

History A (Schools History Project)

General Certificate of Secondary Education

Unit **A951/11-14:** Medicine Through Time/Crime and Punishment Through
Time Development Study/Depth Study

Mark Scheme for January 2013

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific Marking Instructions**GENERAL POINTS**

- a) This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- b) Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c) This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he MUST be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level MUST NOT be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
- d) Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e) Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

MARKING

- a) All marking should be in red
- b) Half marks should not be used.
- c) Do not transfer marks from one part of a question to another.
- d) Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
- e) If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
- f) Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- g) Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
- h) It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- i) The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 4, 6 and 7.
Written communication will be assessed as follows.
Candidates are expected to:
 - . Present relevant information in a form that suits its purpose;
 - . Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.
Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response.
In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
- j) The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation

SECTION A MEDICINE THROUGH TIME

Question		Answer	Marks	Guidance
1	(a)	<p><u>Study Sources A and B.</u> <u>Use medical reasons to explain which of these two sources came first.</u> <u>Use the sources and your knowledge to explain your answer.</u></p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Descriptions of sources but no comparison or unsupported assertions</p> <p>eg 'Source A shows a man having his leg sawn off. This must have been very painful. Source B shows a lot of doctors all standing round the patient.' 'I think Source A must have come first because it looks more old fashioned.'</p> <p>Level 2 Uses non-medical, but valid, reasons or one-sided reasons</p> <p>eg 'I think Source A must have come first because it is a drawing but Source B is a photograph and that the time of Source A they did not have cameras.'</p> <p>eg 'Source A must be first because they are not using any pain killers like chloroform.'</p> <p>Level 3 One medical reason used to explain comparison</p> <p>eg 'Source A comes before Source B because Source A looks so dirty. The doctor has his ordinary clothing on and his tools are lying around on the floor. On the other hand in Source B the operation is taking place in a proper operation theatre where everything is clean.'</p>	0 1–2 3 4	Allow inferences eg it is valid to infer from Source B that they are using anaesthetics or antiseptics. Treat cleanliness, the type of room, what they are wearing all as one reason.

Question		Answer	Marks	Guidance
		<p>Level 4 More than one medical reason used to explain</p> <p>eg 'Source A must come first because they are not using any anaesthetic but it looks as if they are in Source B. Also Source B is happening in a proper operating theatre but Source A seems to be taking place anywhere like in someone's home.'</p>	5	

Question		Answer	Marks	Guidance
(b)		<p><u>Study Source C.</u></p> <p><u>Would sixteenth-century surgeons have accepted the treatment shown in Source C? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO1, 2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions lacking specific contextual knowledge</p> <p>eg 'I think they would have accepted this because it looks as if everything is going fine. The patient seems to be OK and the operation seems to be working.'</p> <p>Level 2 Uses contextual knowledge to identify cauterisation or identifies Pare as a reason for rejecting source</p> <p>eg 'I think they would have recognised this operation. It shows cauterisation taking place.'</p> <p>Level 3 Contextual explanation of why they would OR would not have accepted it</p> <p>eg 'Surgeons would have accepted this because this is what they did when someone had a gunshot wound and the red hot iron was used burn away the diseased parts and then to seal the wound up and stop it bleeding.'</p> <p>eg 'I do not think that surgeons would have accepted this because it was replaced by Pare with the use of ligatures which involved tying the veins with silk threads after an amputation to stop bleeding. This was a lot less painful than cauterisation.'</p> <p>Level 4 Contextual knowledge used to explain both why they would have accepted it and why they would not have accepted it.</p>	0 1 2 3–4 5	Allow as an argument for accepting it any explanations of why ligatures were not accepted straight away eg the threads spread infection, many were needed for an amputation.

Question		Answer	Marks	Guidance
(c)		<p><u>Study Source D. How important in the improvement of surgery was the development shown in Source D?</u></p> <p>Target: AO1,2,3</p> <p>Level 1 Identifies the development correctly</p> <p>eg 'This was a really important development because it shows a blood transfusion.'</p> <p>Level 2 Explains what a blood transfusion is</p> <p>eg 'This was an important development because it is a blood transfusion. This meant that people who had lost a lot of blood could now have that blood replaced.'</p> <p>Level 3 Either explains why the development of blood transfusions was important to the development of surgery at the time OR explains why other developments were also needed so it was of limited importance</p> <p>eg In the nineteenth century they had developed things like antiseptics and anaesthetics in surgery but patients still died because they lost too much blood during operations. In fact longer operations made this worse. The development of blood transfusions meant that the blood could now be replaced.' eg I do not think that the development of blood transfusions was all that important because there were still problems. Doctors did not know about different blood groups and so the blood transfusions often did not work.'</p> <p>Level 4 Explains both types of Level 3 answer</p>	1 2 3-4 5	Answers at this level will not explain why the development of blood transfusion mattered at that time.

