GCSE

History A (Schools History Project)

Mark Scheme for January 2011

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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Question 1   [6 marks]

Study Source A. What does this picture suggest about transportation? Use the source and your knowledge to explain your answer.

Level 1   Describes details of the source   [1]
ie no valid inference(s)
eg It tells me that men and women were transported.

Level 2   Makes inference(s) about the people (ie transportees), not the system
                                                                        [2-3]
inference = 2 marks, with support = 3 marks.
eg It suggests that the transportees were treated well.

Level 3   Valid inference(s) about the transportation system   [4-6]
One inf = 4 marks, one inf plus support/two infs = 5 marks, two infs plus support = 6 marks
eg It suggests that the system wasn't cruel because they aren't dressed like convicts and they aren't locked up.

Question 2   **[9 marks]**

Study Sources B and C. Are you surprised by Source C? Use the sources and your knowledge to explain your answer.

Level 1   **Identifies aspects of Source C that are/are not surprising, but no reasons given**   **[1]**

eg It is surprising that they would be cheering.
OR
Unexplained provenance
eg I am surprised they would put this kind of report into a newspaper.

Level 2   **Yes/No, answers on content of Source C alone, explained**   **[2-3]**
eg I am not surprised that they are cheering because it says they are looking forward to being free again.
OR
Yes/No, explained through generalisations about the nature of transportation
eg I am surprised they are cheering because transportation was pretty tough.

Level 3   **Yes/No, compares content Of Sources B and C**   **[4-6]**
Yes or No = 4-5 marks, Yes and No = 5-6 marks
eg I'm not surprised because in Source C they are cheering, as we know from Source B that this might be because they know that once they get to America they will have a good chance of running away.

Level 4   **Yes/No, based on cross- reference of Source C to other source(s)/contextual knowledge**   **[6-8]**
Yes or No, 6-7 marks, Yes and No = 7-8 marks
eg I am very surprised that they seem so happy because being transported was not an easy punishment. If you look at Source E you can see that convicts were brutally treated once they got to the colonies.

Level 5   **L3 and L4**   **[9]**
OR
Either L3/L4, plus explains Yes/No by evaluating Source B for lack of reliability
ie that Source B may be giving an unreliably rosy picture.
    eg [As L3/L4 example] But I am surprised because you can tell that Source B is a supporter of transportation and that he's giving a pretty favourable picture of what transportees could expect. In reality I suspect that most transportees had a rough time of it.
OR
Either L3/L4, plus explained provenance of Source C
ie why the authorities might be reluctant to see Source C published.
eg [As L3/L4 example} I am a bit surprised that a story about transportees cheering as they are led to the ships would get into the papers. Surely the government would want people to be frightened, not think it was a way of getting your freedom back?

[Note: any answers which only evaluate Source B, or explain provenance of Source C, award L3/6]

Question 3   **[8 marks]**

Study Source D. Why do you think this picture was published? Use the source and your knowledge to explain your answer.

Note: in all levels except L1 there must be a *reason* given.

Level 1   **Answers which use content of Source D but give no reason for publication**
                                                                                  [1]
                  eg The picture is showing that people were very interested in those who were transported because they turned out into the streets to watch them go.

Level 2   **Invalid reasons**   **[2]**
                  ie there is a reason, but it is implausible.
                  eg It was published to get people interested in parades.

Level 3   **Content/Context: to show what is in the picture, ie transportation**   **[3]**
                  eg Because this was the time when transportation was being used, so they wanted to show what was going on.

Level 4   **Audience: because people would be interested**   **[4]**
                  eg We know that people were very interested in these parades so I think it was drawn because people would be interested in pictures of them too.

Level 5   **Message: to tell people that criminals would get what they deserve/to tell people that transportation was a soft option**   **[5-6]**
                  eg They drew it to warn people that criminals would be humiliated and dealt with severely.

Level 6   **Purpose: to deter people from crime/to get the government to toughen up on transportation**   **[7-8]**
                  eg I think it was drawn to cut down crime. When people saw a picture like this it would remind them of what happened to criminals, so they wouldn't behave that way themselves.

Question 4   [9 marks]

Study Sources E and F. Does Source F prove that Source E was wrong? Use the sources and your knowledge to explain your answer.

Level 1   Uses source content but does not address issue of proof   [1]
eg Source E says that critics condemned transportation.
OR
Unexplained provenance
eg I'm sure Source E must be true as they wouldn't write things like this in a magazine without knowing what they were talking about.

