

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A951/14**: 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>1</p> <p>1</p> <p>2</p> <p>3-4</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
	<p>Level 4</p> <p>Contextual explanation of why not surprised and why surprised.</p> <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>	5	

Question	Answer	Marks	Guidance
(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. It's 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. 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. 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. 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
(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
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
(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
	<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
(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
	<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
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
	<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>		Briefly describe what was done in the nineteenth century to improve public health.

Question	Answer	Marks	Guidance
(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
(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
	<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
	<p>victim's family. It was all a matter that was between the people involved.'</p> <p>Level 4</p> <p>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
(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 B</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
	<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 the 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>	<p>4</p> <p>5</p>	

Question	Answer	Marks	Guidance
(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>Study Source D</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
	<p>Level 4</p> <p>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
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
(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
	<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
	<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
(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>Award 6 marks for one reason explained and another</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
	<p>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
	<p>Level 4</p> <p>Explains why/how the police or the prison reforms were/were not a success.</p> <p>Eg 'The prisons reforms were not a success. They were meant to reform prisoners but they failed and this led prisons to become more harsh and things like hard labour, whipping and electric shocks were introduced. Reform failed, and so they tried to terrify prisoners instead.'</p> <p>Level 5</p> <p>Explains why/how the police and the prisons reforms were/were not a success.</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 which reforms were more successful – 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 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
(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
	<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
	<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 (GERMANY 1919–1945)

Question		Answer	Marks	Guidance
5	(a)	<p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Writes about the source but no reaction or unsupported assertions</p> <p>Eg 'They would not have liked it. They would not like the way the German is shown to be drowning.'</p> <p>Level 2</p> <p>Correct or incorrect reaction based on misinterpretation of cartoon.</p> <p>Eg 'Germans would have agreed with this cartoon. It is saying that Germany could not afford the reparations and was in serious trouble because of them. I think the Germans would have agreed with this because there was bad inflation in Germany.'</p> <p>Level 3</p> <p>Correct reaction based on sub-message of cartoon</p> <p>Level 4</p> <p>Correct reaction based on big message</p> <p>Eg 'I think the Germans would have hated this cartoon.</p> <p>They were suffering from inflation and enormous hardship with people not able to afford to live properly, but this</p>	<p>1</p> <p>2–3</p> <p>4</p> <p>5-7</p>	<p>Study Source A</p> <p>How would most Germans have reacted to this cartoon in 1921? Use the source and your knowledge to explain your answer.</p>

Question	Answer	Marks	Guidance
	cartoon is claiming that they were making it all up. It is saying that they could afford the reparation repayments but were pretending. The Germans would have hated the attitude of Britain and France that they ought to stand on their own feet, implying that they were pretending they were in trouble.'		

Question	Answer	Marks	Guidance
(b)	<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 poster is about.</p> <p>Eg 'They published this to tell people what was happening at that time. It was a very important poster.'</p> <p>Level 2</p> <p>Answers lacking contextual knowledge or understanding but making sensible use of the information under the source.</p> <p>Eg 'This cartoon was published to show that the miner does not want to be forced. It shows French soldiers threatening him.'</p> <p>or</p> <p>Explains the context only.</p> <p>Eg 'This poster was published then because this was when French troops invaded the Ruhr because Germany was not keeping up with the reparation payments and they thought they could make Germany pay by taking coal from the area. This was an important industrial area for Germany.'</p>	<p>1</p> <p>2</p> <p>2-3</p>	<p>Study Source B</p> <p>Why did the German government publish this poster in 1923? Use the sources and your knowledge to explain your answer.</p>

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Identifies/explains the message of the poster.</p> <p>Eg 'This poster was published then to tell people that German workers were not obeying the French troops who had invaded the Ruhr. They were not going to be pushed around them.'</p> <p>Level 4</p> <p>Explains the purpose of the poster.</p> <p>Eg 'This poster was published then to encourage German workers to resist the French troops.'</p> <p>Or</p> <p>Explains message in developed context</p> <p>Level 5</p> <p>Explains the purpose of the poster in developed context of 1923</p> <p>Eg 'This poster was published in 1923 to encourage German workers to resist the French troops by going on strike. The French had invaded the Ruhr to take Germany's raw materials because it had not kept up with reparation payments. The workers went on strike and refused to have anything to do with the French. The German government is encouraging them to do this.'</p>	<p>4–5</p> <p>6</p> <p>7</p>	