Question		Answer	Marks	Guidance
2	(a)	<p>Briefly describe the Greek idea of a healthy lifestyle.</p> <p>Target: AO1</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 specific contextual knowledge.</p> <p>Examples might include: sport (eg running, throwing, wrestling), eating and drinking in moderation, wash everyday, cleaning teeth.</p> <p>eg 'The Greeks would walk before a meal to clear out the body and would drink more in the summer to keep the body cold and balance the humours.' (5)</p>	5	

Question		Answer	Marks	Guidance
(b)		<p><u>Explain why the Romans gave so much attention to public health.</u></p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'They paid so much attention to public health because they thought it was really important. They thought it would keep everybody healthy.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: Romans were practical, they had good engineers, importance of having a healthy army, they observed that mosquitoes and swamps were connected to diseases, they observed that dirty water led to diseases.</p> <p>OR</p> <p>Level 2 Describes Roman public health (max of 3)</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified eg 'The Romans paid a lot of attention to public health because this reflected the kind of people they were. They were not like the Greeks with lots of theories, they were practical. For example, they were good engineers so they could build things like aqueducts.'</p> <p>Level 4 Explains more than one specific reason</p>	1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Religion hindered medical progress during the time of the Ancient Egyptians and Greeks.' How far do you agree with this statement?</p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>eg 'I think that religion held up medical progress. It stopped new developments taking place and made people keep on with their old ideas. It was just a nuisance and prevented medicine from developing any further.'</p> <p>OR</p> <p>Level 1 Answers based on periods other than Egyptian and Greek</p> <p>Level 2 Identifies examples of religion holding up or helping medical progress In Egyptian or Greek times</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: holding up – dissection banned, illness explained by Gods: helping – eg – embalming, keeping clean; Gr – the Asclepeion.</p> <p>Level 3 Identifies examples of religion holding up and helping medical progress in Egyptian and Greek times</p>	1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains either how religion held up medical progress or how it helped</p> <p>eg 'I think that religion helped progress in medicine because the Egyptians embalmed bodies for religious reasons. They thought the body was needed in the next life. Lots of the organs from inside the body were removed. As they did this they began to learn about all the parts of the body.'</p> <p>Level 5 Explains both how religion held up and helped medical progress</p> <p>Level 6 Supports an argument about 'how far'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg overall it helped more because although it was based on Gods it did in various ways help progress and it did not prevent natural theories being developed.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
3	(a)	<p><u>Briefly describe attempts at using anaesthetics in the nineteenth century before Simpson discovered chloroform.</u></p> <p>Target: AO1</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 specific contextual knowledge.</p> <p>Examples might include: Davy and Wells with laughing gas, Liston and ether.</p> <p>eg 'There were lots of attempts to use anaesthetics. Liston tried to use ether but it made patients cough in the operation and so was no good.'</p>	5	

Question		Answer	Marks	Guidance
(b)		<p><u>Explain why some people in the nineteenth century opposed the use of anaesthetics.</u></p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'Some people opposed it because they did not like the idea of people being asleep when they were operated on. They thought it was wrong.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: pain was created by God, childbirth was meant to be painful, chloroform was untested and side-effects not known, they did not know what the correct dosage was, some patients died when chloroform was used, it did not make surgery safer, cowardly. Ether – irritated the lungs, unpleasant smell, awkward to carry around.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified</p> <p>eg 'People opposed anaesthetics because when it started to be used it encouraged doctors to carry out longer and more complicated operations but the patients died from infection and bleeding. Some people blamed this on the use of anaesthetics.'</p> <p>Level 4 Explains more than one specific reason</p>	1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Florence Nightingale was more important than James Simpson in the history of medicine.' How far do you agree with this statement?</p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>eg 'I think that James Simpson was far more important because the discoveries he made helped people a lot more than anything that Florence Nightingale did.'</p> <p>Level 2 Identifies reasons why Nightingale or Simpson are important</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: Nightingale – helping soldiers in the Crimea, set up a nursing school, turned nursing into a respectable profession, redesigned hospitals; Simpson – discovered chloroform, led to further developments in anaesthetics.</p> <p>OR</p> <p>Level 2 Describes what they did</p> <p>Level 3 Identifies reasons why Nightingale and Simpson are important</p>	1 2–3 4	Include in this levels descriptions of what Nightingale or Simpson did. Include in this level descriptions of what Nightingale and Simpson did.

