



History A

General Certificate of Secondary Education GCSE J415

Mark Schemes for the Units

January 2010

J415/MS/10J

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A951/11–14: Development Study and Depth Study

Please note that the following mark scheme and the associated question paper have not been used as part of live assessment and are provided as additional specimen assessment material only. The mark scheme has not been subject to refinement and finalisation by examiners at a standardisation meeting.'

MEDICINE THROUGH TIME

1(a) Study Source A. What can you learn from this source about medicine in the sixteenth century? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Claims the source tell us nothing relevant (1) Eg 'You can not learn from this because the doctors are not doing anything.'
- Level 2 Writes about the surface information in the source (2) Eg 'You can learn a lot from this source. It shows us they had midwives to help deliver children and they also had doctors on hand in case they were needed.'
- Level 3 Makes valid inference from the source about sixteenth century medicine (3-4)

Valid inferences include: role of women in medicine, the use of the stars by the doctors to work out the prospects for the child. Eg 'Yes, this is useful for telling us about medicine in the sixteenth century. We can learn that women were used in medicine. This was un unusual because they were normally not allowed to be involved but this shows us that they preferred to use women for child birth.'

"You can see from this source that the doctors think it is more important to look at the stars than to help with the birth of the child. They are looking at the stars which they thought influenced the life of people. They are probably working out the what kind of future the child might have and if he is likely to be ill in his life by his stat sign."

Level 4 Makes two valid inferences from the source about sixteenth century medicine (5)

1(b) Study Source B. 'This source shows that Pare's discoveries depended on luck.' How far do you agree with this statement Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Unsupported assertions (1) Eg 'Yes I agree he was really lucky. He didn't really do any of the work himself.'
- Level 2 Uses the source to explain why he was lucky (2) Eg 'This source proved that he was really lucky. It shows us that he ran out of oil and so had to use a new lotion instead that was much better. This was pure luck. If he had not ran out of oil he would not have used the lotion.'
- Level 3 Uses the source and contextual knowledge to explain why he was lucky (3)

Eg 'I think it shows he was lucky because he would not have stopped using the oil if he had not run out of oil. The burning oil was used to burn out the poison in the wounds but it was very painful and often caused infection. The new lotion he used worked much better and was a big step forward.'

- Level 4 Answers that use contextual know to explain why it was not luck (4) These answers will explain the part that Pare played eg he compared the results of the two groups of men afterwards to see how the lotion had worked; the lotion was an old Roman one that Pare knew.
- Level 5 Answers that use contextual knowledge to explain that both luck and Pare played a part (Levels 3 and 4) (5) or Uses contextual knowledge to explain how luck did not play a part in Pare's other discoveries eg use of ligatures (5)

2

1(c) Study Source C. Are you surprised that these treatments were still being used towards the end of the Medical Renaissance? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1	Unsupported assertions (1) Eg 'Yes, I am surprised they are using treatments like this because they are not very good.
Level 2	Answers that find reasons in the source for being surprised/notsurprised – no knowledge demonstrated(2)E.g 'I am not surprised because they would want to use the bestand the most expensive treatments for the king like Pearl Julep.'
Level 3	Answers using contextual knowledge to argue that they did use these kinds of treatments then and later (3)
Level 3	Explains the nature of the treatments in the source(3)Eg 'Yes I am surprised. These treatments are using bleeding which is Based on the Four Humours so it is really old.'or
Level 3	Asserts an example of an advance from the Renaissance that makes the treatment surprising (3) This will probably be Harvey and circulation of the blood.
Level 4	Explains why advances in the Renaissance makes these treatments surprising (4) Probably based on Harvey and the circulation of the blood.
Level 5	Explains why it is not surprising despite the advances in the Renaissance (5)
	Eg 'It is not surprising they are using these treatments after the Renaissance. This is because although there had been many

Renaissance. This is because although there had been many discoveries in the Renaissance like Vesalius and the structure of the body, and Harvey and the circulation of blood, they did not really help develop new treatments. They gave new knowledge about the body, but not about disease.' Candidates might use other examples of old treatments still being

use eg monarchs touching for King's Evil.

2(a) Briefly describe Hippocrates' clinical method of observation.

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: observe the patient/symptoms of a disease, record what is seen, record how the patient progresses/the disease develops. Studying the whole patient. The resulting notes will be helpful in the future. Doctors more likely to find the right cure if they seek the cause of the disease carefully.

Eg 'This meant studying the patient carefully, looking at their colour and other things about them. The doctor should also study how they change during the illness.' (2)

2(b) Explain how factors outside medicine helped the Egyptians make progress in medicine.

Target: AO 1 and 2

Level 1 General assertions

(1)

Valid, but general answers. No specific contextual knowledge. Eg 'These helped a lot. They helped new discoveries and treatments in medicine so they were important.'

- Level 2 Identifies examples of factors outside medicine helping (2-4) Specific contextual knowledge demonstrated but no explanation. Examples include: trading links, a united and peaceful country allowing medicine to be studied, skilled craftsmen, irrigation channels, embalming, use of papyrus and a new form of writing.
- Level 3 Explains how one factor helped progress in medicine (5-6) Award 6 marks for one reason explained and another identified Eg 'Farming was very important in Egypt. To make sure the fields had water the farmers built irrigation channels to the fields. These gave the Egyptians that the body might work in the same way. The channels in the body might be taking life to the rest of the body through the blood. If these channels got blocked a person would be ill just like if the irrigation channels got blocked the crops in the fields would die.'

Level 4 Explains more than one specific factor

(7)

the

2(c) Who is more important in the history of medicine, Galen or Vesalius? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1	General assertions Valid, but general answers. No specific contextual knowledge. Eg 'I think that Galen is far more important because he laid the foundations of medicine and came first.'	(1-2)
Level 2	Identifies reasons why Galen or Vesalius important Specific contextual knowledge demonstrated but no reasons ex Examples might include: Galen – opposites, discoveries about the body, used and encouraged human dissections, his books, body fitted together as a well designed whole; Vesalius – discoveries structure of the body, showed how Galen was wrong, ready to of Galen, movement of blood in the body, use of human dissection	the structure of claimed the veries about the challenge
Level 3	Identifies reasons why Galen and Vesalius important Specific contextual knowledge demonstrated but no reasons ex	(4) plained.
Level 4	Explains why Galen or Vesalius important Eg 'Galen was important in the history of medicine because of i books. He wrote a lot of his ideas down and his books were stil	

being used over a thousand years later. Doctors and universities still believed what he said in his books about the structure of the human body. In fact when bodies were dissected for students it was simply to show them what Galen said in his book. This hold over medicine for hundreds of years is what makes him important.'

- Level 5 Explains why Galen and Vesalius important (7)
- Level 6 Supports an argument about who is MORE important (8) These answers do not have to be fully developed as far as the content examples are concerned. However there must be a supported argument about who was more important - allow original, unusual but valid attempts.

3(a) Briefly describe the Theory of the Four Humours.

Target: AO 1

1 mark for each valid features 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: phlegm, blood, yellow bile, black bile, staying in balance, balanced diet, exercise helps keep them in balance, they increase in different times of the year, treatments based on the theory.

Eg 'The Theory of the Four Humours was a theory about why the body got ill. It said that the body was made up of humours and if they gor out of balance the person would become ill.'

3(b) Explain why religious beliefs were used to explain and treat illness in the Middle Ages.

Target: AO 1 and 2

Level 1 General assertions

Valid, but general answers. No specific contextual knowledge. Eg 'They used religious ideas because they had nothing else. They were a very religious people.'

Level 2 Identifies specific reasons

Specific contextual knowledge demonstrated but no explanation. Examples include: Loss of rational ideas from the Ancients, the growing power of the Church, the conservatism of the Church, the Church taught that disease was a punishment by God for people's sins, monasteries controlled education/books, the teachings of the Church, the Church ran most hospitals, lack of understanding of real causes eg germs

Describes religious explanations of disease eg the Black Death

or

(2-4)

(1)

(2-4)

- Level 3 Explains one specific reason (5-6) Award 6 marks for one reason explained and another identified Eg 'Religious ideas were used because all of Western Europe became Christian and the Church was very powerful. There was a church in every village and ordinary peasants got all their ideas from the priest. This gave the Church enormous power and it believed that everything was created by God and illness was a punishment from him. So people believed this.'
- Level 4 Explains more than one specific reason (7)

3(c) Who was more important in fighting disease in the nineteenth century, Pasteur or Koch? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

- Level 1 General assertions (1-2) Valid, but general answers. No specific contextual knowledge. Eg 'I think they were equally important because they both did a lot to help fight disease.'
- Level 2 Identifies reasons why Pasteur or Koch was important (3) Specific contextual knowledge demonstrated but no explanation. Examples might include: Pasteur – germ theory, disproves spontaneous generation, discovers how vaccination works, develops new vaccines eg rabies, ; Koch – specific germs cause specific human diseases, discovers germs for particular diseases eg cholera, finds a way of staining germs.
- Level 3 Identifies reasons why Pasteur and Koch were important (4) Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains reasons why the vote was important or other reasons (5-6)

Eg 'I think that Pasteur was more important. He proved that spontaneous generation was wrong and that his germ theory was right. This was important because once people knew that germs cause disease it led to other important developments such as Lister and antiseptics and public health reforms. When people knew that germs were the problem they were willing to start keeping things clean.'