Level 2   Yes/No, assertions based on Source E or Source F alone   [2-3]
ie there is no specific reference to other sources/contextual knowledge.
eg Yes, Source E does prove it. They wouldn't say all those bad things about transportation without having some good reason for saying it. But in Source F he's just making himself sound good.

Level 3   Yes, based on comparison of content of Sources E and F   [4-5]
ie there must be explicit use of content of both sources.
Answers which assert Source E is wrong but only using content from Source F = L2.
eg Yes, it shows that the people who wrote Source E are obviously wrong. They claim that the system is brutal and that it demoralises the colonies, but you can see from Source F that it was perfectly possible for a convict to be reformed and to make a good life for himself.

Level 4   No, based on comparison of content of Sources E and F   [6]
ie there must be explicit use of content of both sources.
These answers identify the difference between the two sources but provide a valid explanation why the difference is not proof.
eg Source E claims that the system is brutal and that it demoralises the colonies, but you can see from Source F that it was perfectly possible for a convict to be reformed and to make a good life for himself. However, this does not prove Source E is wrong. Source F deals with one specific convict whose experience might have been totally different from normal.

Level 5   Yes/No, based on cross-references of content of Source E or F to other
**   source(s)/contextual knowledge   [7-8]**
eg It does prove Source E is wrong. It shows that convicts who had been transported could make a new life for themselves, and were not always treated badly. This view of transportation is confirmed by Source B which claims many convicts served out their time and became useful people.

Level 6   As L5, plus evaluates purpose of Source F   [9]
ie sees Source F as special pleading by a convict who wishes to be pardoned.
Answers only evaluating purpose of Source F = L4/6.
eg [As L5 example plus] However, I also think you need to be a bit careful about Source F. The convict is trying to get a pardon so he's not going to say any bad things he's done or make the system sound rubbish, so what he says may not be all that accurate.

Question 5   [8 marks]

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

Level 1   Undeveloped provenance   [1]
eg It's very useful because it's a speech from parliament.

Level 2   Useful for what it says OR not useful for what it does not say   [2-3]
ie about the transportation system.
eg I think it is useful because it says that the transportation system gave convicts a
good chance of improving their lives by good conduct and obedience.

Level 3   Both aspects of L2   [4]
eg [L2 example plus] But there are some things it is not useful for, such as showing
what conditions had been like for convicts in the American colonies.

Level 4   Typicality explained   [5]
ie not useful because it is about one particular plan, and therefore you cannot
generalise from it. Unexplained assertions = L2/2.
eg It's not very useful. This is right at the end of the time they were transporting
people, and it only tells us about Tasmania, so overall it doesn't tell you much at all
about what transportation was like. Other places might have been totally different

Level 5   Useful because of its reliability/not useful because of unreliability   [6-7]
ie arguments that this is particularly useful because the government would not be
admitting failures unless they were true/not useful because the government intends
to end transportation so therefore might make it worse than it really was.
eg This is very useful because the government is admitting that the transportation
system is not working well, and you can be sure that they would much rather be
saying that everything was alright, so this means we can believe what they say.

Level 6   Useful: use of contextual knowledge of the end of the transportation system to
explain utility   [8]
ie shows awareness of the looming collapse of the system by mid-century.
eg This is a very useful source as it begins to explain to us why the transportation
system was eventually abandoned. You can see from this source the practical
problems the government was facing by the middle of the nineteenth century. They
were running out of suitable places that were prepared and able to accept large
numbers of convicts.

Question 6   [10 marks]

Study all the sources. 'Transportation was an effective punishment.' 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.

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

Level 2   Non-specific source use   [3]
             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) for *or* against the idea that transportation was effective   [4-6]

**Level 4   Uses source(s) for *and* against the idea that transportation was effective
                                                                                   [7-9]**

Bonus of up to two marks (+1/+1) in any level for valid explanation of the reliability/sufficiency of a source 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.
- Marks in L3 to be awarded on numbers of sources used.
- Marks in L4 to be awarded on pairs of Y/N (7 marks one pair, 8 marks for two etc)
- When marking, indicate each valid source use with 'Y' for effective and 'N' for not effective.
- Where sources are grouped, and a statement made which refers to the group, only allow one Y/N if the statement is valid for **all** the sources in the group.

Y	N
A, B, D, F, G	A, B, C, D, E, G

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