

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A951/13**: Study in Development and Study in Depth

Mark Scheme for June 2012

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SECTION A: CASE STUDY (MEDICINE THROUGH TIME)

| Question | | Answer | Marks | Guidance |
|----------|-----|---|--|--|
| 1 | (a) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Unsupported assertions or everyday empathy.</p> <p>Eg 'Yes, I am surprised they are using things like this. I don't think they would work at all. They wouldn't make people better. So I am surprised.'</p> <p>Or</p> <p>Valid answers that fail to say whether surprised or not.</p> <p>These answers will provide a valid answer from Levels 2–4 but will fail to say whether surprised or not.</p> <p>Level 2</p> <p>Identifies a valid reason for being surprised/not surprised.</p> <p>Reasons might include: natural, supernatural treatments, fall of Roman Empire.</p> <p>Eg 'I am very surprised by these treatments because Source B is a natural treatment but I thought they used supernatural treatments in those days.'</p> <p>Level 3</p> <p>Contextual explanation of why surprised or not surprised.</p> <p>Level 4</p> <p>Contextual explanation of why not surprised and why surprised.</p> | <p>1</p> <p>1</p> <p>2</p> <p>3-4</p> <p>5</p> | <p>Study Sources A and B</p> <p>Are you surprised that these treatments were used at that time? Use the sources and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'I am not surprised they are using these treatments because Source B is blood letting based on the theory of the Four Humours which came from the Greeks. The Romans used a lot of the Greek ideas and the Anglo-Saxons came just after the Romans and used a lot of their ideas. However, I am surprised they are using supernatural methods as well. Source A is based on religious ideas. If they had natural ideas like in Source B, why use supernatural ideas?'</p> | | |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>General answers that fail to recognise the plague doctor, or describe the source or answers that dismiss the source. Eg 'I don't think this source is useful at all. Its just a man wearing a funny hat. I cannot see what this tells you about medicine.'</p> <p>Level 2</p> <p>Answers that identify the plague doctor.</p> <p>Such answers will identify the figure as a plague doctor but will not develop their answers any further. or General answers about clothing protecting from disease</p> <p>Level 3</p> <p>Answers that make a valid inference from the plague doctor. NB These inferences must be clearly from the plague doctor. These inferences might include: what they believed about the causes or the spread of the plague, why he is dressed this way, what his job was, what he tells us about how they reacted to the plague.</p> <p>Eg 'This is useful because he is a plague doctor and he had to treat the sick You can see from the way he is dressed that they thought the plague was spread through the air. This is why he is dressed like this – to protect him.'</p> <p>Level 4</p> <p>Answers that make more than one inference from the plague doctor.</p> <p>NB These inferences must be clearly from the plague doctor.</p> | <p>1</p> <p>2</p> <p>2</p> <p>3–4</p> <p>5</p> | <p>Study Source C Explain how this source is useful to a historian studying seventeenth-century medicine. Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| (c) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>General but valid answers lacking understanding of the source or contextual knowledge.</p> <p>Eg 'I think this source was published then to tell people what was going on. It must have been very useful because otherwise people would not know.' 'I think this was published because people are getting their drinking water from a water pump. But I don't know why there is a skeleton there.'</p> <p>Level 2</p> <p>Answers that identify/explain the context.</p> <p>These answers will use the context as the reason for why it was published. This context must be connected to eg poor public health, dirty drinking water.</p> <p>Eg 'This source was published then because that was when people died because they could not get clean drinking water. Conditions were terrible for people.'</p> <p>or</p> <p>Valid sub-message(s)</p> <p>Level 3</p> <p>Answers that identify/explain the big message of the source.</p> | <p>1</p> <p>2</p> <p>2</p> <p>3</p> | <p>Study Source D</p> <p>Why was this source published at that time? Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'This source was published to tell people that if they would die if they kept on drinking dirty water. It is telling them that the water is dirty.'</p> <p>Level 4</p> <p>Answers that identify/explain the purpose of publishing the source.</p> <p>Eg 'This source was published to try and get people to do something about the state of the water people had to drink.'</p> <p>or</p> <p>Explains message in context</p> <p>Level 5</p> <p>Answers that place the purpose of publishing the source in the context of the time.</p> | <p>4</p> <p>4</p> <p>5</p> | |