Level 5 Explains reasons why both the vote and other reasons were/were not important (7)

Level 6 Compares the importance of the vote with another reason and supports an argument why one was more important or they why equally important (8) These answers do not have to be fully developed as far as the content is concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts. 4(a) Briefly describe the career of Mary Seacole.

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: worked as nurse/doctor in Jamaica, worked as a midwife, dealt with cholera in Panama, went to Britain and volunteered to go to Crimea, went at own expense, set up the 'British Hospital', nursed soldiers, retuned to Britain bankrupt, newspapers held an appeal for her, benefit concert held for her.

Eg 'Mary Seacole did a lot to help the soldiers in the Crimea. She set up the British Hospital and kept soldiers clean and fed. She personally looked after the solders and often went into battle to help them.' (3)

4(b) Explain the contribution made to the development of hospitals and nursing by Florence Nightingale.

Target: AO 1 and 2

Level 1 **General assertions**

(1) Valid, but general answers. No specific contextual knowledge. Eg 'Florence Nightingale was very important to hospitals and nursing. Without her there would have been little progress.'

Level 2 Identifies specific examples

Specific contextual knowledge demonstrated but no explanation. Examples: ran hospitals in the Crimea, improved the organisation/cleanliness of these hospitals, death rate fell, designed hospitals, wrote 'Notes for Nursing', set up a Training School for Nurses, reformed the whole profession and training of nurses.

Level 3 Explains one specific example

(5-6) Award 6 marks for one example explained and another identified. Eg 'Florence Nightingale is very important because she went out to the Crimea War and completely changed how wounded soldiers were being looked after. When she got there she found dirty conditions, bad food and no supplies. She was a very good administrator and soon had supplies of essential things to look after the soldiers coming in. She also insisted that everything was kept clean. Within a few months she had cut the death rate of wounded soldiers. This is why she was important.'

Level 4 Explains more than one specific example

(7)

(2-4)

4(c) 'The work of Fleming was the most important factor in the development of penicillin.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions

(1-2)

Valid, but general answers. No specific contextual knowledge. Eg 'I don't think Fleming was the most important factor. I think that there were lots of other factors that helped a lot. Without them penicillin would not have been developed.'

Level 2 Identifies reasons why Fleming was important or why other factors were important (3)

Specific contextual knowledge demonstrated but no explanation. Reasons might include: Fleming – discovered penicillin, writes about it, understands it is significant, his article seen by Florey and Chain; other factors – Lister had used penicillin, Fleming's experiences in First World War, Florey, Chain, Second World War, American government, industry.

- Level 3 Identifies reasons why Fleming was important and why other factors were important (4) Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains reasons why Fleming was important or why other factors were important (5-6) Eg
- Level 5 Explains reasons why Fleming was important and why other factors were important (7)
- Level 6 Compares the importance of Fleming with that of other factors and provides an argument for why one more important than the other or why equally important (8) These answers do not have to be fully developed as far as the reasons are concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid - allow original, unusual but valid attempts.

CRIME AND PUNISHMENT THROUGH TIME

1(a) Study Source A. What impressions of medieval justice do these two cases give? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Surface descriptions of the details in the sources – no impressions (1) Eg 'These two cases show that when someone murdered someone they were punished. It also shows that people were cruel – they sat their children in fires.'

Level 2Unsupported but valid impressions
Eg Harsh, fair, compassionate, unfair on women.(2-3)

Level 3 Supports one valid impression by explanation using the sources (3-4) Eg 'I think this shows that medieval justice was harsh on women. This is because both Walter and Katherine were charged with the crime but only Catherine was found guilty. They let the man off.'

Level 4 Supports two valid impressions by explanation using the Sources (5)

1(b) Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on everyday empathy/unsupported assertions

(1)

Eg 'No because they were cruel in those days and this is what it was like.'

Level 2 Answers that identify a contextual reason for being surprised

(2) Eg 'I am surprised because prisons then were violent places.'

Level 3 Answers that identify a contextual reason for not being surprised (3)

Eg 'I am not surprised because people did visit prisoners in those days,' 'I am not surprised because prisons were overcrowded.' 'I am not surprised because Elizabeth Fry did a lot of work in prisons.' An alternative way of answering the questions would be to explain the fear of witches at the time.

Level 4 Answers that explain a contextual reason for being surprised (4)

These answers will develop Level 2 answers. They will probably explain the dreadful conditions in prisons for women.

Level 5 Answers that explain Elizabeth Fry's work as a reason for not being surprised (5)

Eg 'I am not surprised by this source. This is because Elizabeth Fry went into prisons and improved conditions for women and their children. She made sure the children were educated and the women were taught useful skills such as sewing. Before her work prisons were immoral and dirty places. She introduced order and discipline.' 1(c) Study Source C. Why was this poster published at this time? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Answers that fail to go beyond the surface information of the source no contextual understanding (1) Eg 'This source was published to show that women were being badly treated.'
- Level 2 Answers that identify that the source is about suffragettes or it is to win support for the suffragettes – no contextual explanation (2)
- Level 3 Answers that explain the message of the source in context (3-4)

Eg 'This source is telling people that the suffragettes are being badly treated. They were given this treatment by the government when they went on hunger strike in prison. This shows the women being forced fed because the government was afraid they would die and this would make the government very unpopular.'

Level 4 Answers that explain the purpose of the source in context

(5)

Eg 'This source is trying to win public sympathy for the suffragettes. They were demonstrating to get women the vote. They were put in prison. They reacted to this by going on hunger strike. The authorities then force-fed them. This can be seen in the picture. It shows a woman being force fed in a very violent way – this is to win the support of the public and turn them against the government.'

2(a) Briefly describe the different ways people were tried in Anglo-Saxon times.

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: by ordeal, by hot iron, by hot water, by jury. Do not allow trial by battle.

Eg 'They tried people by using juries. These juries were made up of local people who knew the prisoner. They would be able to say whether he was guilty from what they knew about him as a person. (3)

(7)

2(b) Explain why William I decided to make changes to the Anglo-Saxon system of law and order.

Target: AO 1 and 2

Level 1	General assertions Valid, but general answers. No specific contextual know Eg 'He wanted to do this because when he arrived in E thought things could be a lot better so he made these of	England he
Level 2	2 Identifies specific reasons Specific contextual knowledge demonstrated but no explana Specific reasons include: love of hunting, to improve law and thought that any crime was a crime against him, was religiou introduced trial by battle.	
	or	
	Describes the changes made by William	(2-4)
Level 3	Explains one specific reason Award 6 marks for one reason explained and another in Eg 'William believed that crimes committed were crime him because he was king. He did not see them as crime other people. This meant that he had to punish people example when people had to pay fines, they paid them officials not to victims as compensation. This was a big	es against nes against . For n to his

Level 4 Explains more than one specific reason

2(c) How far was the system of law and order less harsh by the end of the Middle Ages? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions

(1-2)

Valid, but general answers. No specific contextual knowledge. Eg 'I think it was no better. They were very brutal times and things did not get less harsh at all. The punishments were still terrible.'

Level 2 Identifies examples of the system being less harsh or more harsh (3)

Specific contextual knowledge demonstrated but no explanation. Examples might include: more harsh - death and mutilation replaced the wergild, outlawed if refused to attend court, more public executions; less harsh - benefit of clergy, more use of stocks and fines, trial by ordeal was dropped, women who were pregnant could not be hanged, rich could buy pardons, other could become approvers.

Level 3 Identifies examples of the system being less and more harsh

(4)

Specific contextual demonstrated but no explanation.

Level 4 Explains examples of the system being less or more harsh (5-6)

Eg' I think that the system of law and order was less harsh at the end of the Middle Ages. This was because benefit of clergy was introduced. If you could read a passage from the Bible out loud you were handed over to be dealt with by church courts and not the king's courts. This meant that you could not be executed.'

Level 5 Explains examples of the system being less and more harsh (7)

Level 6 Supports an argument about 'how far' (8) These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' - allow original, unusual but valid attempts. 3(a) Briefly describe how vagrants were punished in the sixteenth century.

Target: AO 1

1 mark for each valid example 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.

Examples might include: whipped, returned to place of birth, slavery, execution branded, burning an ear, put in House of Correction, banishment.

Eg 'They were branded by being whipped and sent back to the parish where they were born because it was their job to support beggars.' (3)

3(b) Explain why eighteenth-century laws against poaching were very unpopular.

Target: AO 1 and 2

General assertions Level 1

(1) Valid, but general answers. No specific contextual knowledge. Eg 'They were unpopular because people thought they were very unfair. They did not like the laws because the punishments were so harsh.

Level 2 Identifies specific reasons (2-4)Specific contextual knowledge demonstrated but no explanation. Reasons include: landowners being selfish, poachers were poor and needed the deer, rabbits for their families, poaching was a full time trade for some (national market in game), many people did not consider poaching was a crime, people had a right to the game, punishment could be execution, gamekeepers used violence.

Level 3 Explains one specific reason

Award 6 marks for one reason explained and another identified. Eg 'The laws were unpopular because poaching was a social crime. Many people in the country did not think they were doing anything wrong. Their families had taken a few deer and rabbits for generations. They thought that it was everyman's right to take these animals, they did not belong to the landowners. This was why they thought the new laws were wrong.'