Question		Answer	Marks	Guidance
		<p>Level 4 Explains why either Nightingale or Simpson are important in the history of medicine</p> <p>To be placed in this level answers must address 'in the history of medicine' ie why they were important either because of how they improved the situation compared with what had gone before or they made further developments possible in the future.</p> <p>eg 'I think that Simpson was more important in the history of medicine. This is because before he did his work there had been lots of attempts to find a good anaesthetic but they all had serious problems like ether making patients cough. Simpson discovered chloroform which did not have problems and which established the use of anaesthetics. Before long it was being used very widely. He made anaesthetics acceptable.'</p> <p>Level 5 Explains why both Nightingale and Simpson were important in the history of medicine</p> <p>Level 6 Supports an argument about 'more important'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg no matter how good nurses were there were limits to how much they could help patients without developments such as anaesthetics.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
4	(a)	<p><u>Briefly describe the impact of living conditions on the health of working class-people around 1800</u></p> <p>Target: AO1</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 specific contextual knowledge.</p> <p>Award a maximum of 2 marks for only describing living conditions.</p> <p>Examples might include: diseases such as cholera, typhoid, diphtheria, typhus; description of conditions such as overcrowding, no clean water, pollution, human waste lying in streets; general effects such as low life expectancy.</p> <p>eg 'Industrialisation had a dreadful effect. People lived in filthy conditions and there was no clean water so people caught diseases like cholera.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p><u>Explain why the work of John Snow was important.</u></p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'His work was very important because it made all the difference in the nineteenth century. It completely changed the lives of people and helped them all to be much healthier.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: showed that cholera was spread by water, systematically proved it, did this before Pasteur's germ theory, cholera was such a serious disease then, helped encourage public health reforms.</p> <p>OR</p> <p>Level 2 Describes what Snow did.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified eg 'Snow's work was very important because he did it before Pasteur had come up with his germ theory. Snow showed that cholera was being spread in London by infected water. He even managed to do this before Koch had found the germ that causes cholera. So this was a very important step forward by cholera and meant that people did not have to wait for Pasteur and Koch before something could be done about the spread of cholera.'</p> <p>Level 4 Explains more than one specific reason</p>	1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>Which was more important in the history of public health, the work of Louis Pasteur or the reforms of the Liberal governments (1906 - 1914)?</p> <p>Target: AO1,2</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>eg 'I think that the work of Pasteur was far more important because without his discoveries nothing could have been achieved in public health. I think he was much more important.'</p> <p>Level 2 Identifies reasons why work of Pasteur or the Liberal reforms were important</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: Pasteur – germ theory, shows how vaccinations work, made it easier for people to argue for public health reforms; Liberal reforms – training for midwives, free school meals for children, school clinics, Health Visitors.</p> <p>OR</p> <p>Level 2 Describes what they did</p> <p>Level 3 Identifies reasons why work of Pasteur and the Liberal reforms were important</p>	1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains why either work of Pasteur or the Liberal reforms were important in public health</p> <p>To be placed in this level answers must address 'in the history of public health' ie why they were important either because of how they improved the situation compared with what had gone before or they made further developments possible in the future.</p> <p>eg 'I think that the Liberal reforms were more important. Near the end of the nineteenth century the government found out that a lot of people in Britain were not very healthy. They found that nearly half the men volunteering for the Boer War were not fit enough. People like Booth also showed that people in London were living in dreadful conditions. The Liberal reforms such as free school meals for children and medical inspections of children at school helped to make the situation better and the people of Britain healthier.'</p> <p>Level 5 Explains why both Pasteur and Liberal reforms were important in the history of medicine</p> <p>Level 6 Supports an argument about 'more important'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg despite the work of Pasteur even by the early twentieth century little had been done and the liberal reforms began to improve the lives of people.'</p>	5–6 7 8	

SECTION A CRIME AND PUNISHMENT THROUGH TIME

Question		Answer	Marks	Guidance
1	(a)	<p><u>Study Sources A. Are you surprised by what is happening in this source?</u></p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Describes the source – surface use or general assertion eg 'Source A shows a man being thrown into a river'</p> <p>Level 2 Everyday empathy used to explain surprise or not surprise Or Valid analysis, but fails to say if surprised or not surprised</p> <p>Level 3 Not surprised - this is how they decided if someone was guilty of a crime (without religious dimension)</p> <p>Level 4 As for level 3 plus a religious explanation</p>	0 1 2 3-4 5	

Question		Answer	Marks	Guidance
(b)		<p><u>Study Source B. In what ways would this source be useful to an historian studying crime and punishment in the eighteenth century? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Unsupported assertions</p> <p>eg 'I do not think that this source is very useful because most people then were not highwaymen, there were lots of other kinds of crimes.'</p> <p>Level 2 Uses source for surface information</p> <p>eg 'This is very useful. It tells you that they caught highwaymen and had them executed in public.'</p>	0 1 2	

Question		Answer	Marks	Guidance
		<p>Level 3 Uses source to make inferences</p> <p>eg 'This is a very useful source because it shows how popular highwaymen were. The people are cheering him as he goes to his execution. Many highwaymen were popular heroes.'</p> <p>OR</p> <p>Level 3 Uses contextual knowledge to argue that the source is not useful either because this is a popular representation and is not reliable or because it is not a representative scene/crime of the eighteenth century</p> <p>eg 'This source is not very useful because there were not many highwaymen. If you really wanted to know about popular crimes of the eighteenth century it would be more useful to look at smuggling or poaching.'</p> <p>Level 4 Both types of Level 3</p>	3–4 5	