| Question | | Answer | Marks | Guidance |
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| 2 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include:</p> <p>Eg 'The work of Hippocrates led to the Theory of the Four Humours and to bloodletting. These were natural ideas.'</p> | | <p>Briefly describe important medical developments brought about by great individuals during the time of the Ancient Greeks.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'Chance had helped a lot by letting new ideas be used in medicine. There are lots of examples of this so I think it has been a great help.'</p> <p>Level 2</p> <p>Identifies specific examples.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Eg 'Chance helped developments in medicine when it helped penicillin to develop. It also helped Paré develop new methods.'</p> <p>or</p> <p>Describes a relevant development or tells a story that does not include chance.</p> <p>Level 3</p> <p>Explains how chance led to one specific development.</p> <p>Award 6 marks for example explained and another identified.</p> | <p>1</p> <p>2–4</p> <p>5–6</p> | <p>Explain how chance has helped developments in medicine.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'Chance was very important when Paré found out it was better to use soothing ointments rather than burning oil for treating gunshot wounds. He was working for the army looking after soldiers who had been injured. He cauterised the wounds using burning oil. But he ran out of the oil and instead used a mixture made of egg yolks and oil of roses. This actually worked much better and the soldiers recovered well. But if he had not run out of oil he would not have discovered the new mixture so chance was very important.'</p> <p>Level 4</p> <p>Explains how chance led to more than one specific development.</p> | 7 | |

| Question | Answer | Marks | Guidance |
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| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think this is wrong. There are lots of new developments that would not have taken place it wasn't for governments introducing them Governments have a lot of power and can introduce things like this.'</p> <p>Level 2</p> <p>Identifies examples of government helping and/or hindering.</p> <p>Specific contextual knowledge demonstrated but no explanation of the role of government. 3 marks for helping or hindering, 4 marks for both.</p> <p>Examples might include: helping – Roman public health, NHS, public health reforms in the 19th century; hindering – laissez faire policies over public health.</p> <p>or</p> <p>Describes events/tells the story – no explanation of role of government.</p> <p>Award 3 marks for helping, 4 marks for hindering.</p> | <p>1–2</p> <p>3–4</p> | <p>'Governments have hindered rather than helped developments in medicine.' How far do you agree with this statement? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Level 3</p> <p>Explains how government helped or hindered development(s).</p> <p>These must be based on specific examples.</p> <p>Eg 'I think government hindered more than it helped. In the nineteenth century there were people who wanted to improve the public health in towns where conditions were terrible and lots of people were dying. But lots of town governments as well as the main government were opposed to doing anything. They thought it was wrong to interfere in people's lives and they also thought that people should look after themselves and keep themselves clean. So for a long time they did nothing to help improve conditions.'</p> <p>Level 4</p> <p>Explains how government both helped and hindered development(s).</p> <p>Level 5</p> <p>Supports an argument about whether government helped more than hindered.</p> <p>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 whether it helped or hindered more – allow original, unusual, but valid attempts.</p> | <p>5–6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
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| 3 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid features identified, 2–3 marks for any features that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: getting humours back into balance, purging, bleeding, medicines made from plants, bezoar, sugar, ointments to cool the humours, use of Zodiac charts to decide when to bleed people.</p> <p>Eg 'Medieval doctors believed in the Four Humours and they would bleed people to get rid of excess blood.'</p> | | Briefly describe the treatments used by medieval doctors. |

