt by the Nazis to march on Munich and take over the government. It was badly planned and had no popular support. The army easily defeated it.'* (3)

2(b) Explain why the Weimar Republic was unpopular with many Germans in the first half of the 1920s.

Target: AO 1

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions Valid, but general answers. No specific contextual knowledge.
E.g. <i>'It was unpopular because most people thought it was useless and they blamed it for all their troubles.'</i> | (1-2) |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation. Examples include: blamed for Treaty of Versailles, hyperinflation, instability/uprisings - Spartacists, Kapp, Beer Hall Putsch, occupation of the Ruhr. | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'The Weimar Republic became unpopular because of the hyperinflation in the early 1920s. This was caused by the government printing lots of money to pay off the reparations. This led to the money being worthless and prices going up. Soon people could not buy enough to feed themselves even if they had jobs because their wages were worthless. People used to take home cases full of notes and still didn't have enough money. Their savings also became worthless. Many people were starving. This is why the Republic was hated.'</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) |

- 2 (c) Was the economic depression more important than Hitler in bringing the Nazis to power in 1933? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	<p>General assertions <i>E.g. 'I think Hitler was the most important factor. It was because he was so popular and people liked him. This was why the Nazis got to power.'</i></p>	(1-2)
Level 2	<p>Identifies or describes specific reasons for the depression or for Hitler being important/not important Specific contextual knowledge demonstrated but no explanation. Reasons include: depression - Weimar policies of raising taxes, cutting wages/benefits unpopular, unemployment and poverty, farmers and businessmen hit badly, government powerless, Hitler made little progress until the depression; Hitler - promise of strong leadership, full employment, propaganda techniques, charismatic speaker, promise to make Germany strong again, anti-communism popular.</p>	(2-3)
Level 3	<p>Identifies or describes specific reasons for the depression and for Hitler being important/not important Specific contextual knowledge demonstrated but no explanation.</p>	(4)
Level 4	<p>Explains specific reasons why the depression or Hitler was/was not important <i>E.g. 'I think that Hitler's policies were the most important thing. He had schemes to find jobs for people and this is what they wanted. He planned huge road-building schemes and public works which would provide jobs. This was very attractive to everyone and this is why they started to vote for the Nazis.'</i></p>	(5-6)
Level 5	<p>Explains specific reasons why the depression or Hitler was and was not important</p>	(6-7)
Level 6	<p>As for Level 6 but in addition makes an informed judgement about whether one factor was more important than the other <i>E.g. 'It think the depression was much more important. Hitler had been campaigning using his policies and his speaking abilities since he came out of prison but with little success. He was picking up very few votes and it looked as if he had no chance of winning power. In this time Hitler used his polices of anti-semitism, making Germany strong again and anti-communism but they did not get him far. By 1928 he was winning few votes - he had 12 seats in the Reichstag. By 1932 he had over 200 hundred seats. What had changed - the depression. The unemployment and poverty that followed meant that people lost confidence in the main parties and they were looking for a change. So the depression was more important than Hitler's policies. Its also true that some of his policies, he created because of the depression, so again the depression was more important.'</i></p>	(8)

3 (a) Briefly describe the activities of the Hitler Youth.

Target: AO 1

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

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

Activities might include: physical training, military games, parades, indoctrination,

E.g. *'In the Hitler Youth they did lots of activities to make them fit and strong. They did running and javelin throwing and lots of things to prove their bravery like jumping through fires. They also had to watch lots of Nazi propaganda films.'* (4)

3 (b) Explain why Kristallnacht (Crystal Night) took place in 1938.

Target: AO 1

Level 1	<p>General assertions or describes the events of Kristallnacht (1-2)</p> <p>Valid, but general answers. No specific contextual knowledge. E.g. <i>'It took place then because things had been building up and they thought that was the best time for it.'</i></p>
Level 2	<p>Identifies specific reasons (2-4)</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: anti-semitism, to destroy the economic power of Jews, attempt to increase campaign against the Jews, power struggle within the Nazis (Goebbels), assassination of German official in Paris</p>
Level 3	<p>Explains one specific reason (3-5)</p> <p>E.g. <i>'Kristallnacht took place because Hitler had decided to destroy the economic wealth of the Jews for good. This is why Jewish shops and businesses were attacked. Hitler was fed up with the Jews being so successful and wealthy and decided to destroy it all. It was followed by all Jewish businesses being confiscated, so this shows why Hitler was doing it.'</i></p>
Level 4	<p>Explains more than one specific reason (6-7)</p> <p>Award 6 marks for one reason explained and another identified. Award 7 marks for two reasons explained.</p>