Question		Answer	Marks	Guidance
(c)		<p><u>Study Sources C and D. Why do these two sources give such different impressions of women prisoners in the nineteenth century? Use the sources and your knowledge to explain your answer.</u></p> <p>Target 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Describes the sources</p> <p>eg Source D shows the prisoners all sitting in rows. It looks like there is a lot of order.</p> <p>Level 2 Compares the impressions</p> <p>eg These sources give completely different impressions. In Source C it sounds terrible. There is no order, there is just screaming and fighting but in Source D it is the opposite. They are all sitting in rows, not talking and are working. The two sources could not be more different.'</p> <p>Level 3 Undeveloped reasons based on eg different times, different places. No contextual knowledge demonstrated</p> <p>Level 4 Contextual explanations</p> <p>eg 'These sources give different impressions because they come from different times. Source C is from 1817 and this is before prisons were reformed. When Elizabeth Fry saw these conditions she started to get prisons for women reformed. She organised schools for the children and work for the women. In Source D things are very different. This was also because by 1860 reforms like the silent system had been introduced and this can be seen in the picture.'</p>	0 1 2 3 4–5	<p>These answers will not compare or explain the differences</p> <p>These answers will not explain why the sources differ.</p>

Question		Answer	Marks	Guidance
2	(a)	<p>Briefly describe what kind of person was usually accused of being a witch in the sixteenth and seventeenth centuries.</p> <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 specific contextual knowledge.</p> <p>Examples might include: old women living alone, widows, childless women, women with black cats, poor women, people who didn't conform or fit in.</p> <p>eg 'People believed that witches were old women who lived alone. They often were a bit apart and did not take part in village life. This made them very suspicious.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why there were witch-hunts in the sixteenth and seventeenth centuries.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'There were witch-hunts because people believed in witches and they were scared of them. They thought the witches would do dreadful things.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: religious change, bad harvests, deaths in the village, had no scientific explanations for things, mass hysteria.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified eg 'This was because of religious changes. Protestants preached that the devil was trying to persuade people away from God. They thought that the Pope was in league with the devil.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>Who were sixteenth and seventeenth-century governments more worried about, vagrants or religious heretics? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'There were worried most about vagrants because they were afraid of them. They caused a lot of trouble and they wanted to be rid of them.'</p> <p>Level 2 Identifies reasons why governments were worried about vagrants or about heretics</p> <p>Specific contextual knowledge demonstrated but no examples explained. Examples include: vagrants – went round in large groups, blamed for crimes, idleness was sinful, worried about the cost, could join rebellions; heretics – thought everyone should believe the same religion, could divide the country, rebellions, higher authority of God.</p> <p>OR</p> <p>Level 2 Describes what they did</p> <p>Level 3 Identifies reasons why governments were worried about vagrants and heretics</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains why governments worried by either vagrants or heretics</p> <p>eg 'Governments were worried by vagrants because they collected together in large groups and roamed the countryside. They often arrived at a village and stole lots of things and terrorised the villagers. This was a big threat to law and order.'</p> <p>Level 5 Explains why governments worried by vagrants and heretics</p> <p>Level 6 Supports an argument about 'more worried'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg vagrants did not have political motives but heretics often rejected the authority of the government.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
3	(a)	<p>Briefly describe attempts at law enforcement around 1800</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: constables, watchmen, Bow Street Runners, civilian horse patrols, newspapers like the Hue and Cry.</p> <p>eg 'Law enforcement was not very good at this time. There were some watchmen and John Fielding set up the Bow Street Runners in London. They patrolled the streets at night.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why Robert Peel was able to set up a police force in 1829.</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'He was able to set one up because the time was right and lots of people thought that there should be one.'</p> <p>Level 2 Identifies reasons why Peel was able to set up a police force</p> <p>Specific contextual knowledge demonstrated but no examples explained. Examples include: fear of protest, growth of London, increased crime, governments could raise money through taxes, inadequacy of old systems.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified. eg 'He was able to do this because London was growing very quickly. It had thousands of people and was over crowded. This made the old systems like watchmen completely inadequate. A new system of policing was needed for new conditions and this gave Peel his chance to make reforms.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Between 1830 and 1900 the police were a success.' How far do you agree with this statement?</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think they were mainly a success because they were needed and they did lots of good things in the nineteenth century.'</p> <p>Level 2 Identifies reasons/examples of success or failure</p> <p>Specific contextual knowledge demonstrated but no examples explained. Examples include: failure – poor quality of recruits, staff turnover, drunkenness, poor pay, not a police force in every part of the country, seen as an extension of the army, seen as a threat to liberty; success became respected, police forces set up all over the country, affectionate nicknames, eg 'Bobbies', crime fell 1850–1900.</p> <p>OR</p> <p>Level 2 Describes what they did</p> <p>Level 3 Identifies reasons/examples of success and failure</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains how the police were a success or a failure</p> <p>eg 'I think they were a success. At first they were hated but gradually people begin to see that they were doing a useful job and by the end of the century they were respected and accepted. They were no longer seen as a threat to people's freedom and they developed nicknames like Bobbies which shows that they were not feared. This was a great achievement after being so bad at the beginning.'</p> <p>Level 5 Explains how the police were a success and a failure</p> <p>Level 6 Supports an argument about 'were a success'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg despite earlier setbacks by the end of the nineteenth century the police had won people over and were popular.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
4	(a)	<p>Briefly describe the impact of popular protests on crime and punishment in the nineteenth century.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: the Six Acts, the use of transportation.</p> <p>eg ‘Popular protests like Peterloo had an impact on crime and punishment because it led to people’s freedoms being restricted eg public meetings were banned and newspapers were made more expensive.’</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain how industrialisation had an impact on crime and punishment in the eighteenth and nineteenth centuries.</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think it had an impact because it made everything more difficult and made crime much worse than it was.'</p> <p>Level 2 Identifies reasons/examples of industrialisation having impact</p> <p>Specific contextual knowledge demonstrated but no examples explained. Examples include: made existing arrangements inadequate, over-crowding, more protests.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified. eg 'It had an impact because new towns grew very quickly and there were thousands of people living together. With more people living close together and many of those people being poor there was bound to be more crimes but it also meant it was much more difficult to deal with them. It was more difficult to catch the criminals because there were so many people.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Religion has been more important than government in the history of crime and punishment.' How far do you agree with this statement. Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think governments have been more important because they have had the power to get things done. They have been able to change things a lot in crime and punishment.'</p> <p>Level 2 Identifies examples of religion or government having an impact</p> <p>Specific contextual knowledge demonstrated but no examples explained. Examples include: religion – ordeals, attitudes towards poverty, Elizabeth Fry's religious motivation; government – reforms of William I, introduction of Bloody Code, introduction of police force, use of transportation, reform of prisons.</p> <p>OR</p> <p>Level 2 Describes examples/what they did</p> <p>Level 3 Identifies examples of religion and government having an impact</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains examples of religion or government being important</p> <p>eg 'I think governments have been much more important because they have the power change things. For example the government introduced the Bloody Code because people thought that not enough was being done about law and order and they wanted property protected. The government introduced harsh punishments like being hanged for doing some poaching. They were able to change things just like that so this shows that governments were more important.'</p> <p>Level 5 Explains examples of religion and government being important</p> <p>Level 6 Supports an argument about which was more important</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg religion has often not been an important factor until it is enforced by governments.</p>	5–6 7 8	