| Question | Answer | Marks | Guidance |
|----------|--|-----------------------|--|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think this is right. If it wasn't for great men then these discoveries would not have been made and things in medicine would not have got better.</p> <p>Level 2</p> <p>Identifies reason(s) why great men important and or/not important.</p> <p>Specific contextual knowledge demonstrated but no reasons explained. 3 marks for why important or other factors, 4 marks for both.</p> <p>Examples might include: Paré and ligatures, soothing ointments, artificial limbs, use of experiments (bezoar); Vesalius – structure of the body, writing and illustrating his book, questioning Galen; Harvey and circulation of the blood; other factors include work of artists, the general spirit of the age – questioning accepted ideas, the role of science and technology eg printing press.</p> <p>or</p> | <p>1–2</p> <p>3–4</p> | <p>'The main reason why there was much progress in medicine during the Renaissance was the existence of great men like Paré and Vesalius.' How far do you agree with this statement? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Describes what great men did or describes other factors.</p> <p>Award 3 marks for great men or other factors, 4 marks for both.</p> <p>Level 3</p> <p>Explains why great men or other factors important.</p> <p>Eg 'I don't think great men were that important. The important thing is that they were living at the right time. The Renaissance was a time when people were studying things for themselves and not just relying on the ideas of the Greeks and Romans. They found out things for themselves. This was happening in all kinds of areas like science and art, not just in medicine. So these great men like Paré were only able to make these discoveries because they were living in a time that allowed them to do that kind of work.'</p> <p>Level 4</p> <p>Explains why both great men and other factors important.</p> <p>Level 5</p> <p>Supports an argument about which is MORE important.</p> <p>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 which was more important – allow original, unusual, but valid attempts.</p> | <p>5–6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|-----|--|-------|--|
| 4 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid point identified, 2–3 marks for any points that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Points might include: 1848 Public Health Act – national Board of Health, it could force local councils to improve water supply and sewage and levy local rates, 1875 Public Health Act – compulsory to appoint sanitary inspectors and medical officer of health, councils could lay sewers and drains, Sale of Food and Drugs Act, Factory Acts shortening working hours, Artisans Dwellings Act, more use of soap, flushing lavatory, vaccinations.</p> <p>Eg 'A lot was done later in the nineteenth century. Slums were pulled down and people were encouraged to have a better diet and drink more milk.'</p> | | <p>Briefly describe what was done in the nineteenth century to improve public health.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think she was very important because of all the reforms she introduced to make things much better for people. She changed things more than anybody else.'</p> <p>Level 2</p> <p>Identifies specific reasons why she is important.</p> <p>Specific contextual knowledge demonstrated but no explanation. The reasons can come from her time or be based on her later impact.</p> <p>Reasons could include: improved care of wounded soldiers in the Crimea, kept the hospital clean, made ordering of equipment more efficient, wrote Notes on Nursing, reformed training of nurses, set up a nursing school, introduced new ideas for the siting and design of hospitals, turned nursing into a proper profession with standards.</p> <p>or</p> <p>Tells the story of the Florence Nightingale</p> <p>Eg The Lady of the Lamp.</p> | <p>1</p> <p>2–4</p> | <p>Explain why Florence Nightingale is important in the history of medicine.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Level 3</p> <p>Explains one specific reason why she is important.</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Eg 'Florence Nightingale was important in medicine because she set up a school for nursing and made sure that nurses were trained properly. Nurses were trained to be hygienic. This was important because before anybody could become a nurse and the standard was dreadful.'</p> <p>Level 4</p> <p>Explains more than one specific reason why she is important.</p> | <p>5-6</p> <p>7</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------------|--|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think this is right. Very little was done before Lister. He was the key figure and his work was very important indeed.'</p> <p>Level 2</p> <p>Identifies reason(s) why Lister was/was not important or why other factors were important.</p> <p>Specific contextual knowledge demonstrated but no reasons explained. 3 marks for why he was important; or why he was not, or other factors, 4 marks for both. Examples might include: antiseptic medicine, use of carbolic acid/spray, he was opposed, work of Simpson before him, death rate in surgery before and after him.</p> <p>or</p> <p>Describes what he did, what others did, the condition of surgery before him.</p> <p>Award 3 marks for Lister or other factors/conditions, 4 marks for both.</p> | <p>1–2</p> <p>3–4</p> | <p>'There was no major progress in surgery in the nineteenth century until the work of Lister.' How far do you agree with this statement? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Level 3</p> <p>Explains how Lister led to progress , or why he did not, or why the work of others led to progress.</p> <p>Eg 'I don't think Lister's work led to a lot of progress because he worked in his own ordinary clothes which could have been dirty. It was left to other people to develop and use rubber gloves and surgical gowns. He did not develop any new operations. So I think it is wrong to say that there was no major progress until him because this implies he did make major progress, but he didn't.'</p> <p>Level 4</p> <p>Explains both how Lister led to progress and why he did not or why the work of others led to progress.</p> <p>Level 5</p> <p>Supports an argument about how much progress Lister was responsible for.</p> <p>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 how much progress there was before Lister and how much he was responsible for – allow original, unusual, but valid attempts.</p> | <p>5–6</p> <p>7</p> <p>8</p> | |