Level 4 Explains more than one specific reason

(7)

(5-6)

A951/11-14

3(c) 'Highway robbery was a more serious problem than smuggling for the authorities in the eighteenth century.' How far do you agree with this statement? Explain your answer.

Target: 1 and 2

* Written communication assessed in this question

Level 1 General assertions

(1-2)

Valid, but general answers. No specific contextual knowledge. Eg 'I think that this is right. They were worried about highway robbery because people got killed and it was a really serious problem.'

Level 2 Identifies reasons why highway robbery or smuggling was a problem (3)

Specific contextual knowledge demonstrated but no explanation. Answers might include: highway robbery - increased in eighteenth century, disrupted trade, areas around London very dangerous for travellers, used violence, no police force, could not be tracked across counties, guns and horses easy and cheap to obtain; smuggling - less tax for the government, took place in remote areas, too few Customs officers, juries would not convict, large gangs of violent smugglers, protected by local communities, even government officials involved.

Level 3 Identifies reasons why highway robbery and smuggling were problems (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains why highway robbery or smuggling was a problem

(5-6)

Eg 'Smuggling was a problem because it was very hard to deal with smugglers. Britain has hundreds of miles of coastline and at that time most of this was remote. There were not many government officials in these areas and the smugglers could smuggle goods in by boat without being seen. The government could not guard all the coastline.'

Level 5 Explains why highway robbery and smuggling were problems (7)

Level 6 Supports an argument about 'how far' (8) These answers do not have to be fully developed as far as the content is concerned.. However there must be a supported argument about 'how far' - Allow original, unusual but valid attempts.

4(a) Briefly describe the type of policing that took place around 1800.

Target: AO 1

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

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

Types/methods might include: constables and watchmen appointed in villages and towns, horse patrols to deal with highwaymen, Bow Street Runners, newspapers like the Hue and Cry passed on information about criminals, Thames River Police.

Do not allow Peel, Metropolitan Police or 'Peelers'.

Eg 'Each village and town appointed watchmen. They were useless especially in the growing towns where they could not cope with the growing amounts of crime.' (3)

4(b) Explain why the 'separate' and 'silent' systems were introduced into nineteenth-century prisons.

Target: AO 1 and 2

Level 1	General assertions Valid, but general answers. No specific contextual knowledg Eg 'They were introduced to keep the prisoners under control and to punish them harshly.'	(1) ge.
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explana Reasons include: to reform, to punish them more, to stop the influencing each other, sharing criminal ideas. or	
	Describes the systems	(2-4)
Level 3	Explains one specific reason Eg 'They introduced these system because they did not wa prisoners mixing together. They were worried about older a experienced prisoners passing on their bad ideas to the you prisoners.' Award 6 marks for one reason explained and another identi	nd unger

Level 4 Explains more than one specific example (7)

A951/11-14

Mark Scheme

4(c) 'When a professional police force was established and developed in the nineteenth century, it was not welcomed by the public.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions

(1-2)

(4)

Valid, but general answers. No specific contextual knowledge. Eg 'I agree with this I think that most people did not want it they thought it was a nuisance.'

Level 2 Identifies examples/reasons - welcomed or not welcomed (3)

Specific contextual knowledge demonstrated but no explanation. Answers might include: welcomed - fears on increasing crime, fear of protest/revolution, growing problems in towns, welcomed later in century when it improved, more effective as century goes on, did not look like soldiers, no weapons, better training, better than army for dealing with riots, crime rate drops in second half of nineteenth century; not welcomed threat to people's liberties, the cost, would interfere/limit people's privacy, poor quality of first recruits, ineffective at first, high staff turnover, drunkenness.

Level 3 Identifies examples/reasons - welcomed and not welcomed

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains examples/reasons - welcomed or welcomed (5-6) Eg 'The police were gradually welcomed because they were not regarded as more soldiers. People did not like soldiers dealing with demonstrations they thought they were a threat to everyone's freedom. The police wore top hats, blue coats, and carried truncheons instead of swords. This was to make sure they looked very different from soldiers. This was to reassure people.'

Level 5 Explains examples/reasons - welcomed and not welcomed (7)

Level 6 Compares the strengths of the two cases - welcomed and not welcomed, supports an argument why one is stronger than the other. (8) These answers do not have to be fully developed as far as the the content is concerned. However the reason for one argument being more important than the other, or for them being equal must be explained and valid - allow original, unusual but valid attempts.

ELIZABETHAN ENGLAND

5(a) Study Source A. What can you learn from this source about Elizabethan England? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Answers based on the surface details in the source (1) Eg 'You can learn that they thought that women 80 years old could have children and that hounds could ride across the sky.'
- Level 2Inferences about being superstitious(2-3)These answers are not really set in the context of Elizabeth's
reign as they are about being superstitious generally.
Award 3 marks if supported from the source.
Eg 'I can tell from this source that people in those times were
very superstitious. It looks like they would believe anything.'
- Level 3 Inferences about fear of Jesuits/Catholics (4-5) Award 5 marks if supported from the source. NB These answers will not make use of explicit contextual knowledge to explain Eg 'I think this tells you how much people in Elizabeth's reign were afraid of Catholics. Campion was a Jesuit and so he would be supporting the Catholic religion. This would make people scared as you can see from the source. They thought these terrible happenings were warnings about Catholics.'
- Level 4 As for Level 3 but in addition uses contextual knowledge to explain fear of Catholics/Jesuits (6-7)

5(b) Study Source B. Would members of Elizabeth's government have accepted what Campion said in Source B? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 General answers (1) These answers will not demonstrate any contextual knowledge. Eg 'I think they might have done. They would have probably trusted him as he sounds trustworthy.'
- Level 2 Assertions/explanations that they would disagree with him because he was a Jesuit/Catholic (2-3) These answers will fail to deal with what Campion is saying about involvement in religion/politics.
- Level 3 Answers based on the assumption that they would have agreed with him that he should not be interfering in politics (4-5) Award 5 marks for some contextual explanation.
- Level 4 Answers using contextual knowledge to explain why they would not agree with the argument he is making about keeping religion and politics separate (6)

5(c) Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on everyday empathy (1-2) Eg they are surprised that he would say this after having his hand cut off, they are surprised that they would cut a hand off for simply writing a book.

- Level 2 Answers that assert valid reasons for not being surprised (3-4) Award 4 marks for responding at this level to two points in the source. These answers will respond to one or more points in the source with a valid assertion eg not surprised he is punished because he is a Puritan, not surprised he say what he says because he was loyal to the Queen
 - Level 3 Answers that contextually explain a reason for not being surprised about one aspect of the source (5-6)
 - Level 4 Answers that contextually explain reasons for not being surprised about two aspects of the source (7) There are three aspects to react to: gathering of vagrants leading to dangers of crime; the crowds presenting a danger of crime eg pickpockets, riots or the crowds being manipulated by the government's enemies, the government always got nervous when crowds gathered; the sickness - a danger of the plague or disease spreading quickly because of people in contact with each other.

6(a) Briefly describe how Elizabeth used portraits.

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: to hide her aging, to present her in a favourable light, to produce images for coins and medals so people could see her, portraits for nobles to hang in their houses, to give people a sense of who she was to encourage loyalty, to celebrate victories like the Armada, to show she was strong, legitimate, wealthy, wise.

Eg 'Elizabeth used portraits to show people that she was strong and successful. Most people would never see her so Elizabeth had to put forward an image of herself that people could be loyal to.' (4)

6(b) Explain why Elizabeth went on progresses.

Target: AO 1 and 2

Level 1	General assertions Valid, but general answers. No specific contextual knowledg Eg 'She went on these to enjoy herself and have a good time	0
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explana Reasons include: so people could see her, to develop relat with nobles, to ensure parts of the country were loyal and un control, to save money.	ionship
Level 3	Explains one specific reason Award 6 marks for one reason explained and another identi	(5-6) ified.
Level 4	Explains more than one specific reason	(7)

6(c) Who was more of a threat to Elizabeth, the Earl of Essex or Mary, Queen of Scots? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1-2) Eg 'I think they both were. They were both really dangerous and she had a very difficult job in sorting both of them out.'

Level 2 Identifies specific examples/reasons why a threat for Essex or Mary (3)

Specific contextual knowledge demonstrated but no explanation. Examples might include: Essex - his actions in Ireland, totally dependent on Elizabeth for jobs, money, favours, his rebellion, able to attract support from a number of different types of discontents, not enough supporters, not enough powerful supporters, no Londoners supported him, supporters surrender, rebellion easily defeated; Mary - had a claim to the throne, was Catholic, some regarded Elizabeth as illegitimate as not the rightful queen, support from France, the Northern Rebellion, support from powerful Catholic nobles, Elizabeth excommunicated, Ridolfi Plot, failure of many English Catholics to support her.

Level 3 Identifies specific examples/reasons why a threat for Essex and Mary (4) Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific examples/reasons why a threat for Essex or (5-6)

Eg 'I think that Mary was much more of a threat. This is because Essex never stood a chance. He only had a couple of hundred supporters and no one powerful was on his side. When he marched into London the people of London failed to support him. Even during the rebellion some of his supporters were already surrendering to the government. He was left with no support and was arrested. The rebellion only lasted about 12 hours. It was pathetic.'