- 3 (c) Who benefited least from Nazi rule, young people or women? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions(1-2)

E.g. *'I think young people did because they had a much better time under the Nazis and had more things to do.'*

Level 2 Identifies or describes specific examples of one group benefiting/not benefiting (2-3)

Specific contextual knowledge demonstrated but no explanation of examples. Examples include: young people – Hitler Youth and the League of German Girls, other youth organisations banned, later forced to join Hitler Youth, opposition groups - Edelweiss Pirates, Swing, White Rose; women - stopped from working, restrictive role as wives/mothers, received loans/medals for getting married/having children. higher standard of living

Level 3 Identifies or describes specific examples of both groups benefiting/not benefiting (4)

Specific contextual knowledge demonstrated but no explanation of examples.

Level 4 Explains specific examples for one group (5-6)

E.g. *'I think that women had a much worse time. Under the Weimar Republic women had gained a lot of freedom. Many more women went out to work and had careers as doctors and teachers. But the Nazis wanted women to be mothers - to have lots of babies to produce the soldiers and workers for a strong Germany in the future. Employment opportunities for women were reduced by the Nazis and women civil servants were sacked. The women were encouraged to stay at home and be good wives and mothers so they lost all the advances they had made under Weimar. Some women liked this but many resented it and wanted to go to work and have broader lives.'*

Level 5 Explains specific examples for both groups(6-7)

Level 6 As for Level 6 but in addition makes an informed judgement about which group benefited the most (8)

SOUTH AFRICA 1948-C.1995

1(a) Study Source A. Why were the Pass Laws unpopular with Black South Africans? Use the source and your knowledge to explain your answer.

Target: AO 1 and 2

Level 1 Answers restricted to surface information in the source (1)

E.g. *'They were unpopular because they destroyed families.'*

Level 2 Answers that identify valid reasons (2-4)

Reasons might include: had to carry a pass book, could be stopped by police to show it, white South Africans did not have passes, used to control Black South Africans and their movement, meant that Black workers families could not live with them, seen as a sign that they were second class citizens, a central plank of apartheid, millions were arrested for breaking the laws, were extended to Black women.

Level 3 Uses contextual knowledge to explain one reason(4-5)

E.g. *'They hated the Pass Laws because they were used to keep Blacks Whites separate. If Black South Africans were working in a White area they had to carry a pass. Without it, it was illegal to live and work in a White area. It was a way of controlling the number of Blacks in White areas and making clear to them that they had no right to be there permanently.'*

Level 4 Uses contextual knowledge to explain more than one reason(6-7)

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

Target: AO 1 and 2

Level 1 Unsupported assertions (1)

E.g. *'They do not agree much, in fact they are also opposites.'*

Level 2 Identifies/explains agreements(2)

These include: people were shot, there were Black demonstrators, the police were involved.

Level 3 Identifies/explains disagreements(3-5)

These include: the demonstrators were/were not armed, the number of demonstrators, the demonstrators did/did not attack the police, who shot first.

Level 4 Explains how they mostly disagree but there are some agreements (4-6)

- 1 (c) **Study Source D. Why was this cartoon published in 1985? Use the source and your knowledge to explain your answer.**

Target: AO 1 and 2

- | | | |
|----------------|--|--------------|
| Level 1 | Answers based on the information in Source
E.g. <i>'It was published to show what would happen when the pass laws were abolished.'</i> <i>'It was published because the pass laws were about to be abolished.'</i> | D(1) |
| Level 2 | Answers that identify a valid purpose
These will include: to show abolition would do no good, to encourage people to keep protesting, to show how bad the government was or how unfree South Africa was. | (2-3) |
| Level 3 | Uses details in the source to explain purpose
E.g. <i>'This cartoon was published to show that the abolition of the pass laws would do no good. It shows Black South Africans being able to move around because they have been abolished but they are still not free because the whole of South Africa is one big prison camp. There were many other things that had to be done before they would be really free.'</i> | (4) |
| Level 4 | Answers that explain the context of 85/86 but do not explain purpose of the cartoon
These answers will explain the violent protest of 845-87 period, the state of emergency, or the financial crisis that SA was in. | (4-5) |
| Level 5 | Contextual knowledge used to explain the purpose of the cartoon
Uses a valid purpose from Level 2 and explains it in context explained in Level 4. | (6-7) |