SECTION B ELIZABETHAN ENGLAND

Question		Answer	Marks	Guidance
5	(a)	<p><u>Study Source A. In what ways is this source useful to an historian studying Elizabethan England? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on surface details or inferences about things other than vagrants and poverty</p> <p>eg 'This source is very useful because it tells you about rufflers and prigmen who were around in Elizabethan times. It tells you what these people did.'</p> <p>Level 2 Understands the source is about vagrants/poverty/crime – not explained</p> <p>eg 'This source is really useful because it tells you that there were vagrants in Elizabethan times.'</p> <p>Level 3 As for Level 2 but uses detail and contextual knowledge to explain about vagrants/poverty/crime</p> <p>eg 'This source is useful because it tells you about vagrants. They were people who were too lazy to work and begged. They often pretended they could not work like the man pretending to be mad but they were usually pretending.'</p> <p>Level 4 As for Level 3 but in addition explains why vagrants/poverty/crime were a serious problem for the authorities</p>	0 1–2 3 4–5 6	

Question		Answer	Marks	Guidance
(b)		<p><u>Study Source B. Why did the Earl of Bath write this letter? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on surface detail</p> <p>eg 'The Earl of Bath wrote this letter to get people to return to their estates because of the multitudes of people.'</p> <p>Level 2 Asserts that he was worried about disorder/uprisings – not explained</p> <p>eg 'I think he wrote this letter because he was worried there might be an uprising and this worried him a lot.'</p> <p>Level 3 Explains why he was worried – either based on the general situation in the country or on the fact that he was a landowner/in authority</p> <p>eg 'He wrote this letter because there were lots of problems in the 1590s. There was famine and there was always the chance that the poor might rise up. He is saying landowners should get back to their estates to defend them.'</p> <p>Level 4 Explains both factors in Level 3</p>	1–2 3 4–6 7	