- Level 5 Explains specific examples/reasons why a threat for Essex and Mary (7)
- Level 6 As for Level 5 but in addition explains why on balance one was more a threat than the other (8) These answers do not have to be fully developed as far as the the content on each side is concerned. However the reason for one being more of a threat must be supported and valid - allow original, unusual but valid attempts.

7(a) Describe what happened to the Spanish Armada.

Target: AO 1

1 mark for each valid example, 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: leaves Lisbon, hit by storms, repairs necessary, into English Channel, fights English fleet, goes into Calais, Battle of Gravelines, Armada blown into North Sea, around Scotland, ships wrecked by storms and on rocks, past Ireland and back to Spain, only some ships survived.

Eg 'The Armada was defeated by the English fleet at Gravelines and was then blown up to Scotland where many of the ships were sunk. It was a disaster.'

7(b) Explain why English sailors went on voyages of exploration.

Target: AO 1 and 2

Level 1 General assertions

(1)

Valid, but general answers. No specific contextual knowledge. Eg 'They did this to find new things and to have adventures.'

Level 2 Identifies specific reasons for sailors going on voyages of discovery (2-4) Specific contextual knowledge demonstrated but no explanation.

Reasons include: invention of new navigational instruments eg compass, development of faster ships, money and encouragement from Elizabeth, to increase trade, to make themselves wealthy, collapse of cloth trade in Europe, new markets, to increase power of England, to take Christianity to other parts of the world, to compete for control of seas with Catholic Spain, to set up colonies.

Level 3 Explains one specific reason

(5-6)

(7)

Award 6 marks for one reason explained and another identified. Eg 'They went on voyages of exploration because they wanted to improve England's trade with the rest of the world. New trading companies were set such as the East India Company. This traded with India in silks and spices and helped make England a much wealthier country.'

Level 4 Explains more than one specific reason

7(c) 'Drake was a pirate and not a hero.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1-2) Eg 'l don't agree with this. I think he was a hero because he did some good things that were brave and he also helped Elizabeth a lot.'

- Level 2 Identifies specific reasons for agreeing or disagreeing (3) Specific contextual knowledge demonstrated but no explanation. Examples include: hero - brilliant sailor, his world voyage, national hero, brought back lots of wealth, Elizabeth knights him his part in defeating the Armada, has problems on the voyage round the world with his crew, later career less successful; pirate - attacks Spanish treasure fleets, attacked Spanish settlements to steal gold and silver, Phillip of Spain regards him as a pirate.
- Level 3 Identifies specific reasons for agreeing and disagreeing (4) Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains specific reasons for agreeing or disagreeing (5-6) Eg 'I agree with this statement I think he was a pirate. We should look at this from the Spanish point of view. He attacked their treasure fleets and their towns and stole enormous amounts of gold and silver - a lot of it for himself. If a Spanish sailor had been doing this to the English they would have called him a pirate. I am not surprised the Spanish king thought he was a pirate.'
- Level 5 Explains specific reasons for agreeing and disagreeing (7)
- Level 6 As for Level 5 but in addition explains whether on balance they agree more than they disagree (8) These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

BRITAIN, 1815–1851

5(a) Study Source A. Why was this source published in 1831? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Answers based on surface information in the source (1) Eg 'This source was published to show people what these places were like. It shows you what Dunwich was like. It was a ruin by the sea.'
- Level 2 Answers that identify it was published for something to do with parliamentary reform - not explained (2)
- Level 3 Answers that use contextual knowledge to explain either the context of the campaign for reform in 1831 or to explain the message about the need for parliamentary reform (3-4) Eg 'This source was published to say that the electoral system needed to be reformed. It shows three pocket boroughs. These places had so few people living there that the landlord could control all the voters. They were in his pocket. This was happening when large cities like Manchester had no MPs at all.'
- Level 4 Either both types of Level 3 or explains the purpose of the source in context to persuade people of the case for reform (5)

5(b) Study Sources B and C. How far would the author of Source C have supported the events described in Source B? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Unsupported or general assertions (1) These answers will not demonstrate any understanding of the sources or of the context. Eg 'I think he would have supported what is happening in Source B. He would have liked what is going on and thought that what they were doing was right.'

- Level 2 Answers based on everyday empathy (2) These answers will probably claim that he would not like the violence and destruction in B - no further explanation.
- Level 3 Asserts that he would because he wants parliamentary reform (3)

No further explanation

- Level 4 Valid answers based on explaining the two sources (4-5) These answers will explain that the author of Source C would support the events in B because he is a supporter of parliamentary reform and the riots in B are for parliamentary reform. Higher mark if answer supported by contextual knowledge.
- Level 5 Answers that infer that the writer of Source C is probably middle class and therefore might be nervous of the methods used in Source B or that he might support the aims but not the methods. (6-7)

5(c) Study Source D. What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers that suggest it was published to amuse people or a surface description of what is happening in the source (1)

Eg 'It was published to show some people trying to push a great big charter through a small hole.'

Level 2 Answers that infer a valid message but fall short of what the cartoonist is saying (2-3) Award 3 marks to answers that are developed through some contextual knowledge Eg 'I think this was published to tell people that the Chartists were delivering their Charter to Parliament.'

Level 3 Explains the big message of the cartoon (4-5) Award 5 marks to answers that are developed through some contextual knowledge. Eg 'This cartoon was published to show people that Parliament was never going to accept the demands of the Chartists because it simply demanded much more than they were willing to give like votes for all men.'

Level 4 Explains the purpose of the cartoonist in context (6) Award 7 marks to answers that are developed through some contextual knowledge. Eg answers might argue that the cartoonist was trying to get people to regard the Charter as a waste of time. 6(a) Briefly describe the problems that faced the builders of the Liverpool and Manchester Railway.

Target: AO 1 and 2

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

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

Problems might include: getting permission for the railway, opposition from landowners and canal owners, crossing Chat Moss, crossing the Sankey Brook, boring a tunnel through solid rock at Edgehill, Mount cutting.

Problems that relate to railways in general but not Liverpool-Manchester in particular. = max of 3 marks.

Eg 'The problems were that they had to build the area over a great big marsh. The danger was the railway would sink into the bog. This was a big problem. (2)

(1)

6(b) Explain how the problems in building the Liverpool and Manchester Railway were overcome.

Target: AO 1 and 2

Level 1 General answers

These answers will lack any specific knowledge. Eg 'They overcame them by working very hard.'

Level 2 Identifies specific methods (2-4) Specific contextual knowledge demonstrated but no explanation. Methods include: draining the marsh, laying foundations of moss and brushwood, earth, sand and gravel, building the Sankey Viaduct, changing the route to avoid the land of powerful landowners allowing canal owners to buy shares in the railway. Answers about railways in general but not specifically about Liverpool-Manchester = max of 2 marks.

- Level 3 Explains one specific method (5-6) Award 6 marks for one method explained and another identified. Answers not about Liverpool-Manchester in particular, place in Level 2.
- Level 4 Explains more than one specific method (7) Answers not about Liverpool-Manchester in particular, place in Level 2.

(1-2)

6(c) 'During the 1830s and 1840s the railways were opposed more than they were welcomed.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

- * Written communication assessed in this question.
- Level 1 General assertions (1 Eg 'I think I agree with this. There were lots of people who did not want the railways built and opposed them. This opposition went on for a long time.'
- Level 2 Identifies reasons/examples welcome or opposition (3) Specific contextual knowledge demonstrated but no explanation. Examples include: welcome - cheap transport to holidays, quicker than canals, more reliable than roads, benefits to industry, fresh food, improvements in communications eg morning newspapers, investors (Railway Mania); opposition - canal companies, stage coach companies, landowners.
- Level 3 Identifies reasons/examples welcome and opposition (4) Specific contextual knowledge demonstrated but no explanation.
- Level 4Explains specific reasons welcome or opposition(5-6)Level 5Explains specific reasons welcome and opposition(7)Level 6As for Level 5 but in addition explains whether on balance
it was welcomed more than it was opposed
(8)
NB The answer to this question depends on whose perspective you
take and it is possible to argue that it was both depending on the
perspective. Allow these answers in this Level.
These answers do not have to be fully developed as far as the
content on each side is concerned.
However the reason for one side of the argument being stronger

than the other must be supported and valid - allow original, unusual but valid attempts.

7(a) Briefly describe the living conditions of the working classes in towns.

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 include: overcrowding, back-to back, poorly built, damp houses, lack of sanitation, no sewers, lack of fresh water.

Eg 'Some people lived in dreadful conditions. Their houses were small and built of cheap materials. They had no gardens and there could be several families living in the same house.' (2) 7(b) Explain why some people opposed reforms to working conditions in factories and mines.

Target: AO 1 and 2

Level 1 General assertions

Valid, but general answers. No specific contextual knowledge. Eg 'They did this because they did not think they needed any improving. They thought they were good as they were and a lot of people were complaining about nothing.'

- Level 2 Identifies specific reasons (2-4) Specific contextual knowledge demonstrated but no explanation. Reasons include: self-interest, expensive, laissez faire, lose competitive edge, the workers lost money, women workers wanted to be treated equally with men.
- Level 3 Explains one specific reason

Award 6 marks for one reason explained and another identified. Eg 'Some factory owners opposed reforms to their factories. They thought it was nothing of the government's business. They believed in laissez faire which means that the government should leave the factory owners to run their factories as they wanted.'