2 (a) What were Bantustans?**Target: AO 1****1 mark for each valid aspect identified, 2-3 marks for any aspects that are described or explained.****Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.**

Aspects might include: homelands, independent nations e.g. Bophuthatswana, Verwoerds idea, to make apartheid internationally acceptable, based on tribal lines, not recognised internationally, too small to be really independent

E.g. *'Bantustans were set up by Verwoerd. He hoped they would develop into independent nations where Black South Africans would live leaving the rest of South Africa to the Whites.'* (4)

2(b) Explain why apartheid was collapsing during the 1980s.**Target; AO 1**

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. E.g. <i>'It was collapsing because nobody wanted to support it anymore. It had become unpopular.'</i>	(1-2)
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Examples include: Botha's reforms e.g. some aspects of apartheid abolished, black TUs legalised, Pass Laws repealed, SA becoming ungovernable, unrest in townships, strikes by TUs, black resistance groups, ANC steps up its activities, effects of economic sanctions, financial crisis of 1985, failure of the new constitution.	(2-4)
Level 3	Explains one specific reason E.g. <i>'Apartheid was collapsing because of the increase in violent protests. These were breaking out all over South Africa. There were riots and demonstrations and the government had to declare a state of emergency but it was clear that nothing would stop the violence except the ending of apartheid.'</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)

- 2 (c) Are you surprised that so many white South Africans supported apartheid for so long? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'No I am not surprised because that was all that they knew and so they had to support it otherwise they would have nothing.'</i>	(1-2)
Level 2	Identifies specific reasons for being/not being surprised Specific contextual knowledge demonstrated but no explanation of reasons: surprised - international disapproval, economic disadvantages from sanctions, the violence in the 70s and 80s ; not surprised - religious beliefs, brought up in the system, had too much to lose, thought anarchy would follow	(2-3)
Level 3	Identifies specific reasons for being surprised and for not being surprised Specific contextual knowledge demonstrated but no explanation of reasons.	(4)
Level 4	Explains specific reasons for either being surprised or for not being surprised E.g. <i>'I am surprised that they supported apartheid for so long because from the 70s at least it was clear that it could never survive in the long run. There were the Soweto Riots that lasted for months and the violence got worse in the 1980s. It is surprising that they did not realise that apartheid could not last. The violence and organisations like the ANC were not going to stop until it did. You would have thought that they would have realised from what was happening in the rest of Africa that the days of minority rule and apartheid were finished.'</i>	(5-6)
Level 5	Explains specific reasons for being both surprised and not surprised	(6-7)
Level 6	As for Level 6 but in addition makes an informed judgement about whether one should be more surprised or more not surprised	(8)

3 (a) What changes did de Klerk introduce in 1990?

Target: AO 1

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

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

Changes might include: legalises ANC and PAC, political prisoners released including Mandela and Sisulu, talks for new constitution which would give equal rights to all, begins to dismantle apartheid.

E.g. *'de Klerk got rid of the Separate Amenities Act and he released Mandela.'* (2)

- 3 (b) Explain why some people in South Africa opposed the changes being made by de Klerk.

Target: AO 1

- | | | |
|---------|--|-------|
| Level 1 | General assertions
Valid, but general answers. No specific contextual knowledge.
E.g. <i>'They opposed de Klerk because they thought he was wrong and that it would all end in disaster.'</i> | (1-2) |
| Level 2 | Identifies specific reasons
Specific contextual knowledge demonstrated but no explanation.
Examples include: ANC supporters grew impatient, Buthelezi and Inkatha wanted a special deal for KwaZulu, the AWB wanted to stop any changes because they still believed in apartheid, some of the leaders of the Bantustans who would lose their power. | (2-4) |
| Level 3 | Explains one specific reason
E.g. <i>'Some of the extreme right wing people like the Afrikaner Resistance Movement threatened to assassinate Mandela. They did not want to be part of a multi-racial South Africa because they still believed in apartheid. They wanted an Afrikaner homeland. They caused a lot of violence and even tried to support the leader of Bophuthatswana who was also against the reforms.'</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) |