Question	Answer	Marks	Guidance
(c)	<p>Target: AO 1, 2 and 3</p> <p>Level 1</p> <p>Surface description of the source.</p> <p>Eg 'This cartoon shows a mother holding her child. There is lots of paper blowing about.'</p> <p>Level 2</p> <p>Misinterprets the cartoon.</p> <p>Eg 'I think the message of this cartoon is that the mother is trying to save the child from drowning.'</p> <p>Level 3</p> <p>Identifies/explains a valid sub-message.</p> <p>Eg 'The message is that there is a lot of inflation in Germany.'</p> <p>Level 4</p> <p>Identifies the message.</p> <p>Eg 'The message of this source is that the German people are being destroyed by inflation. They do not have enough to eat because of it and they are in desperate trouble.'</p> <p>Level 5</p> <p>Contextual explanation of the message.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5–6</p>	<p>Study Source C</p> <p>What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p>

Question	Answer	Marks	Guidance
	Eg 'This cartoon's message is that the German people are suffering terribly because of inflation. The German government printed a lot of money to pay for the cost of the passive resistance in the Ruhr. This led to hyperinflation and people's savings and wages became worthless. This cartoon is showing this.'		

Question		Answer	Marks	Guidance
6	(a)	<p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any ideas 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: Von Papen does a deal with Hitler, Hindenburg refuses to appoint Hitler as Chancellor, he wants Von Papen back, Von Papen thinks Hitler and the Nazis can be controlled and persuades Hindenburg to appoint Hitler as Chancellor.</p> <p>Eg 'What happened was that Von Papen thought he could control Hitler and the Nazis and so he made a deal where Hitler became Chancellor but Von Papen thought he would really be in control.'</p>		<p>Briefly describe the events in 1932 and 1933 that led to Hitler becoming Chancellor.</p>

Question	Answer	Marks	Guidance
(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 the Nazis became more and more popular because people liked their ideas much more than the other parties.'</p> <p>Level 2</p> <p>Identifies specific reasons/examples.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: propaganda, the depression, unemployment, fears about the Communists, weak leadership of Weimar, Nazis promises eg full employment, strong leadership, financial backing from big business, the leadership of Hitler.</p> <p>Level 3</p> <p>Explains one specific reason /example.</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>Eg 'People voted for the Nazis because they promised what they wanted. Many people had lost their jobs and there was a lot of unemployment. The government did not</p>	<p>1</p> <p>2–4</p> <p>5–6</p>	<p>Explain why increasing numbers of people voted for the Nazis in the period 1928 to 1933.</p>

Question	Answer	Marks	Guidance
	<p>seem to know what to do but the Nazis promised full employment and this was very attractive to people.'</p> <p>Level 4</p> <p>Explains more than one specific reason/example.</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 it was the Night of the Long Knives. I think this was much more important because it helped Hitler become very powerful and deal with all the threats to him.'</p> <p>Level 2</p> <p>Identifies reasons for the Reichstag Fire or the Night of the Long Knives being important.</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: Reichstag Fire – blame the Communists, many rounded up and imprisoned, emergency decree, free speech, free press ended, meetings could be banned; Night of the Long Knives – got rid of rival Rohm, SA too powerful, Rohm wanted control of army, Hitler needed support of army, Hitler wanted support of big business.</p> <p>Level 3</p> <p>Identifies reasons for the Reichstag Fire and the Night of the Long Knives being important.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p>	<p>1–2</p> <p>3</p> <p>4</p>	<p>Which was more important in helping Hitler to consolidate his power, the Reichstag Fire or the Night of the Long Knives? Explain your answer.</p>