SECTION A: CASE STUDY (CRIME AND PUNISHMENT THROUGH TIME)

| Question | | Answer | Marks | Guidance |
|----------|-----|--|------------------------------|--|
| 1 | (a) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Surface descriptions of the details in the sources, or description of the provenance of the source(s) – no understanding of what they are really saying, no comparison.</p> <p>Eg 'These sources are different. Source A is about wergilds and paying people.'</p> <p>Level 2</p> <p>Compares surface details – no understanding of what the differences between private and king's justice.</p> <p>Eg 'They are very different. Source A is about servants being killed and people paying other people while Source B is about the sheriff and what his job was.'</p> <p>or</p> <p>Compares provenance of the sources.</p> <p>Level 3</p> <p>Valid explanation of one source but no valid comparison.</p> <p>Eg 'I think these sources are very different because Source A tells us that law and order was a kind of private thing between people. If someone was killed then the person responsible had to pay compensation to the</p> | <p>1</p> <p>2–3</p> <p>4</p> | <p>Study Sources A and B</p> <p>How similar are these two sets of laws? Use the sources and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>victim's family. It was all a matter that was between the people involved.'</p> <p>Level 4 Valid explanation of at least one source plus attempt at comparison</p> <p>Eg 'I think these sources are very different because Source A tells us that law and order was a kind of private thing between people. If someone was killed then the person responsible had to pay compensation to the victim's family. It was all a matter that was between the people involved. However, Source B shows a very different system It shows that if someone did something wrong they were doing it against the king and he would punish them.'</p> | 5 | |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Answers based on unsupported assertions.</p> <p>Eg 'I think this is really useful as it tells us a lot about law enforcement in those days. You can see what was really going on.'</p> <p>Level 2</p> <p>Answers based on surface details/description.</p> <p>Eg 'I think this source is very useful because us that law enforcement was carried out by watchmen. They carried a lamp to see what was happening. There is also somebody climbing over the wall.'</p> <p>or</p> <p>Undeveloped claims about the source being biased/unrepresentative.</p> <p>Level 3</p> <p>Explains how the source is useful – based on inferences, about law enforcement, from the source.</p> <p>Eg 'I think this is very useful because it shows you how useless law enforcement was at that time. It shows that the watchman is old and can hardly walk so he wouldn't be able to catch any criminals. It also shows that there are some criminals in the background but the watchmen cannot even see them.'</p> | <p>1</p> <p>2–3</p> <p>4</p> | <p>Study Source C</p> <p>How useful is this source as evidence about law enforcement in the early part of the nineteenth century? Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>or</p> <p>Contextual explanation of doubts about usefulness of source in terms of its purpose.</p> <p>Or</p> <p>Limitations of source based on knowledge of law enforcement not in source. Eg Bow Street Runners</p> <p>Level 4</p> <p>Uses contextual knowledge to explain how the source is useful plus explains valid way in which the source is not useful</p> | 5 | |

| Question | Answer | Marks | Guidance |
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| (c) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Unsupported assertions or write about the source without addressing the question. Eg 'This source says about the police being raw lobsters and blue devils.'</p> <p>Level 2</p> <p>Answers that explain the poster was published to convey information. Answers are based on surface information.</p> <p>Eg 'I think this source was published to tell people what was happening. It tells us that people were buying clubs. It was also published so that people would know there was a police force.'</p> <p>Level 3</p> <p>Answers that understand the message of the poster.</p> <p>This might be eg the police are thugs, people need to defend themselves against the police. Any valid anti-police message.</p> <p>or</p> <p>Answers that focus on the context only.</p> <p>These answers will use contextual to explain the situation at the time (police just formed) or about attitudes towards the police at that time.</p> | <p>1</p> <p>2</p> <p>3–4</p> | <p>Why was this poster published at that time? Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Level 4 Both types of Level 3 – message in context.</p> <p>These answers explain why somebody would want to convey that message at that time.</p> <p>or</p> <p>Answers that develop message into a valid purpose.</p> <p>Eg to encourage people to oppose the police force.</p> | 5 | |