- 3 (c) Do you agree that de Klerk made changes in 1990 only because he had no choice? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions E.g. <i>'Yes I think this was why he made changes. He had to because the situation was so bad, he had no choice.'</i>	(1-2)
Level 2	Identifies specific reasons for agreeing with statement or for not agreeing with it Specific contextual knowledge demonstrated but no explanation. Reasons include: agreeing - economic pressures, religious reasons, the protests and the armed struggle - on verge of civil war; disagreeing - a way for the Nationalists to hold onto power, underestimated the ANC, collapse of communism in Soviet Union, result of elections in Namibia, believed the ANC leaders were moderates.	(2-3)
Level 3	Identifies specific reasons for agreeing and for disagreeing with the statement Specific contextual knowledge demonstrated but no explanation.	(4)
Level 4	Explains specific reasons for agreeing or for disagreeing with the statement E.g. <i>'I do not agree de Klerk had no choice. He did not have to introduce reforms. It was a calculation he made. He decided that the ANC might not do all that well in elections. This was because SWAPO had not done as well as expected in the elections in Namibia. Also he expected Inkatha to do well and he might be able to keep power by doing a deal with them. So it was a risk he took that he got wrong.'</i>	(5-6)
Level 5	Explains specific reasons for agreeing and for disagreeing with the statement	(6-7)
Level 6	As for Level 6 but in addition makes an informed judgement about whether one should agree or disagree more with the statement	(8)

Mark Scheme 1935/21
June 2006

- 1 **Study Source A. How useful is this source to an historian studying nineteenth-century cholera? Use the source and your knowledge to explain your answer.** [8]

NB REWARD ONLY WHAT WE LEARN FROM SOURCE, NOT KNOWLEDGE

- Level 1 Usefulness based on provenance or date – unexplained** [1-2]
It is very useful because it is written by someone who was around at the time it was all happening (1). Snow was careful to use proper methods of observation, so I believe it (2)
- Level 2 Source has useful information and/or explains what is missing** [2-4]
It is useful because it tells me that the most terrible outbreak of cholera was in Broad Street, London (2). However, it only tells me about the spread of cholera. It does not tell me about how cholera affected people. A historian could not learn about why people died.(4)
 One mark for each piece of useful information up to 3 marks
 Reserve 4 marks for both useful and not useful
- Level 3 Explains what source tells us about knowledge of causes of cholera** [5-6]
This is not what causes of cholera were but what people knew e.g. they were uncertain, had an idea, were making progress etc
A historian could learn that there was some uncertainty about how cholera spread. In this source Snow is telling us that he thinks it comes from cholera infected sewage mixing with drinking water. But he says that there are other ways which people have been considering. So different people have different ideas (6).
- Level 4 Levels 2 or 3 plus qualification of source as piece of evidence** [7-8]
 In terms of **typicality**, (it's only one area, one outbreak, from 1849 etc) or explicitly states that **Snow is reliable** because of cross-reference to another source or specific detail not given on paper. Allow Snow not only view only if they give other views Do not reward use of caption to prove reliability at this level
It is useful because it tells me that the most terrible outbreak of cholera was in Broad Street, London (Level 2). However, this is only about London, so it might not be like this everywhere (7). We are told that 'one man who understood that cholera spread through drinking contaminated water was John Snow. So I am inclined to believe this source (8).

Evaluation without L2 or L3 should be marked at L2/3 marks

2	Study Sources A and B. How different are these two sources? Use the sources and your knowledge to explain your answer.	[6]
Level 1	Notes difference or similarity in terms of source type/date/subject etc. <i>They are different because one is from a book by a doctor, whereas the other is an official enquiry. But they do both come from the same year (2)</i> Top of level for both similarity and difference	[1-2]
Level 2	Answers which imply but do not make a direct comparison At this level candidates, mostly commonly copy out each source and then say 'so they are different;	[2]
Level 3	Similarities of causes of cholera null-correspondence They say the same (identified) thing. One says something the other doesn't (identified) <i>e.g. They aren't different because they both think the water pumps have something to do with the spread of cholera (3).</i>	[3-4]
Level 4	Answers which show difference Award 5 marks if support provided from both sides. N.B Water-borne v air gets answer into level, so need more to be rewarded as support <i>e.g. They are different because Source A says cholera is water-borne and is cause by 'sewage mixing with drinking water. But Source B says it was in the air – it was more to do with air than water.</i>	[4-5]
Level 5	Finds similarities and differences	[6]

- 3 Study Sources A, B and C.**
How far does Source C prove that what Source A says about the spread of cholera is correct and what Source B says is incorrect? Use the sources and your knowledge to explain your answer. [10]