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains specific reasons for the Reichstag Fire or the Night of the Long Knives being important.</p> <p>Eg 'I think the Night of the Long Knives was most important. This is when Hitler acted against the SA and its leader Rohm. Rohm was using the SA like a private army and could have threatened Hitler. They disagree about their ideas. Rohm wanted to carry out more socialist ideas. He was a real threat to Hitler so Hitler had him killed and took control of the SA. This meant Hitler had no rivals.'</p> <p>Level 5</p> <p>Explains specific reasons for the Reichstag Fire and the Night of the Long Knives being important.</p> <p>Level 6</p> <p>As for Level 5 but in addition explains whether the arguments for helping are stronger than those for not helping.</p> <p>These answers do not have to be fully developed as far as the explanation of the two sides is concerned. However</p> <p>the reason why one side of the argument is stronger must be explained and be valid – allow original, unusual but valid attempts.</p>	<p>5–6</p> <p>7</p> <p>8</p>	

Question		Answer	Marks	Guidance
7	(a)	<p>Target: AO 1</p> <p>1 mark for each valid example identified, 2–3 marks for any example 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: blamed them for the defeat in WW1, jealous of their business success, thought they were polluting pure German blood, a threat to a racially pure Germany, they could not be proper Germans.</p> <p>Eg 'The Nazis dealt were jealous of the Jews because they were rich and good at business. They also didn't think they were really German.'</p>		Briefly describe Nazi attitudes towards Jews.

Question	Answer	Marks	Guidance
(b)	<p>Target: AO 1</p> <p>Level 1</p> <p>General assertions.</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg 'They changed their lives a lot and some women were better off under the Nazis. However, not everyone agreed with this.'</p> <p>Level 2</p> <p>Identifies specific examples.</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include(1) stay at home and have babies, stop smoking, dress modestly, gave loans to new brides who did not get a job, (2) later 30s women encouraged to go back to work, a compulsory duty year introduced for all women, war years – millions made to go back to work eg munitions factories.</p> <p>Level 3</p> <p>Explains one specific example.</p> <p>Award 6 marks for one example explained and another identified.</p> <p>Eg 'The Nazis were worried about the decline in the birth rate in Germany by 1933.They needed lots of soldiers if</p>	<p>1</p> <p>2–4</p> <p>5–6</p>	<p>Explain how the Nazis changed the lives of German women between 1933 and 1945.</p>

Question	Answer	Marks	Guidance
	<p>Germany was to be a great country. So they tried to encourage women to stop going out to work and to stay at home, have babies, and look after their children and husband. This was a big change for many women who had started to go out to work under the Weimar Republic.'</p> <p>Level 4</p> <p>Explains more than one specific example.</p>	7	

Question	Answer	Marks	Guidance
(c)	<p>Target: AO 1</p> <p>* Written communication assessed in this question.</p> <p>Level 1</p> <p>General assertions.</p> <p>Eg 'I think they were very successful. Lots of young people did like the Nazis and joined them.</p> <p>Level 2</p> <p>Identifies examples of success or lack of success.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Successful – number joining the Hitler Youth and League of German Maidens, activities were popular with many, use of education to indoctrinate them, ; not successful – in the war years Hitler Youth less popular, Edelweiss Pirates, Swing Youth, White Rose Group.</p> <p>Level 3</p> <p>Identifies examples of success and lack of success.</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Level 4</p> <p>Explains specific examples of success or lack of success.</p>	<p>1–2</p> <p>3</p> <p>4</p> <p>5–6</p>	<p>How successful were the Nazis in winning the loyalty and support of young people in Germany? Explain your answer.</p>

Question	Answer	Marks	Guidance
	<p>Eg 'I don't think they were very successful. Some young people rebelled against the Nazi and joined groups like Swing Youth. They wanted to dance and listen to American music. They had Jews as members. The Nazis were outraged by them and tried to stamp them out. So they were not very successful in winning the loyalty of these young people.'</p> <p>Level 5</p> <p>Explains specific examples of success and lack of success.</p> <p>Level 6</p> <p>As for Level 5 but in addition explains whether overall they were or were not successful.</p> <p>These answers do not have to be fully developed as far explaining the content is concerned. However the reason for why they were or were not successful must be explained and be valid – allow original, unusual but valid attempts.</p>	<p>7</p> <p>8</p>	

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