Level 4 Explains more than one specific reason

(1)

(5-6)

(7)

7(c) 'By 1851 attempts to reform working conditions in factories and mines had been largely ineffective.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

- * Written communication assessed in this question.
- Level 1 General assertions

(1-2)

Eg 'I think I agree with this. The factories were not much better than they were before and the workers still suffered a lot and had to work too hard.'

Level 2 Identifies specific reasons/examples - effective or ineffective (3)

Specific contextual knowledge demonstrated, but no explanation. Examples include: effective - compulsory registration of births helped, fewer younger children were working, the principle that government should intervene was established, 10 hour day for children and women, women, girls and young boys in mines, mine inspectors appointed; ineffective - parents lied about ages of children, not enough inspectors, factory schools set up were unsatisfactory, use of shift system, mens' working hours increased,

- Level 3 Identifies specific reasons/examples effective and ineffective (4) Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains specific reasons/examples effective or ineffective (5-6)
- Level 5 Explains specific reasons/examples effective and ineffective (7)
- Level 6 As for Level 5 but in addition explains whether on balance they think they were more effective or more ineffective (8) These answers do not have to be fully developed as far as the content on each side is concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

THE AMERICAN WEST, 1840–1895

5(a) Study Source A. How useful is this painting as evidence of the life of cowboys in the American West? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1	Rejects source because of its date	(1-2)
	These answers will simply state that the source is not useful	
	because it was painted too late or when Russell was no long working on ranches.	ger
	working on randres.	

- Level 2 Accepts the source because Russell had worked on ranches
 (3)
 or
- Level 2 Uses source for surface information no contextual explanation (3)

Level 3 Uses contextual knowledge to explain how the source is useful (4-5)

Eg 'This painting is useful as evidence about cowboys because it shows you what they did at the end of a long drive when they had just been paid. They went straight to the saloon and got drunk. They would have been doing tough unpleasant work on the long drive and would need some relaxation.'

Uses contextual knowledge to explain how this picture does not represent cowboys lives (4-5)

Level 4 Both types of Level 3

(6-7)

5(b) Study Source B. Who do you think was doing the wire cutting, cattlemen or homesteaders? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on assertions (1-2) These answers will simply assert with no contextual support. Eg 'I think it is the cattlemen because this is what they would be doing. They needed to cut the wire because it was a nuisance.'

- Level 2 Identifies a contextual reason for one group or the other (3) Eg 'I think it is the cattlemen doing this because the wire is in the way of their cattle.'
- Level 3 Contextual knowledge used to explain why it would be the cattlemen (4-5)

Eg 'I think it would be the cattlemen because they needed to be able to get their cattle to water holes. Sometimes the fences would fence off the water holes and stop the cattle from getting to them. Water was always a problem on the Plains and this is why it is the cattlemen cutting the wire.'

or

Contextual knowledge used to explain why it would not be the homesteaders

(4-5)

Level 4 Contextual knowledge used to explain why it would be the cattlemen and in addition explains either why it would not be the homesteaders or explains the homesteaders possible role ie putting the wire there (6)

Eg 'I am not surprised by this source because the author seems to have a low opinion of the Indians. She says that they are scowling and they might attack them in the night. She makes them sound horrible. This is not surprising because a lot of people at that time thought the Indians were savages and the people on the wagon trains were afraid of meeting them.' 5(c) Study Source C. How far does this source explain the reasons for the ending of the open range in the 1880s? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Unsupported assertions (1) Eg 'I do not think this is of any help at all. It says nothing about the end of the open range.'

Level 2 Answers that go no further than the information in the source (2-3)

Eg 'I think this source does explain why the open range ended. This is because it tells us that the ranchers over-stocked the Plains with too many cattle and this ended in disaster. Perhaps there was not enough room for them all.'

- Level 3 Answers that identify another factor (4) These might include: homesteaders taking the land, the winters of 85-6, 86-87, the summer of 1886 - thousands of cattle died, invention of barbed wire, cattlemen wiring their land off, problem of water supply solved through water pumps.
- Level 4 Answers that use contextual knowledge to explain how over -stocking led to the end of the open range (5-6) Eg 'This source is useful because it tells us about all the aspects of the American West. It shows the Indians and the railways that were being built across the Plains.' or Answers that use contextual knowledge to explain why the

open range came to an end (5-6)

Level 5 Both types of Level 3

(7)

6(a) Briefly describe how Joseph Smith started the Mormon movement.

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: dug up some golden plates, translated the signs, helped by Moroni, kept secret by a blanket. The story they wrote down. Book of Mormon. Finder of plates to restore the church of Christ in America, and prepare for the second coming. Starts in Kirtland, Mormons flock there and buy up land and property, soon dominated by Mormons.

Eg 'Joseph Smith claimed he had dug up some golden plates that told a completely different story from the Bible. He set up the Mormons because no other Church was preaching the truth and got ready for the return of Christ. Lots of people joined him.'

6(b) Explain why Joseph Smith was murdered in 1845.

Target: AO 1

Level 1 General assertions

Valid, but general answers. No specific contextual knowledge. Eg 'He was murdered because he was very unpopular. He upset people so it is no surprise that he got murdered.'

Level 2 Identifies specific reasons (2-4) Specific contextual knowledge demonstrated but no explanation. Reasons include: introduction of polygamy, set up a state within a state in Illinois, had own army, Smith's decision to stand for

President, Mormon attitude of superiority over everyone else.

Level 3 Explains one specific reason

(5-6)

(7)

(1)

Award 6 marks for one reason explained and another identified. Eg 'Smith was murdered because he introduced polygamy and this made him very unpopular. The idea that you could have more than one wife was a dreadful idea for all those people who were not Mormons. They thought it went against Christian teachings. They were also worried about a population explosion by the Mormons and them outnumbering everyone else. So people were afraid of Smith and the Mormons and this is why he was murdered by a mob.'

Level 4 Explains more than one specific reason

47

6(c) 'The team work of the Mormons was the most important reason why they made a success of their lives at Salt Lake.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions

(1-2)

Eg 'I think this was the most important reason. They were able to work together and this was really important and explains why they were successful.'

Level 2

Identifies specific reasons/examples - team work or other factors being important (3)

Specific contextual knowledge demonstrated but no explanation of the reasons.

Reasons include: team work - no private ownership of land, land shared out, no private ownership of water, built irrigation ditches together, new towns developed in Utah through team work; other reasons - self sufficiency, became an independent territory (and later a state), the Perpetual Emigrating Fund, Smith's leadership.

Level 3 Identifies specific reasons/examples - team work and other factors being important (4) Specific contextual knowledge demonstrated but no explanation of

Specific contextual knowledge demonstrated but no explanation of the reasons.

Level 4 Explains specific reasons/examples - team work or other factors being important (5-6)

Eg 'I think the most important reason was the Perpetual Emigrating Fund. For the Mormons to be successful at Salt Lake they needed lots of people. They sent missionaries all round the world to win converts and a fund was set up to pay for the converts to get to Salt Lake. This was very important in making the Mormons stronger and bigger.'

- Level 5 Explains specific reasons/examples team work and other factors being important (7)
- Level 6 As for Level 5 but in addition explains whether on balance they think one was more important than the other (8) These answers do not have to be fully developed as far as the reasons on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid - allow original, unusual but valid attempts.

7(a) Briefly describe the main features of the lives of the Plains Indians.

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: nomadic, depended on the buffalo, believed in the Great Spirit, lived in tepees, used a travois to move possessions around, lived in bands and tribes, the men hunted, the women put up the tipi, loaded the travois, old people went off by themselves to die.

Eg 'The Plains Indians followed the great herds of buffalo around. They depended on the buffalo for everything - for their food and clothing.' (3)

7(b) Explain why the Plains Indians were able to win the Battle of the Little Big Horn.

Target: AO 1 and 2

Level 1 **General assertions**

(1) Valid, but general answers. No specific contextual knowledge. Eg 'They won the battle because they were stronger and they had the best tactics."

Level 2 Identifies specific reasons (2-4)Specific contextual knowledge demonstrated but no explanation.

Reasons include: large gathering of Indians, Custer does not wait for Gibbon and others, Custer splits his men, Custer disobeyed orders, Custer isolated, Custer's desire for glory, Indians had latest repeating rifles, some of Custer's weapons were faulty leadership of Crazy Horse.

Level 3 Explains one specific reason

Award 6 marks for one reason explained and another identified. Eg 'I think the Indians were able to win because of the leadership of Crazy Horse. He gathered together the latest collection of Indians ever known - this took Custer by surprise. It was Crazy Horse who attacked Crook and inflicted big casualties on his men. Then he joined up with Sitting Bull which made him really strong. He was then able to overwhelm Custer and his men. His decision to fight a pitched battle was a new one for the Indians and caught Custer by surprise. This shows what a good leader he was.'

Level 4 Explains more than one specific reason

(7)

(5-6)

A951/11-14

7(c) 'The slaughter of the buffalo by white Americans was the most important reason why the Plains Indians and white Americans came into conflict.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions

(1-2)

Eg 'I don't think this was the main reason. I think it was because they were not such good fighter so they got beaten.'