MARK USING A+, B- ETC

- | | | |
|----------------|--|--------------|
| Level 1 | Generalised does/doesn't support because of (unidentified) content in Source C | [1] |
| Level 2 | Uses detail to show how Source C supports Source A
OR
Does not support Source B | [2-3] |
| Level 3 | Uses detail to show how Source C supports Source B
OR
Does not support Source A | [4-5] |
| Level 4 | Both L2 and L3
<i>e.g. Source C supports Source A because Source A says that the disease was spread from sewage seeping into drinking water. In Source C the place down river from the sewer has more deaths, probably because they are drinking such water. (2). But upstream there are fewer deaths. Source B says that the disease is spread by air. Well air is everywhere, so why is there a difference. Wouldn't lots more have died in Lambeth? (6)</i> | [6-7] |
| Level 5 | L2 or L3 plus answers which consider Source C as evidence
<i>e.g. but, of course the deaths might not be all from cholera (8)</i>
<i>and perhaps richer people lived in Lambeth (9)</i> | (8-9) |
| Level 6 | L2 or L3 plus answers which evaluate the reliability of Source C through cross reference
<i>e.g. and I am sure Source C must give reliable evidence because it is by John Simon, who Source G tells me became Chief Medical Officer of Health. So he must have been a respected and able man.</i>
Level 5 on own award L3/4
Level 6 on own award L3/5 | [10] |

4 Study Source D.

Why do you think this cartoon was published in 1866? Use the source and your knowledge to explain your answer. [8]

Level 1	Describes source E.g. <ul style="list-style-type: none"> • To show cholera is a bad thing • To save lives 	[1]
Level 2	Because there was a cholera epidemic at the time	[2]
Level 3	Answers based undeveloped purpose or message i.e. things that could apply to any period. E.g. <ul style="list-style-type: none"> • To show cholera is a bad thing • To save lives • To show poor are down-trodden • Govt not doing job properly 	[3-4]
Level 4	Message developed. What the cartoonist thought. These answers place the message clearly in the 19th century context i.e. Despite what they know because of Snow etc, it's still happening <i>In Source D death is shown giving water out to the poor from a pump.</i> <i>This is representing the cholera epidemics and how, even though the govt now knows that cholera is spread through water and they know about germs, they are still failing to do anything about it.(5)</i>	[5-6]
Level 5	Developed purpose. What the cartoonist wants to make happen This is more political purpose. i.e. Make the government do something <i>The purpose was to shock the people and government into doing something about the awful public health conditions.</i>	[7-8]

5 Study Sources E and F.

Are you surprised by what these sources say? Use the sources and your knowledge to explain your answer. [8]

NB These sources are pre-Pasteur and Snow

Candidates must say if they are surprised or not (or even both!)

Level 1 Answers which describe the sources or the messages in them [1-2]

Level 2 No- They would do under these circumstances [3-4]

No – People were religious in those days

Yes – I thought we'd moved on from religious explanations (undeveloped)

No – they didn't know what caused it (undeveloped)

e.g. 'you would go to church when death threatened'

Level 3 Use of contextual knowledge/cross-reference to explain EITHER [5-6]

Surprise: They had other ideas e.g. cleanliness, bad air
OR

Not surprised: No Pasteur or Snow yet, church has been influential throughout time

Level 4 Use of contextual knowledge or cross-reference to explain surprise and lack of surprise [7-8]

I am surprised that they blamed it all on God, because even the Romans knew that cleanliness was linked to disease so I would have thought they would have thought differently. Mind you, religion has always been important in the history of medicine. Look at the way that flagellants behaved during the Middle Ages. (8)

- 6 Study all the sources. 'In the nineteenth century people accepted that cholera was spread by drinking contaminated water.' How far do the sources on this paper support that view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Accept answers addressing 'Was it caused by drinking contaminated water?' or whether it agrees with Source A.

Level 1	Answers on cholera – no valid source use	[1-2]
Level 2	Non specific source use i.e. no supporting detail (answers must say more than the source agrees/doesn't agree), no reference to source by letter or quote	[3]
Level 3	Uses source(s) to support OR oppose hypothesis One mark in level per source validly used Answers must provide detail to support statement that source does or does agree with the hypothesis.	[4-7]
Level 4	Uses source(s) to support AND oppose interpretation One mark per pair of supported 'Yes' and 'No' Score a yes and no from the same source as a double pair (i.e. two marks)	(6-10)

Allow up to two bonus marks (+1 twice) at any level for valid source evaluation, but total mark must not exceed 10.