| Question | | Answer | Marks | Guidance |
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| 2 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid method identified, 2–3 marks for any methods that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: whipped till bloody, returned to birthplace, slavery, execution, burning of an ear, Houses of Correction, banishment.</p> <p>Eg 'Vagrants were punished in lots of different ways. For example they were whipped in public to put them in disgrace. They were also executed in they kept committing the offence.</p> | | <p>Briefly describe how vagrants were punished in the sixteenth century.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'This was because they were guilty of a very bad crime and it was decided they had to be made an example of. So they were punished a lot.'</p> <p>Level 2</p> <p>Identifies specific reasons.</p> <p>Specific contextual knowledge demonstrated but no explanation. Specific reasons include: Importance of religion, tried to blow up Parliament, the king, the government, religious differences at the time, fear of Catholicism.</p> <p>or</p> <p>Describes the punishments or tells the story.</p> <p>Level 3</p> <p>Explains one specific reason.</p> <p>Award 6 marks for one reason explained and another identified.</p> | <p>1</p> <p>2–4</p> <p>5–6</p> | <p>Explain why the Gunpowder Plotters were punished so harshly.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'They were punished harshly because they were Catholics and many people at the time were really afraid of Catholics and of Catholics taking over the country. They had to be punished harshly to show that Catholics would not be allowed to take over power.'</p> <p>Level 4</p> <p>Explains more than one specific reason</p> | 7 | |

| Question | Answer | Marks | Guidance |
|----------|--|------------------------------|--|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think smugglers were much more of a problem because of what they did. They caused the government lots of trouble and were a much bigger problem than the highwaymen.'</p> <p>Level 2</p> <p>Identifies why/how highwaymen or smugglers were a problem.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Answers might include: highwaymen – a danger to travellers, disrupted trade, used guns; smugglers – violent, difficult to catch, difficult to convict, lost tax revenues.</p> <p>Level 3</p> <p>Identifies why/how highwaymen and smugglers were a problem Specific contextual demonstrated but no explanation.</p> | <p>1–2</p> <p>3</p> <p>4</p> | <p>Who was more of a problem for the authorities, highwaymen or smugglers? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Level 4</p> <p>Explains why/how highwaymen or smugglers were a problem.</p> <p>Eg 'I think that smugglers were much more a problem because it was difficult to get juries to find them guilty. Juries were often from the same community as the smugglers and benefited from what they did. Also they did not regard smuggling as a real crime. And so even when smugglers were caught, the juries would not convict them and send them to prison. So they just carried on smuggling.'</p> <p>Level 5</p> <p>Explains why/how highwaymen and smugglers were a problem.</p> <p>Level 6</p> <p>Supports an argument about 'how far'.</p> <p>These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about whether one was more of a problem than the other– allow original, unusual but valid attempts.</p> | <p>5–6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| 3 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any methods that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: wore top hats, blue coats, carried truncheons, drunkenness a problem, many dismissed, high turnover, poorly paid, many were ex-labourers or soldiers, called Peelers.</p> <p>Eg 'The police force were meant to be different from the army so they had a blue uniform and had truncheons instead of swords.'</p> | | <p>Briefly describe the main features of Peel's new police force in 1829.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'They were reformed to make them work better. They had been a disaster and so there had to be changes.'</p> <p>Level 2</p> <p>Identifies specific reasons.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: work of individuals such as John Howard and Elizabeth Fry, reformers wanted to use prisons to reform prisoners, conditions were so awful, because they were used a lot more than in eighteenth century, to make prisoners used to hard work, to stop them communicating with each other, to deter them from returning.</p> <p>Or</p> <p>Describes the changes.</p> <p>Level 3</p> <p>Explains one specific reason.</p> | <p>1</p> <p>2–4</p> <p>5–6</p> | <p>Explain why prisons were reformed in the nineteenth century.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Award 6 marks for one reason explained and another identified.</p> <p>Eg 'Prisons were reformed because some people thought that the point of sending people to prison was to reform them and turn them into good people so that when they left prison they would not commit any more crimes. John Howard believed this and thought that prisons should have running water and should be clean.'</p> <p>Level 4</p> <p>Explains more than one specific reason.</p> | 7 | |

| Question | Answer | Marks | Guidance |
|----------|---|------------------------------|---|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think it was the police force because this became really good and caught lots of criminals. If they cannot be caught, they cannot go to prison. So the police are more important than the prisons.'</p> <p>Level 2</p> <p>Identifies reasons/examples of success/failure for prisons or the police.</p> <p>Specific contextual knowledge demonstrated but no explanation. Answers might include: prisons – failing to reform prisoners, the silent system failed (high suicide rates); police – police became accepted and respected, quality of recruits improved, crime fell 1850–1900.</p> <p>Level 3</p> <p>Identifies reasons/examples of success/failure for prisons and the police.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> | <p>1–2</p> <p>3</p> <p>4</p> | <p>Which had been the more successful development by the end of the nineteenth century, prison reform or the development of the police force? Explain your answer.</p> |