Question		Answer	Marks	Guidance
(c)		<p><u>Study Sources C and D. Are you surprised that these two Acts of Parliament were introduced by the government at the same time as each other? Use the sources and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that do not explain whether surprised or not or general explanation of surprise/ not surprise</p> <p>eg 'These Acts were passed at that time to deal with the problem of the poor and vagrancy that was a really serious problem at the time for the government. Source D is trying to give the poor some help.'</p> <p>Level 2 Contextual explanation of surprised but not based on a comparison of the two sources</p> <p>eg 'I am not at all surprised by these sources. The government was faced with the problem of the poor all through Elizabeth's reign and something had to be done. Just punishing them was not an answer to the problem. Many could not help being poor and needed help. At the end of the reign the Elizabethan Poor law was introduced to help poor people. So I am not surprised by these sources.'</p> <p>Level 3 Surprised because the sources are dealing with the poor in contradictory ways</p> <p>eg 'These two sources surprise me a lot. Source C seems to be punishing people for being poor. They are being whipped. Source D on the other hand is trying to help them by giving them work and somewhere to live. So I am surprised they are doing different things at the same time.'</p>	1–2 3–4 4–5	

Question		Answer	Marks	Guidance
		<p>Level 4 Contextual explanation of why not surprised the two sources treat the poor differently</p> <p>eg 'These two sources do not surprise me. Although they appear to be different this is not surprising. Source C was passed to deal with the idle poor. These were people were lazy and deliberately avoiding work and begging. They were a nuisance and the government is punishing them to stop them doing it. However, the government understood that other poor could not help it and needed help. So Source D was passed to help the deserving poor who could not help being unemployed.'</p>	6–7	

Question		Answer	Marks	Guidance
6	(a)	<p>Briefly describe the events that led to Mary, Queen of Scots arriving in England in 1568.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Events might include: married Darnley, has a son, Darnley murdered, suspicions of Mary's involvement, she marries Bothwell, unpopular with Scots, imprisoned, forced to abdicate, flees to England.</p> <p>eg 'Mary was involved with murdering her husband in Scotland. This made her unpopular and she had to flee from the country to England.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why Elizabeth was reluctant to have Mary, Queen of Scots executed.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'She was reluctant to have her executed because this might cause lots of trouble. She thought there were better ways of dealing with her.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: Mary related to her, Mary was a queen, could lead to a Catholic rebellion, could lead to invasion from the Pope, Spain or France, setting a precedent for executing monarchs.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>eg 'This was because Mary was a monarch like Elizabeth. If she had Mary executed this would show that it was all right to execute monarchs and so someone could then do this to Elizabeth.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Who was the greater threat to Elizabeth: the Earl of Essex or Mary, Queen of Scots? Explain your answer. AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think this was the Earl of Essex because he was a very important man at this time and he could have been a real danger to Elizabeth. He was more dangerous than Mary.'</p> <p>Level 2 Identifies reasons why Essex or Mary were/were not a serious threat</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: Essex – leads supporters in rebellion, has support of different groups with grudges, but only 300 supporters, Londoners refuse to support him, easily defeated and captured; Mary – had a claim to the throne, had support of Catholic nobles, possible support from Catholic countries, plots/rebellions such as the Northern, Ridolfi, but most Catholics in England not willing to rebel against Elizabeth, unlikely that outside powers would intervene, most plots did not get far.</p> <p>OR</p> <p>Level 2 Describes examples/what they did</p> <p>Level 3 Identifies reasons why both were/were not threats</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains why either Essex or Mary were/were not a serious threat</p> <p>eg 'I think that Mary was much more of a threat because she had a lot of support. Catholics in England thought that she had a right to be Queen of England and they wanted a Catholic to be Queen. They thought that Elizabeth was illegitimate and therefore had no claim to the throne. This is what made Mary such a threat.'</p> <p>Level 5 Explains why both Mary and Essex were/were not threats</p> <p>Level 6 Supports an argument about who posed the 'greater' threat.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg Mary was more of a threat because she had a claim to the throne, Essex did not.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
7	(a)	<p>Briefly describe Drake's voyage around the world, 1577–1580.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: 5 ships, attacked Spanish towns in Mexico for gold and jewels, Doughty mutiny, on trial, executed, crossed the Pacific and Indian Oceans, ends up with just the Golden Hind, attacks more Spanish settlements and treasure ships, returns with great wealth.</p> <p>eg 'Drake's voyage around the world was a great success. He attacked Spanish treasure ships and did a lot of trading. He also made some trade agreements with some places.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why the English navy was able to defeat the Spanish Armada.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'They were able to do this because they were much stronger and they were better at fighting. It was a very important victory.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: Spanish Commander had little experience, English could fire cannon from a distance, their cannon could be reloaded quickly, English ships lighter and faster, experienced sailors, use of fireships, the wind sent the Spanish ships into the North Sea.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified eg 'The English navy was able to win because they could fire their cannon from a distance and this meant that the Spanish could not use their favourite tactic which was to sail close to enemy ships and board them.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	Do not allow what happens later eg the storms around Scotland and Ireland. This does not involve the English navy.