A	Yes (might be no)	B	No	C	Yes (might be no)
D	Yes	E	No (might be yes)	F	No (might be yes)
G	Yes (might be no)				

When marking indicate each valid source use by ringing the source letter and putting 'Y' for showing acceptance and 'N' for not

Do not reward answers which say a source doesn't address the issue

Make sure that point is made (don't do the candidate's work for them)

Where candidates group sources, to be rewarded comment must apply to all the sources in the group. However, still credit as only one 'Y' or 'N' unless separate supporting evidence is given.

Mark Scheme 1935/22
June 2006

1 **Study Source A. Why do you think the magistrates decided to arrest Hunt? Use the source and your knowledge to explain your answer.** [6]

- Level 1 Identifies reasons from Source A/Background Information** [1-2]
- *There was a large crowd.*
 - *People were seriously alarmed.*
 - *The town was in danger.*
 - *They were worried by the meeting.*
 - *Violence broke out.*
- [1 mark per reason]
- Level 2 Identifies reasons from Background Information which deal with the broader 'revolutionary' context** [2-3]
- Because: there was an economic depression; there was a campaign for reform; there was a fear of revolution.*
- [1 mark per reason]
- Level 3 Explains the broader 'revolutionary' context** [4-5]
- Only award 5 marks if the answer contains relevant specific contextual knowledge **not** in Source A/Backg.Info.
- e.g. Because this was a time of great social unrest and economic depression, they were worried that working-class revolutionaries would be able to stir people up and cause a riot. [4 marks] After all, the government was still very scared that poor people might want to copy the French Revolution. [5 marks]*
- Level 4 As L3, but with L1 reasons** [5-6]
- Only award 6 marks if the answer contains relevant specific contextual knowledge **not** in Source A/Backg.Info.

2 Study Source B. Why do you think the artist drew this cartoon? Use the source and your knowledge to explain your answer. [8]

- Level 1 To show what happened OR because it happened [1]**
e.g. He drew it to show all the people getting killed at Peterloo.
e.g. He drew it because of the massacre at Peterloo.
 No further development.
- Level 2 Answers based on misinterpretations of the cartoon [2-3]**
 i.e. that it supports the soldiers.
e.g. He drew it because he thought the soldiers were heroes.
- Level 3 Unsupported reasons based on the artist's assumed beliefs [4]**
 No use of content, and no use of reference to Peterloo, but infers the artist's political attitude.
e.g. He drew it because he was anti-government/radical/revolutionary.
- Level 4 Message/Because he wanted to show he disapproved of the soldiers' actions [4-6]**
 Simple statements of disapproval of the soldiers actions/approval of the protestors, award 4 marks only. Any valid message [i.e. what he wanted to say], award 5-6 marks.
e.g. He drew the cartoon because he was outraged by the brutality of the soldiers [4 marks] and he wanted to say to everyone that they were heartless murderers [5 marks].
- Level 5 L4 plus Purpose/Because he wanted to stir up opposition to the authorities [6-8]**
 Statements of purpose alone. 6 marks only. Otherwise 7-8 marks.
e.g. He showed events in this way because he wanted people to go against the government and push for more reform. [6 marks] That's why he wanted to say that the soldiers were heartless murderers by showing innocent women and children being killed which he knew would make people hate the government more. [8 marks]

PURPOSE IS DEFINED AS THE INTENDED IMPACT OF THE MESSAGE ON AN AUDIENCE (and not e.g. 'because he wanted to say' something).

3 Study Sources C and D. How different are these two sources as evidence about Peterloo? Use the sources and your knowledge to explain your answer. [9]