| Question | | Answer | Marks | Guidance |
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| 4 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid change identified, 2–3 marks for any that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: riot gear, CS gas, use cars, use of DNA samples, two-way radio, specialist crime squads eg Anti-Terrorist Squad, traffic/motoring work, use of computer records.</p> <p>Eg 'The police work in a very different way today. They now use computer records and use fast cars to catch criminals. They also use programmes on TV to tell people about crimes and identify criminals.'</p> | | <p>Briefly describe the main changes in the way the police worked in the twentieth century.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'This was because crime was going up everywhere. Everyone thought they could get away with it and so there was lots of crime.'</p> <p>Level 2</p> <p>Identifies specific reasons.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: cars, loss of community, drugs, lack of good parenting, materialism, unemployment, the media, punishment too soft, loss of discipline, the education system, poverty and inequality, punishment too slow.</p> <p>or</p> <p>Describes juvenile crime.</p> <p>Level 3</p> <p>Explains one specific reason.</p> <p>Award 6 marks for one reason explained and another identified.</p> | <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Explain why there was so much juvenile crime during the twentieth century.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'One main reason is that there are lots of drug addicts. They need money to buy their drugs and so they mug people to get the money. A lot of crime to do with young people is drug-related.</p> <p>Level 4</p> <p>Explains more than one specific reason.</p> | 7 | |

| Question | Answer | Marks | Guidance |
|----------|--|---|--|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'I think it was wars. This was why there was a lot of crime. It was one of the most important factors.'</p> <p>Level 2</p> <p>Identifies reasons/examples for wars or recessions.</p> <p>Specific contextual knowledge demonstrated but no explanation. Answers might include: wars – creation of conscientious objectors as criminals, shortages led to black markets, looting; recessions – poverty, unemployment.</p> <p>Level 3</p> <p>Identifies reasons/examples for wars and recessions.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Level 4</p> <p>Explains reasons/examples for wars or recessions.</p> | <p>1–2</p> <p>3</p> <p>4</p> <p>5–6</p> | <p>Which had a greater impact on law and order in the twentieth century, wars or recessions? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Eg 'I think that wars were far more important. In the Second World War there was rationing and people didn't have many luxuries to eat. However, people would sell luxuries to those that could afford them on the black market. This was illegal and turned a lot of people into criminals as they were breaking the law.'</p> <p>Level 5</p> <p>Explains reasons/examples for wars and recessions.</p> <p>Level 6</p> <p>Compares the strengths of the two cases – wars and recessions.</p> <p>These answers do not have to be fully developed as far as the content is concerned. However the reason for one factor having a greater impact than the other, or for them being equal, must be explained and valid – allow original, unusual but valid attempts.</p> | <p>7</p> <p>8</p> | |

SECTION B: DEPTH STUDY (THE AMERICAN WEST, 1840–1895)

| Question | | Answer | Marks | Guidance |
|----------|-----|---|--------------------------------|---|
| 5 | (a) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Unsupported assertions/surface descriptions.</p> <p>These answers will be based on little understanding of what the cartoon is about.</p> <p>Eg 'This cartoon was published to show people that some people lived in dreadfully overcrowded conditions. They thought that something should be done about this.'</p> <p>Level 2</p> <p>Identifies/explains the context only.</p> <p>Allow references to events in Kirtland and Missouri eg bank collapses.</p> <p>Eg 'This cartoon was published in the 1840s because that is when the Mormons were being persecuted. They tried to live in places like Nauvoo but were very unpopular because they kept themselves to themselves and regarded themselves as superior to everyone else. Things got really bad when Joseph Smith said he was told by God that he should have more than one wife. This made them even more unpopular. This is why the cartoon was published then.'</p> <p>Level 3</p> <p>Identifies/explains the message of the cartoon.</p> | <p>1</p> <p>2–3</p> <p>4-5</p> | <p>Study Source A</p> <p>Why was this cartoon published in the 1840s? Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Surface descriptions of the painting – no explanation of how what is shown helped them cross the Plains.</p> <p>Eg ‘I think this painting shows us the Mormons settling down in their camp. They look fine and look as if they are having a good time.’</p> <p>Level 2</p> <p>Asserts that this shows how they survived the winter – no explanation.</p> <p>Level 3</p> <p>Contextual knowledge used to explain how what is shown in the painting helped them cross the Plains and reach Salt Lake.</p> <p>Eg ‘This painting does explain how they survived the harsh conditions of the Plains. The winters on the Plains were terrible – very cold and dreadful blizzards. There was no way they could travel in those conditions. But the Mormons were very organised and an advance party went ahead and built the winter quarters so it was all ready when the main group with the women and children arrived. This kept them safe over the winter and when the weather got better they could carry on.’</p> <p>or</p> | <p>1</p> <p>2</p> <p>3–5</p> | <p>Study Source B</p> <p>How far does this source explain how the Mormons were able to cross the Plains and safely reach Salt Lake? Use the source and your knowledge to explain your answer.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>Contextual knowledge used to explain other factors.</p> <p>These might include: Young's leadership, the preparations made before they set off, a pioneer band sent first to set up the first way-station. Organised into wagon trains each with a captain, Young ignoring doubts about Salt Lake.</p> <p>Level 4</p> <p>Answers that use contextual knowledge to explain both Level 3s.</p> | 6 | |