Level 2 Identifies specific reasons why slaughter of buffalo important or other factors (3)

Specific contextual knowledge demonstrated but no explanation. buffalo - buffalo needed for food, clothing, tepees, in fact everything, the white hunters slaughtered buffalo in their thousands, buffalo killed as a way of weakening the Indians; other factors - land and different attitudes towards it, sacred land, lack of understanding between the two, the reservation system, wagon trains and homesteaders moving onto the Plains

Level 3 Identifies specific reasons why slaughter important and other factors (4)

Specific contextual knowledge demonstrated but no explanations.

Level 4 Explains specific reasons why slaughter of buffalo important or other reasons (5-6)

Eg 'I think the main reason they came into conflict was because they had completely different ideas about things. The whites wanted to own the land, build houses on it and tame it but the Indians thought that the land was an equal part of nature and should be treated with respect. They did not think it should be cut open. They did not think that anyone could own it and this was different from the white settlers who wanted to own their own homestead. So it is not surprising that they came into conflict.'

Level 5 Explains specific reasons why slaughter of buffalo important and other reasons (7)

Level 6 As for Level 5 but in addition explains overall why one factor was more important than the other (8) These answers do not have to be fully developed as far as the content of both sides is concerned. However the reason for why overall one was more important than the other must be explained and be valid - allow original, unusual but valid attempts.

GERMANY, 1919–1945

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

Target: AO 1, 2 and 3

Level 1 Surface description (1) Eg 'This cartoon shows a polling booth with lots of soldiers all over it. Hitler is in someone's pocket.

Level 2 The cartoon is interpreted at face value (2) These candidates will suggest that the message of the cartoon Is that Hitler wants the people to decide.

Level 3 Valid interpretations that do not get as far as the big message (3-5)

These answers will show some understanding that Hitler does not want free elections or that people will be told who to vote for, or that Hitler is not his own boss.

Eg 'I think the message of this cartoon is that Hitler will not support democracy. You can see that the Nazis are crawling all over the polling booth to force people to vote for them.'

- Level 4 Answers that understand that the cartoonist is saying that Hitler is under the control of the forces of reaction and that together they do not want democracy/freedom (6)
- Level 5 As for Levels 3 or 4 but in addition the answer is explained through some understanding of the context of 1933 in Germany (7)

5(b) Study Sources B and C. Do these two sources agree about the Night of the Long Knives? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Answers that claim they are both about the Night of the Long Knives (1)
- Level 2 Answers explain that they both say Hitler crushed his opponents/Hitler was victorious (2-3) Award 3 marks if content of at least one source used as support.

Level 3 Answers that explain the impression given of Hitler's actions by one source (4-5) Eg 'I think these sources are different because Source B gives the impression that Hitler is really great. It talks about him having courage and sorting out traitors by himself. Source C does not give this impression.'

Level 4 Answers that compare the impressions given of Hitler's actions by the two sources (6-7) These will explain that Source B presents Hitler as a hero while Source B shows him a very different light eg a bully, a murderer. Award higher mark for good use of the source(s) to support the Answer. 5(c) Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Not surprised because knows there was a fire at the Reichstag (1)
- Level 2 Answers based on everyday empathy regarding Hitler (2) Eg 'I am surprised because I would have thought that Hitler would have been in control of everything.
- Level 3 Not surprised because Hitler would want to blame the Communists or because Hitler had framed the Communists for this (3-4) Award higher mark for better contextual explanations.
- Level 3 Surprised because Hitler did frame the Communists so it is surprising he is not sure (5)
- Level 4 Not surprised because although Hitler may have known about this he would not want the journalist to know the Communists were being framed (6)

Eg 'It is not surprising that Hitler is saying to the journalist that he is not sure if the Communists were responsible because although the Nazis may have started the fire to be able to blame the Communists he would not want the journalist to know this. So he is pretending he does not know.'

6(a) Briefly describe the terms of the Treaty of Versailles.

Target: AO 1

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

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

Terms might include: war guilt, reparations, air force disbanded, army reduced, navy limited, Rhineland demilitarised, Germany lost land – Alsace-Lorraine, Danzig, West Prussia, the Saarland. Overseas colonies lost.

Eg 'The Treaty of Versailles reduced the German army to 100,000 men and allowed them to have just six battleships. Germany also had to pay reparations for war damage.' (4)

6(b) Explain why Germany faced many difficulties in the years 1919–1923.

Target: AO 1 and 2

Level 1	General assertions Valid, but general answers. No specific contextual knowledg Eg 'It faced difficulties because things were not going very w There were all sorts of problems that needed sorting out.'	
Level 2	Identifies specific reasons Specific contextual knowledge demonstrated but no explana Examples include: extremists from both right and left, Sparta weak government, the power given to the Freikorps by the government, the Kapp Putsch, occupation of the Ruhr, inflat the Munich Putsch.	acists, ion,
	Describes the crises/difficulties	(2-4)
Level 3	Explains one specific reason Award 6 marks for one reason explained and another identifi Eg 'Germany faced many difficulties because the government was regarded as very weak. When the government signed to Treaty of Versailles it was seen as weak. One group that was angry with the Treaty was the army or the Freikorps and in the they tried to overthrow the government.'	ent he hated is very

Level 4 Explains more than one specific reason (7)

6(c) 'Stresemann did not really solve the problems of the Weimar Republic, he only appeared to do so.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

- * Written communication assessed in this question.
- Level 1 General assertions (1-2) Eg 'I agree with this. I think that there were lots of problems that were not solved and Stresemann did not realise this.'
- Level 2 Identifies reasons for agreeing or disagreeing (3) Specific contextual knowledge demonstrated but no explanation. Reasons include: agreeing – recovery depended on American loans, still street fights between extremists, governments didn't last long, few had a secure majority, unemployment stayed high, extremists on right very unhappy especially with foreign policy, Weimar still blamed for Versailles; disagreeing – Stresemann restored the stability of the currency (the Rentenmark), economic recovery, inflation solved, expenditure cut, no more coups, moderate parties did well in elections, welfare measure, cultural developments, Germany accepted internationally, joined the League, it was doing well and it was the depression that caused problems.
- Level 3Identifies reasons for agreeing or disagreeing(4)Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains specific reasons for agreeing or disagreeing (5-6) Eg 'I think I agree with this because although it looked as if Germany was recovering economically, Germany still depended on American loans and could not exist without them. This is shown by what happened after the Wall Street Crash. America recalled its loans and Germany was back into trouble. This shows how shallow the economic recovery was. It did not take much to topple the Weimar Republic.'
- Level 5 Explains specific reasons for agreeing and disagreeing (7)
- Level 6 As for Level 5 but in addition explains whether the arguments for agreeing are stronger than those for disagreeing (8) These answers do not have to be fully developed as far as the explanation of the two sides is concerned. However the reason why one side of the argument is stronger must be explained and be valid - allow original, unusual but valid attempts.

7(a) Briefly describe the activities of the Gestapo and the SS.

Target: AO 1

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

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

Examples might include: tapped telephones, used informers, spied on people, intimidated Germans into obedience, arrested people without trial, tortured them, ran concentrations camps where opponents were put.

Eg 'The SS was Hitler's private army. They went round beating up anybody who did not support Hitler. They put opponents into concentration camps and tortured them there. A lot of communists were put in these camps.' (3)

(7)

7(b) Explain why Hitler persecuted minority groups such as Jews, gypsies and the disabled.

Target: AO 1

Level 1 **General assertions**

(1) Valid, but general answers. No specific contextual knowledge. Eg 'He did this because he did not like them. He wanted to get rid of all of them if he could.'

- Level 2 Identifies specific reasons (2-4)Specific contextual knowledge demonstrated but no explanation. Reasons include: idea of a master race, rooting out the weak and inferior, aim to create a race of pure Aryans, keeping purity of the German blood, selective breeding, Germany to rule the world. Gypsies seen as work shy and non-Aryan. Jews seen as responsible for eg Versailles, bleeding Germany of its wealth.
- Level 3 Explains one specific reasons (5-6) Award 6 marks for one example explained and another identified. Eg 'Hitler had an aim of creating a master race of pure German people. They had to be physically perfect. Groups like Jews and gypsies did not have pure German blood and did not match Hitler's idea of physical perfection. He was worried they would destroy the purity of the German race and so they had to be destroyed.'

Level 4 Explains more than one specific example

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7(c) 'Between 1933 and 1945 Hitler was in total control of Germany.' How far do you agree with this statement? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1	General assertions (1-	·2)
	Eg 'I think he was in total control in Germany because there was	S
	nobody that could stand up to him and he could do as he wanted	d.'

- Level 2 Identifies examples of total control or lack of control (3) Specific contextual knowledge demonstrated but no explanation of examples. Examples include: control – communists, SDP put in concentration camps, SS controlled the police, Nazis controlled the courts, other parties banned, propaganda, agreement with the churches; lack of control – opposition from various youth groups, private grumbling, passive resistance eg refusing to join the Party, opposition in the army – the bomb plot, the churches eg Niemoller, women working increased in the 30s.
- Level 3 Identifies examples of total control and of lack of control (4)

Specific contextual knowledge demonstrated but no explanation of examples.

Level 4 Explains specific examples of total control or of lack of total control (5-6)

Eg 'I don't think Hitler was in total control especially when the war started going badly. There were some groups of young people that opposed Nazi rule. The Swing Group rejected Nazi culture and listened to jazz while the White Rose group criticised the persecution of Jews and tried to get people not to help Germany's war effort. So this shows Hitler was not in total control.'