Question		Answer	Marks	Guidance
(c)		<p>'England benefited more from its voyages of exploration than from the defeat of the Spanish Armada.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think England got most from the defeat of the Armada because this was a real danger to England and so the victory was very important. If they had been defeated it would have caused serious problems for the country.'</p> <p>Level 2 Identifies examples/reasons how/why the voyages or the defeat of the Armada benefited/did not benefit England</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: voyages – new colonies (but all failed), improved the skills of sailors – helped the navy, helped make England a strong sea power, new trade opened up, made England much richer; Armada – saved from Spanish invasion, Protestantism saved, but new Armada built, threat from Spain remained.</p> <p>OR</p> <p>Level 2 Describes what happened</p> <p>Level 3 Identifies examples/reasons how/why both benefited or did not benefit England</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains how/why either the voyages or defeat of the Armada benefited/did not benefit England</p> <p>eg 'I think that England benefited more from the voyages because they opened up new trade for England. The ships brought back timber, furs, silks, spices and gold and jewels. This was very important for England and made her a richer country.'</p> <p>Level 5 Explains why England benefited from both the voyages of exploration and the defeat of the Spanish Armada</p> <p>Level 6 Supports an argument about which benefited more.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg the voyages were more important because they improved the skills of English sailors which led to the victory against the Armada.</p>	5–6 7 8	

SECTION B BRITAIN 1815–1851

Question		Answer	Marks	Guidance
5	(a)	<p><u>Study Source A. Why was this source published in 1830? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on surface information in the source – purpose seen as information only</p> <p>eg 'This source was published because men had set fire to some oats. This source is telling people all about what happened.'</p> <p>Level 2 Answers restricted to the context – message and purpose of source not explained</p> <p>eg 'This source was published in 1830 because this was when the Swing Riots were taking place. People were having a difficult time and machines were taking over farming jobs so there was unemployment. The Swing Rioters used to attack the property of the farmer in protest.'</p> <p>Level 3 Explains the message of the source</p> <p>Level 4 Explains the purpose of the source</p> <p>eg 'This source was published by the magistrates because they wanted the two men who had done this to be caught and punished. This is why the poster describes them so carefully.'</p>	0 1–2 3–4 5 6	

Question		Answer	Marks	Guidance
		<p>Level 5 Explains the purpose of the source in the context of the Swing Riots</p> <p>eg 'This source was published in 1830 because this was when the Swing Riots were happening. Farm labourers were being put out of work and they protested by attacking the property of the farmers. They would burn hayricks and destroy their crops. This is what is happening in the source. The job of the magistrates would be to make sure these people were punished so this is why they issued the poster. They want the Swing Rioters to be caught and punished.'</p>	7	

Question		Answer	Marks	Guidance
(b)		<p><u>Study Sources B and C. How far do these two sources agree about the New Poor Law. Use the sources and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that describe the sources – no interpretation</p> <p>eg 'These sources are very different. One shows a skeleton that probably represents death and the other one just shows some old people. So they are very different and do not agree.'</p> <p>OR</p> <p>Level 1 Reasonable misinterpretation of the sources</p> <p>Level 2 Answers that assert that both sources are criticising – no explanation</p> <p>Or</p> <p>Sources disagree over conditions in workhouses</p> <p>eg 'Both these sources are criticising the New Poor Law. They do not like it. They think it is bad and they are saying why.'</p>	1–2 3	

Question		Answer	Marks	Guidance
		<p>Level 3 Answers that explain one or both sources but no comparison is made</p> <p>eg 'These sources are very similar. Source C is clearly criticising the New Poor Law because it shows a husband and wife being separated. This is what happened when people went into a workhouses. Couples were broken up and families were split. This source is entitled 'Divorce' which makes the point that the couple are being forced apart from a brutal system.'</p> <p>Level 4 Answers that explain that both sources are criticising the New Poor Law</p> <p>eg 'These two sources agree that the New Poor law was bad. Source C shows a couple in a workhouse being forced apart because in the new workhouses families were not kept together. Source B seems to be saying that the conditions in the workhouse were so terrible that death would come as a relief. So both sources think the workhouses and the New Poor Law were dreadful.'</p>	4–6 7	

Question		Answer	Marks	Guidance
(c)		<p><u>Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that fail to explain whether surprised or not</p> <p>eg 'This source shows poor homeless women with nowhere to go waiting to go into the workhouse. The conditions in the workhouses were terrible but these women still want to go in.'</p> <p>Level 2 Not surprised/surprised about one aspect of the picture rather than the whole story</p> <p>eg 'I am not surprised that there are homeless women because there were lots of poor people in England at that time. The 1840s were a very difficult time to be living.'</p> <p>Level 3 Not surprised they want to go into the workhouse based on everyday empathy</p> <p>eg 'I am not surprised these women are waiting to go into the workhouses. They are homeless and have nowhere else to go.'</p>	1 2 3	