| Question | Answer | Marks | Guidance |
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| (c) | <p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Answers that reject the source eg it is only one source, or uses surface information in the source without deploying it to address the question.</p> <p>Level 2</p> <p>Answers that use the source for its surface information to argue their problems were clearly solved.</p> <p>Eg 'I think this does show that their problems were solved because they have fresh water and good houses. So what more did they need?</p> <p>Level 3</p> <p>Answers that identify other problems that had to be overcome or solutions they adopted.</p> <p>Other factors might include eg lack of people and the Perpetual Emigrating Fund, no private ownership of land, land allotted according to need, relations with the USA, spreads across Utah.</p> <p>or</p> <p>Answers that state that this is not a description of what they found – they had to achieve it.</p> <p>Eg 'No this does not show their problems were solved just by getting there. This source describes what they managed to do with Salt Lake.</p> | <p>1</p> <p>2</p> <p>3-4</p> | <p>Study Source C</p> <p>Does this source prove that the Mormons' problems were at an end when they reached Salt Lake Valley in 1847? Use the source and your knowledge to explain your answer.</p> |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|--|
| 6 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: tepees, use of buffalo, nomadic.</p> <p>Eg 'The Plains Indians survived the harsh conditions by moving around and keeping up with the buffalo which they needed for their food and lots of other things like clothing and weapons.'</p> | | <p>Briefly describe how the Plains Indians survived the harsh conditions of the plains.</p> |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge. Eg 'They wanted this because it would be a good thing for them. They didn't care what was good for the Indians, just what was good for them.'</p> <p>Level 2</p> <p>Identifies specific reasons.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: to control them, to turn them into white Americans, to destroy their culture, as a punishment, to keep the Indians away from homesteaders and ranchers, because the government wanted their land, to destroy the power of the Indian chiefs, to turn them into farmers.</p> <p>Level 3</p> <p>Explains one specific reason.</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Eg 'They wanted this so that they could control the Indians. One way of doing this was to send the children to school where they were taught to live like whitemen and they did not have contact with traditional Indian culture.'</p> | <p>1</p> <p>2–4</p> <p>5–6</p> | <p>Explain why the US government wanted the Plains Indians to live in reservations.</p> |

| Question | Answer | Marks | Guidance |
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| | <p>If they could destroy the Indian culture then they would control them.'</p> <p>Level 4</p> <p>Explains more than one specific reason.</p> | 7 | |