- Level 1 Provenance only [1]**
e.g. They are different because they were published in different years.
 OR
Topic
e.g. They aren't different because they are both about Peterloo.
- Level 2 Uses source content but no valid comparison [1-2]**
i.e. no valid matching of content
- Level 3 Different because one says something which the other does not [2]**
e.g. They are different because Source C says the Yeomanry were trapped by the mob but Source D doesn't say this.
- Level 4 Identifies content differences or similarities [3-4]**
e.g. They are different because D says the crowd were friendly towards the soldiers, but Source C says the Yeomanry were surrounded by a mob and needed to be rescued.
- Level 5 Identifies content differences and similarities [5-6]**
e.g. [As L4 plus] However, both sources agree that the soldiers used their swords against the crowd
- Level 6 Comparison dealing with the issue of blame/justification [7-9]**
i.e. the authors' points of view.
 These are not content differences, but deal with the differences in attitude between the two sources, i.e. which side each is on.
 Simple unsupported comparisons, award 7 marks.
 Comparisons supported by source content: from one source = 8 marks; from both sources = 9 marks.
e.g. They are very different. Source C obviously doesn't believe the soldiers behaved badly at all, but were actually quite restrained because they had to rescue their colleagues who were trapped, but Source D clearly blames the soldiers for their brutal actions.
[8 marks]

4 Study Source E. Are you surprised by what Lord Liverpool says in this source about the actions of the magistrates at Peterloo? Use the sources and your knowledge to explain your answer. [8]

Level 1 Provenance only, so surprised/not surprised [1-2]

e.g. Yes, of course I'm surprised, as he's Prime Minister you would expect him to support the authorities but he doesn't.

No, I'm not surprised, as he's Prime Minister of course he will support the magistrates.

1 mark for No, 2 marks for Yes.

Level 2 Surprised/not surprised because of what happened at Peterloo. [3-4]

e.g. Yes I'm surprised he says that the magistrates weren't totally sensible because they had an enormous crowd throwing stones to deal with.

No, I'm not surprised that he said the incident was alarming because it must have been with so many people killed and wounded.

3 marks for No, 4 marks for Yes

Level 3 Cross-reference to general background context of unrest at the time [5-6]

e.g. to the Background Information which talks of fear of revolution, economic depression etc. In this level the cross-reference will be general in nature, or to material in the question paper.

5 marks for No, 6 marks for Yes

Level 4 Cross-reference to specific contextual knowledge of unrest at the time [7-8]

These will be cross-references to specific events/developments not mentioned on this paper.

e.g. I'm not at all surprised when Liverpool says he has no option but to support the magistrates because his government was very worried about the threat of revolution and did all kinds of things to crush opposition, like the Six Acts and using spies against those who wanted reform.

7 marks for No, 8 marks for Yes.

NOTE: In all levels answers must identify (explicitly or by implication) what it is in Source E that is/is not surprising. If not, then no marks.

5	Study Source F. How useful is this source as evidence about Peterloo? Use the source and your knowledge to explain your answer.	[9]
Level 1	Provenance alone <i>e.g. Useful/not useful because it's a drawing.</i>	[1]
Level 2	Not useful because of what it does not show i.e. something specific about Peterloo. <i>e.g. I don't think it's very useful. It doesn't tell us anything at all about why the magistrates decided to arrest Hunt.</i>	[2]
Level 3	Useful for what it shows about Peterloo <i>e.g. Yes it's very useful because you can see for yourself how brutal the soldiers were to the crowd.</i>	[3-4]
Level 4	Both L2 and L3	[5]
Level 5	Useful/not useful because reliable/unreliable Any valid source evaluation using source content, cross-reference to other sources, contextual knowledge etc. Unsupported assertions of bias = L1. <i>e.g. I don't think it's too useful. The problem is that it's obviously trying to get your sympathy for the innocent people lying on the ground being killed by the soldier. It doesn't tell you anything about how the crowd might have been to blame so it's obviously one-sided, probably drawn by an opponent of the government.</i>	[6-7]
Level 6	L5 plus evaluation of utility built upon awareness of the one-sidedness of the source i.e. the legacy of Peterloo. If L5 is not done, then award L4/5. <i>e.g. The source is very useful for showing how bitterness about the massacre at Peterloo persisted. The artist used the image of Peterloo because he obviously knew it would stir up feelings against the government, so the source is good evidence about how the campaign for more rights and freedom carried on after Peterloo.</i>	[8-9]

6 Study all the sources.

How far do these sources show that it was the actions of the crowd that caused the violence at Peterloo? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Level 1	Answers on Peterloo – no valid source use	[1-2]
Level 2	Non-specific source use 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.	[3]
Level 3	Uses source(s) for or against the idea that the crowd caused the violence	[4-7]
Level 4	Uses source(s) for and against the idea that the crowd caused the violence	[7-9]

Bonus of up to two marks in any level for any qualification 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 ['pair' the Ys and Ns, award one mark in the level for each 'pair'].
- When marking, indicate each valid source use with 'Y' for crowd to blame and 'N' for others to blame.