Level 5 Explains specific examples of total control or of lack of control (7)

Level 6 As for Level 5 but in addition explains whether overall he did have total control or lacked this (8) These answers do not have to be fully developed as far explaining the content is concerned. However the reason for why overall he was in total more than not must be explained and be valid - allow original, unusual but valid attempts.

A952/21: Developments in British Medicine, 1200–1945

1 Study Source A.

		t does this source tell you about surgery in 1800? Use the source and your vledge to explain your answer.	[6]
Level	1:	Answers which describe surface features of the source.	[1-2]
		This source tells us they did operations in 1800.	
Level	2:	Answers which make unsupported inferences.	[3-4]
		Operations must have been painful. (3) They must also have been done in dirty conditions. (4)	
		1 mark per unsupported inference.	
Level	3:	Answers which make supported inferences.	[5-6]
		Operations must have been painful. You can tell by the look on the patient's face that he is in pain. (5) They must also have been done in dirty conditions. Those carrying out the operations are wearing normal clothes, so this is not very hygienic. (6)	

1 mark per supported inference.

2	Study	Source B.
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	w useful is this source as evidence about the use of chloroform? Use source and your knowledge to explain your answer.	[8]
Level 1:	Answer based on provenance/source type or date.	[1-2]
	I don't think this source is very reliable. It's just from a letter. (1)	
Level 2:	Answer based on what detail it provides.	[3]
	This source is very useful. It says that women should endure pain during childbirth because that was what God wanted.	
Level 3:	Answers based on typicality or limitations of source content.	[4-5]
	We do not know how typical this opposition was. It does not tell us whether these views are representative of all doctors. It is also from 1849. We do not know whether people were more prepared to use chloroform after that date. (5)	
OR:	Answers based on inferences about the use of chloroform.	[4-5]
	This source is very useful. It shows that some people opposed the use of chloroform. It appears from the source that some people were against it because it was not 'natural' or that it was against 'the laws of Nature'. It says that women should endure pain during childbirth because that was what God wanted. (5)	
	Inference with no support = 4 marks Inference with support = 5 marks	
Level 4:	Both elements of L3.	[6-7]
Level 5:	Uses contextual knowledge and/or cross-reference to other sources to place this source in its historical context.	[8]
	This source is not very useful. We do not know how typical this opposition was. It does not tell us whether these views are representative of all doctors. also from 1849. We do not know whether people were more prepared to use chloroform after that date. Source C shows that Simpson himself was aware copposition to his discovery even in 1847. However, when Queen Victoria was	of

chloroform in 1853 and spoke so highly about it (Source F), this opposition began to decline. Even religious leaders began to think that if the Queen, who was after all, the Head of the Church, was in favour of it, then perhaps they should lend their support too. So this source is useful, because it shows that chloroform was opposed at first, even though that opposition was overcome later on.

3 Study Sources C and D.

Does Source C make you surprised by what John Hall says in Source D? Use th	e
sources and your knowledge to explain your answer.	[9]

Level 1: Yes or no without support from the sources[1-2]

Yes I am surprised. Why would he say that after what Simpson had done?

OR:	Analyses sources but does not address the question.	[1-2]
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Level 2: Explains whether surprised or not by Source C or D. Only one source used.

[3]

Level 3: Yes or no based on what is said in Source C and Source D [4-6]

Yes I am surprised. Why would he say that after what Simpson had done? It is obvious that Simpson had proved the benefits of using chloroform as an anaesthetic when he says 'all pain is destructive and fatal'. When John Hall talks about how 'it is better to see a man scream lustily than to fall silently into his grave' he obviously hasn't got a clue what he is talking about. (5)

Level 4: Both elements of level 3

Yes I am surprised. Why would he say that after what Simpson had done? It is obvious that Simpson had proved the benefits of using chloroform as an anaesthetic when he says 'all pain is destructive and fatal'. When John Hall talks about how 'it is better to see a man scream lustily than to fall silently into his grave' he obviously hasn't got a clue what he is talking about. However, I am also not really that surprised. In Source D, Hall warned that chloroform might not work for gunshot wounds. This doesn't mean he opposed its use in other procedures. In any case, because he was a Chief of Medical Staff in the army, perhaps he thought it did not fit with the manly image of the army to be using anaesthetics during surgery in the field of battle. (6)

Level 5: Level 3 plus use of detailed contextual knowledge or specific crossreference outside sources C and D

I am not really that surprised. Simpson's discovery was not generally accepted until some years later. It was only after 1853, when Queen Victoria spoke of the benefits of using chloroform when giving birth, that people began to be more accepting of this new anaesthetic. It says this in Source F. Even in 1870 it is obvious that some people still opposed anaesthetics. The cartoon proves that some people thought that operations using anaesthetics increased the chances of death. I know from my own knowledge that the use of chloroform actually increased the death rate from surgery for a time, as surgeons performed more complicated operations.

[7-8]

[9]

4 Study Sources E and F.

	w similar are these sources as evidence about the use of chloroform? Use urces and your knowledge to explain your answer.	the [9]
Level 1:	Answers based on provenance or dates	[1-2]
	They are similar because they are both written in the nineteenth century. They are both personal accounts. (2)	
Level 2:	Answers based on topic.	[3]
	Yes they are similar. They both talk about the use of chloroform.	
Level 3:	Simply describes the two sources and then concludes 'so they are similar'.	[4]
Level 4:	Answers which see similarities OR differences and provide support from sources	[5-7]
	I think that they are very similar. They both seem to be relieved about having chloroform during their operation. In Source E, Margaret Matthewson says she 'breathed a sigh of thankfulness'. In Source F,Queen Victoria says that chlorofo was 'mild, calming and beautiful beyond belief'. (6)	
Level 5:	Answers which see similarities AND differences and support from sources	[8-9]

I think both sources are similar because they both seem to be in favour of the use of chloroform. In Source F, Queen Victoria says it was 'mild, calming and beautiful beyond belief'. In Source E, Margaret Matthewson says that she 'breathed a sigh of thankfulness'. However, Margaret doesn't seem to be totally convinced. She said she felt very sick and that the chloroform left a 'horrid' taste for some time after. Although she seems glad to have had the operation, she does not seem to welcome the use of chloroform quite as much as the Queen.

5 Study Source G.

Why was this source published at that time? Use the source and your knowledge to explain your answer. [8]

Level 1:	Answers based on the surface information of the source.	[1]
	It was published to show people operations in hospitals.	

- Level 2: Explains context without getting to the message or purpose of the source.
- Level 3: Answers that assert but do not explain that the message was to show people how poor operations in hospitals were. (Not developed)

[4]

[2-3]

This cartoon was published to show everyone how unhealthy the operations in hospitals were.

Level 4: As for Level 3 but explained through use of details in the cartoon or contextual knowledge. (Message developed). [5-6] This cartoon was published to show everyone how unhealthy operations in hospitals were. You can see that people enter the hospital and wait for their operation in a clean bed. Then they have their operation and they leave the hospital in a coffin. Operations could not have been unhealthier than that!

- OR: Purpose undeveloped. [5]
- Level 5: Purpose developed (from source only). [7]
- Level 6: As for Level 4 or 5 but contextual knowledge used to explain why the source was published in 1870. (Bringing context, message and purpose together). [8] This cartoon was published in 1870 because there was still opposition to the use of anaesthetics. The cartoon was published to show everyone how unhealthy operations in hospitals were. You can see that people enter the hospital and wait for their operation in a clean bed. Then they have their operation and they leave the hospital in a coffin. Operations could not have been unhealthier than that! Since the discovery of anaesthetics, the death rate from operations had actually increased. Sometimes, patients were given an overdose of anaesthetics and this proved fatal. Also, anaesthetics encouraged surgeons to carry out longer and more complicated operations and patients died from infection and bleeding. This cartoon was probably published to warn people of the continuing dangers of going into a hospital for an operation.

[1]

[2-3]

[4-6]

6 Study all the sources.

'People welcomed the use of chloroform.'

How far do the sources on this paper support this view? Use details from the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Level 1: Answers which do not use sources

At this level candidates just write about anaesthetics and ignore the sources.

Level 2: Non specific source use ie no supporting detail, no reference to source by letter or quote

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

Level 3: Uses source(s) to support OR oppose interpretation

I agree with this statement. Source E describes how a patient had a complicated operation which would probably not have been possible before the development of chloroform. She was very relieved to have been given it during the operation. (Y) Source F also shows that Queen Victoria was pleased to have used chloroform during the birth of her eighth child. She says chloroform was 'beautiful beyond belief'. (Y) Simpson was clearly in favour of its use. In Source C he says that 'all pain is destructive and fatal'. (Y)

Level 4: Uses source(s) to support AND oppose interpretation

[7-9]

I agree with this statement. Source E describes how a patient had a complicated operation which would probably not have been possible before the development of chloroform. She was very relieved to have been given it during the operation. (Y) Source F also shows that Queen Victoria was pleased to have used chloroform during the birth of her eighth child. She says chloroform was 'beautiful beyond belief'. (Y) Simpson was clearly in favour of its use. In Source C he says that 'all pain is destructive and fatal'. (Y) However, the person who wrote Source B was clearly against chloroform. It says that God wants women to go through pain during childbirth, so the use of chloroform was not 'natural'. (N) In Source D, John Hall says that using chloroform whilst treating gunshot wounds might lead to a greater number of deaths. He thinks it is better for the surgeon to feel the patient struggling in pain. (N)

In L3 and L4, award marks within the range based on the quality of source analysis and the range of sources used.