| Question | Answer | Marks | Guidance |
|----------|--|------------------------------|--|
| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p> <p>Level 1</p> <p>General assertions.</p> <p>Eg 'I think I agree with this. He was a big head and made lots of mistakes so I think he was to blame. But there were other people who made mistakes as well.'</p> <p>Level 2</p> <p>Identifies specific reasons/examples for Custer to blame or identifies other factors.</p> <p>Specific contextual knowledge demonstrated but no explanation. Custer – disobeyed orders and isolated his own men, split his forces, refused extra men, refused Gatling guns, exhausted his men by marching all night, ignored warnings of his scouts, ; other factors – did not know how many Indians there were, Indians had Winchester rifles, soldiers had single-shot rifles, Indians used unusual tactics – fighting a pitched battle.</p> <p>Level 3</p> <p>Identifies specific reasons/examples for Custer to blame and identifies other factors.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> | <p>1–2</p> <p>3</p> <p>4</p> | <p>'Custer was to blame for the defeat of the US army in the Battle of the Little Big Horn.' How far do you agree with this statement? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Level 4</p> <p>Explains specific reasons/examples for Custer to blame or explains other factors.</p> <p>Eg 'I think Custer was mainly to blame because he split his forces. He split them into four, with Reno and Benteen going off by themselves. This meant they were isolated and none of them were strong enough by themselves to defeat the Indians. They could not help Custer because they were cut off from him. This was a bad mistake by Custer.'</p> | 5–6 | |
| | <p>Level 5</p> <p>Explains specific reasons/examples for Custer to blame and explains other reasons.</p> | 7 | |
| | <p>Level 6</p> <p>As for Level 5 but in addition explains whether on balance Custer or other factors were more to blame.</p> <p>These answers do not have to be fully developed as far as the explanations 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.</p> | 8 | |

| Question | | Answer | Marks | Guidance |
|----------|-----|---|-------|---|
| 7 | (a) | <p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: took the law into their own hands, lynched people they thought were criminals, did not give people a trial, tried to deal with lawlessness, trying to compensate for lack of proper law enforcement.</p> <p>Eg 'The vigilantes were people who were worried by the lawlessness in the West and decided to do something about it. They caught people they thought were criminals and hanged them without a trial.' (3)</p> | | Briefly describe the activities of vigilantes. |

| Question | Answer | Marks | Guidance |
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| (b) | <p>Target: AO 1 and 2</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg There were serious problems because nothing was done about it and it was left to get worse and worse.”</p> <p>Level 2</p> <p>Identifies specific reasons.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: speed with which mining towns appeared and grew, slow to appoint sheriffs, vast distances, stealing gold, disputes over claims, drunkenness, gambling.</p> <p>Level 3</p> <p>Explains one specific reason.</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Eg ‘There were serious problems because it took so long to appoint sheriffs and marshals. When gold was discovered somewhere a town would appear from nowhere in a few weeks and there would be no sheriff so there was no law and order.’</p> <p>Level 4</p> <p>Explains more than one specific reason.</p> | <p>1–2</p> <p>2–4</p> <p>5–6</p> <p>7</p> | <p>Explain why there were serious problems of law and order in mining towns.</p> |

| Question | Answer | Marks | Guidance |
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| (c) | <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p> <p>Level 1</p> <p>General assertions.</p> <p>Eg 'I think this is true. They were the troublemakers and it was their fault that there was a war. It was no one else's fault.'</p> <p>Level 2</p> <p>Identifies specific reasons why homesteaders to blame or identifies specific reasons why it was the ranchers.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons might include: homesteaders – moving on to land ranchers were using, rustling; ranchers – ranchers too powerful, ranchers had the governor on their side, tension over land, ranching was in trouble, juries would not convict rustlers, ranchers took law into own hands, lynched Averill and Watson, planned invasion of Johnson County.</p> <p>Level 3</p> <p>Identifies specific reasons why homesteaders to blame and identifies specific reasons why it was the ranchers.</p> <p>Specific contextual knowledge demonstrated but no explanations.</p> | <p>1–2</p> <p>3</p> <p>4</p> | <p>'The homesteaders, not the ranchers, were to blame for the Johnson County War.' How far do you agree with this statement? Explain your answer.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|------------------------------|----------|
| | <p>Level 4</p> <p>Explains specific reasons why homesteaders to blame or why it was the ranchers to blame.</p> <p>Eg 'I think it was the cattlemen who were to blame. They thought they ran Johnson County and could do anything they liked. They lynched people without trial and even tried to invade Johnson County and had to be stopped by the US army. I am not surprised that the homesteaders did not like this. So the cattlemen were to blame.</p> <p>Level 5</p> <p>Explains specific reasons why homesteaders to blame and why it was the ranchers to blame.</p> <p>Level 6</p> <p>As for Level 5 but in addition explains overall why one factor was more important than the other.</p> <p>These answers do not have to be fully developed as far as the content of both sides is concerned. However the reason for why one group was more to blame than the other must be explained and be valid – allow original, unusual but valid attempts.</p> | <p>5–6</p> <p>7</p> <p>8</p> | |

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