YES
(the crowd)

A, C, E

NO
(not the crowd)

A, B, C, D, E, F

General Certificate of Secondary Education

**History A (Short Course) 1035
June 2006**

Component Threshold Marks

Component	Max Mark	A	B	C	D	E	F	G
01 (Paper 1)	60	41	34	28	22	17	12	7
02 (Coursework)	25	21	18	15	12	10	8	6

Overall

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	100	81	70	59	49	40	31	23	15
Percentage in Grade		3.0	5.7	15.0	18.3	16.0	11.7	10.0	9.3
Cumulative Percentage in Grade		3.0	8.7	23.7	42.0	58.0	69.7	79.7	89.0

The entry for the examination was 319.

General Certificate of Secondary Education

**History A 1935
June 2006**

Component Thresholds (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	57	48	40	32	25	18	11
12	75	61	52	43	35	26	17	9
13	75	58	48	38	31	24	18	12
14	75	56	47	39	32	26	20	14
15	75	56	47	39	32	25	18	11
21	50	31	28	25	23	20	17	15
22	50	32	28	24	21	17	13	10
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	160	142	124	107	89	72	55	38
Percentage in Grade		7.5	14.2	18.0	18.3	17.3	10.7	7.6	4.2
Cumulative Percentage in Grade		7.5	21.7	39.7	58.0	75.3	86.0	93.6	97.8

The total entry for the examination was 997.

Option B (Medicine and Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	147	129	111	92	73	54	35
Percentage in Grade		12.0	15.4	15.4	18.2	15.0	10.9	7.4	3.8
Cumulative Percentage in Grade		12.0	27.4	42.7	61.0	75.9	86.8	94.2	97.9

The total entry for the examination was 1257.

Option C (Medicine and American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	161	142	123	105	88	71	55	39
Percentage in Grade		7.8	15.3	19.2	19.1	15.0	11.1	6.5	3.3
Cumulative Percentage in Grade		7.8	23.1	42.3	61.4	76.4	87.5	94.0	97.3

The total entry for the examination was 16582.

Option D (Medicine with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	159	141	123	106	89	73	57	41
Percentage in Grade		9.4	16.7	18.6	18.7	14.5	9.6	6.2	3.3
Cumulative Percentage in Grade		9.4	26.1	44.7	63.4	77.9	87.5	93.7	96.9

The total entry for the examination was 10355.

Option E (Medicine with S Africa)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	135	124	113	103	87	71	55	39
Percentage in Grade		4.2	4.2	8.3	8.3	29.2	25.0	8.3	8.3
Cumulative Percentage in Grade		4.2	8.3	16.7	25.0	54.2	79.2	87.5	95.8

The total entry for the examination was 24.

Option F (Crime with Elizabethan England)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	143	124	106	87	68	50	32
Percentage in Grade		7.5	19.2	29.9	18.5	9.3	8.9	3.9	2.1
Cumulative Percentage in Grade		7.5	26.7	56.6	75.1	84.3	93.2	97.2	99.3

The total entry for the examination was 282.

Option G (Crime with Britain)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	171	150	129	109	89	69	49	29
Percentage in Grade		11.4	37.4	21.5	12.8	9.6	4.1	2.7	0
Cumulative Percentage in Grade		11.4	48.9	70.3	83.1	92.7	96.8	99.5	99.5

The total entry for the examination was 219.

Option H (Crime with American West)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	142	121	101	84	67	50	33
Percentage in Grade		4.2	10.2	19.0	17.4	16.4	14.3	9.6	5.5
Cumulative Percentage in Grade		4.2	14.4	33.3	50.8	67.1	81.4	91.0	96.5

The total entry for the examination was 857.

Option J (Crime with Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	162	143	124	105	87	70	53	36
Percentage in Grade		7.3	19.5	19.5	18.1	13.8	10.1	5.9	3.4
Cumulative Percentage in Grade		7.3	26.8	46.2	64.3	78.1	88.2	94.1	97.4

The total entry for the examination was 2051.

Option K (Crime with South Africa)

There were no entries for this option.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	8.3	16.0	19.0	18.8	14.8	10.6	6.4	3.4
Cumulative Percentage in Grade	8.3	24.4	43.3	62.1	76.9	87.4	93.9	97.2

The total entry for the examination was 32635.

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