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

• To score in L3/L4, there must be source use, ie direct reference to source content.

• Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.

When marking, indicate each valid source use for 'little contribution' with 'Y', and 'N' if the candidate makes a valid point about the contribution made by quack doctors to caring for the ill and supports it from a quoted source.

A952/22: Developments in Crime and Punishment in Britain, 1200–1945

1 Study Source A.

What can you learn from this source about people's beliefs in the seventeenth century? Use the source and your knowledge to explain your answer. [6 marks]

Level 1	Repeats details of the source ie no valid inferences, just quoting from the source. <i>eg I can tell that the sincere belief in harmful witchcraft was universal.</i>	[1-2]
Level 2	Valid inference(s) ie about the beliefs of people in general. One inference = 3 marks, two = 4 marks <i>eg I can tell they believed in witches.</i>	[3-4]
Level 3	Valid inference(s), supported ie uses content of Source A to show how inference can be made. One supported = 5 marks, two = 6 marks. eg I can tell they believed in witches because it says that it was natural for a think that there were people who could use harmful magic.	[5-6] them to

2 Study Sources B and C.

Why do you think Hopkins wrote the letter (Source C)? Use the sources and your knowledge to explain your answer. [8 marks]

Level 1 Commonsense reasons, ie no use of either Source B or C [1] eg He was a busy man, I'm sure he must have written to lots of places telling them about his work.

Level 2 Reasons given in Source C [2-4] ie these answers show no awareness of the significance of Source B eg He says he is writing the letter because he has received a letter from someone in Great Staughton who wants him to go and search there for witches/because the vicar there is soft on witches etc.

Level 3 Because of Source B, explained ie he needs to respond to the criticisms in Source B, but these answers do not understand the bad faith/threats in the letter. eg He wrote the letter because the vicar of Great Staughton had written a pamphlet in which he mocked Hopkins' witch-hunting, so Hopkins wanted to put the situation straight.

Level 4 Because of Source B: uses Source C to show how Hopkins tries to threaten/intimidate the audience eq He wrote the letter because the vicar of Great Staughton had written a

pamphlet in which he mocked Hopkins' witch-hunting. So in the letter he tries to frighten the people of Great Staughton by saying he will pay a sudden visit.

[5-7]

3 Study Source D.

How useful is this source as evidence about the work of Matthew Hopkins? Use the source and your knowledge to explain your answer. [9 marks]

Level 1	Undeveloped provenance[1]eg It's very useful because it's from a pamphlet that Hopkins wrote himself.[7]ORUnexplained assertionseg It's not useful because it's biased in Hopkins' favour.
Level 2	Useful for what it shows OR not useful for what it does not show [2-4] ie about the work of Hopkins taken at face value. eg I think it is useful because it shows the familiars of the witches/not useful because it doesn't show how Hopkins tortured his victims.
Level 3	Both aspects of L2 [5] <i>OR</i> Useful as evidence of what Hopkins wanted people to believe about witches
Level 4	Not useful: unreliable because this obviously did not happen [6] eg This can't be useful because it's obvious that witches did not have familiars so this can't have happened.
Level 5	Not useful: explained lack of reliability because of bias/purpose of Source D [7-8] eg This can't be useful because it is so unreliable. By 1647 people were beginning to criticise Hopkins. This book was obviously just meant to make him look good and to answer his critics. You can see the picture is trying to glorify him by dressing him in a posh cloak and calling him Witchfinder-General.
Level 6	Useful as evidence of how/the way in which Hopkins wanted people to think

Level 6 Useful as evidence of how/the way in which Hopkins wanted people to think of him [9]

ie the image of himself that he tries to project.

eg Of course, in many ways the source is nonsense, with familiars jumping all over the place. But it is still useful to us because it is evidence of the kind of image Hopkins wanted people to have about him, and of how effective he was as Witchfinder-General. 4 Study Sources E and F. How similar are these two sources as evidence about Matthew Hopkins? Use the sources and your knowledge to explain your answer.

[9 marks]

[5-6]

Level 1 [1] Comparison of provenance eg They are different because one is a newspaper article and one is a poem. Level 2 Uses source content, but no valid comparisons [2] ie candidates might think they are comparing, but they are not. Typical answers will write about each source in turn, and then assert sim/diff. Level 3 Comparison of source details [3-4] ie these answers do not compare the opinions of the sources.

eg They are similar because both of them tell you about witches and how they are punished by hanging.

OR

'False matching'

ie different, identifies something which is in one source that the other source fails to address

eg They are not at all similar. Source F tells you about the methods Hopkins used, but Source E doesn't mention these at all.

Level 4 Comparison of opinion: misinterpretation of Source F

ie assumes that Source F is pro-Hopkins. 5 marks for the comparison, 6 marks if both sides supported from the sources.

eg The difference is that Source E is against Hopkins but Source F is for him. You can tell this because in Source E it is mocking the fact that all Hopkins' victims are old ladies who aren't very bright, and why would the Devil want to use them as his agents? But in Source F it favours him, because it says that Parliament have used him as an ambassador to the Devil, and then he's been successful in finding witches.

[7-8] Level 5 Comparison of opinion: similar as both are hostile to Hopkins 7 marks for the comparison, 8 marks if both sides supported from the sources. eg They are similar because both are against Hopkins. In Source E you can tell this because it is mocking the fact that all Hopkins' victims are old ladies who aren't very bright, and why would the Devil want to use them as his agents? And in Source F it condemns him for using torture and says that he had people hanged simply for feeling pain.

As L5, but qualification of extent of agreement Level 6 [9] ie Sources E and F do agree, but Source F is more critical. eg [As L5 plus] However, while Source E is saying that Hopkins should be more careful, it isn't totally disagreeing with him, whereas Source F is nothing but mockery and is clearly saying that Hopkins was wrong.

5 Study Source G. Are you surprised by Hopkins' answers to these questions? Use the source and your knowledge to explain your answer. [8 marks]

Note: in all levels we must know what is/is not surprising.

Level 1 Identifies aspects of Source G which are/are not surprising, but no reasons given [1-2] eg Yes, I think it is surprising that he thinks the witches' familiars would come into the room.

Level 2Surprised: he believes in witches, but they don't exist
ie that he believes in witches, or imps, or familiars etc.
eg Of course I'm surprised that he says all this stuff about witches, imps and
familiars because we know that they weren't real.
OR
Not surprised, because they believed in witches in those days
OR
Surprised that he would defend such evil actions
ie everyday empathy.[3]

- Level 3 Surprised/not surprised, reasons given that are internal to Source G [4] ie accepting content at face value. eg l'm not surprised that the witches would complain once they have been able to get together after questioning and compare their experiences. They wouldn't complain at the time because they would just get tortured more.
- Level 4 Surprised/not surprised, reasons based on cross-reference [5-6] ie uses content from other sources, or explicit contextual knowledge to explain surprised/not surprised. eg I am not at all surprised that Hopkins believed that witches would be able to call their imps and familiars to help them. We can see from Source D witches being questioned, and they have their familiars with them, so this confirms what Hopkins thought would happen.
- Level 5Not surprised because he has ulterior motives[7]ie but not detecting purpose of answering critics.eg I'm not really surprised that he denies torturing suspected witches because if
he admitted it he would almost be admitting that they weren't witches at all, which
would be bad for his business.

Level 6 Not surprised, based on evaluation of purpose of Source G. [8] ie the purpose of responding to his critics. eg No, I'm not surprised. The whole source was written to answer Hopkins' critics. We know that by 1647 there were doubts about his methods, and in this pamphlet he is trying to explain away things like his use of torture. He wouldn't have to be doing this unless there was some truth in the accusations. He claims he wasn't responsible for torturing suspects, but it's clear from Source F that was written several years later, that everyone knew that Hopkins was guilty of doing it, so in Source G he is just trying to cover his activities up.

6 Study all the sources.

'People agreed with the work of the Witchfinder-General.'

How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10 marks]

Level 1	Answers on the Witchfinder-General – no valid source use					
Level 2	Non-specific source use ie no supporting detail, no reference to source by letter or quote. At this level candidates may talk of 'the sources', 'some sources', or even is sources without using the detail in them.	[3] identify				
Level 3	Uses source(s) for <i>or</i> against the idea that people agreed with the Witchfinder-General	[4-6]				
Level 4	Uses source(s) for <i>and</i> against the idea that people agreed with the Witchfinder-General	[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**, ie 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.
- When marking, indicate each valid source use with 'Y' for agreed and 'N' for disagreed.
- Do not allow Hopkins' own beliefs.
- Only Sources A (Y) and B (N) are useable on only one side. All other sources can be Y or N depending on how they are used.

Grade Thresholds

General Certificate of Secondary Education History A (Schools History Project) (J415) January 2010 Examination Series

Unit Threshold Marks

Component		Maximum Mark	a*	а	b	С	d	e	f	g	Entry
21	Raw	50	43	39	35	31	27	23	20	17	249
	UMS	60	54	48	42	36	30	24	18	12	
22	Raw	50	37	33	29	25	21	18	15	12	65
	UMS	60	54	48	42	36	30	24	18	12	

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