Question		Answer	Marks	Guidance
		<p>Level 4 Contextual answers that explain surprise or not surprised</p> <p>eg 'I am surprised by this. The conditions in the workhouses were deliberately made terrible. There were events like the Andover Scandal when people in the workhouse were so badly fed that they had to eat the marrow in bones they were meant to be crushing. Conditions were meant to be worse than conditions for the poorest working family outside. This is why I am surprised these women want to go into the workhouse.'</p> <p>Level 5 Contextual answers that explain both surprise and not surprise</p>	4–5 6	

Question		Answer	Marks	Guidance
6	(a)	<p>Briefly describe working conditions in factories and mines during the first half of the nineteenth century.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: long hours, poor pay, children crawling under machines while they were working, hauling trucks of coal in the dark in mines, the dust.</p> <p>eg 'The working conditions in textile factories were awful. The air was badly polluted in the factories and many workers died from this. The children who worked there were poorly treated and could be beaten.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why some people thought that government should not interfere with working conditions in factories and mines.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'They didn't think it was the job of the government to interfere. They thought that things would be better if nobody interfered.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: laissez faire beliefs, damage the profits of the industry, employers should be free to do what they want, workers did not want their right to work restricted.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified</p> <p>eg 'Some people thought this because they wanted Britain's industries to do well and they were worried that if the government interfered and introduced lots of restrictions this would make it all more expensive and British industry would not be able to compete with the rest of the world.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Attempts to reform working conditions in factories and mines up to 1851 were not very effective.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I agree with this. Conditions did not really change much and the workers still had to work in awful conditions and suffer because of it. They made very little attempt to make any thing better.'</p> <p>Level 2 Identifies examples of lack of effectiveness or of effectiveness</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: effective – working hours limited, education of children compulsory, minimum age established; not effective – little done in some industries especially for men, lack of inspectors, people's age difficult to establish.</p> <p>Level 2 Describes the reforms</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question		Answer	Marks	Guidance
		<p>Level 3 Identifies examples of lack of effectiveness and of effectiveness</p> <p>Level 4 Explains examples of lack of effectiveness or of effectiveness</p> <p>eg 'I do not think that these reforms were very effective. This was because there were so few inspectors to enforce the new laws. This meant that it was easy for factory owners and for the workers to get round them. For example if a worker wanted to work longer hours because he needed the money he could usually get away with it.'</p> <p>Level 5 Explains examples of lack of effectiveness and of effectiveness</p> <p>Level 6 Supports an argument about whether they were more effective or more ineffective</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg the reforms were effective because they started a process that could not be put back and further reforms followed.</p>	4 5–6 7 8	

Question		Answer	Marks	Guidance
7	(a)	<p>Briefly describe pocket and rotten boroughs.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: small number of voters, controlled by local landowner, bribery, intimidation.</p> <p>eg ‘A pocket borough was where there were so few voters that it was easy for the local landowner to control the elections in that election. He probably owned all the houses in the borough and he could evict people if they did not vote for him. He could also bribe them.’</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why some people believed that there would be a revolution in Britain if the electoral system was not reformed.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'They thought this because there would be terrible trouble if there was no reform. They thought there would be violence.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: examples of revolutions in France, events such as Peterloo, the riots in England in 1831, the argument that a little change was the best way to preserve the old system.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>eg 'Some people thought this because they had the examples of France where there had been two big revolutions in the last 40 years. They thought that this was a lesson that if there was no change at all then sooner or later the people would rise up and rebel and destroy everything. Many landowners were really afraid that there would be a revolution like the French one.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'The existence of the Chartists proved that the 1832 Reform Act achieved little.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I agree with this. If the 1832 Reform Act had achieved a lot then there would have been no need for the Chartists and they would not have existed. So this proves that the Reform Act did not achieve much.'</p> <p>Level 2 Identifies reasons for agreeing or for disagreeing</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: achieved little – points of the charter shows these were not achieved, still pocket and rotten boroughs, most men still did not have the vote, big industrial areas still not represented well enough, no secret ballot; achieved much – pocket and rotten boroughs were reduced, more men given the vote, the middle classes were enfranchised, open the gates for further reform.</p> <p>Level 2 Describes the reforms</p>	0 1 2–3	

Question		Answer	Marks	Guidance
		<p>Level 3 Identifies reasons for agreeing and for not agreeing</p> <p>Level 4 Explains reasons for agreeing or for not agreeing</p> <p>eg 'I think that the Chartists show that the Reform Act did little. If the Reform Act had made a lot of the changes there would have been no need for the chartists. For example the Chartists demanded a secret ballot because while voting was still done in public people could be forced to vote one way or the other. This still left the landowners in control. The fact that the Chartists had to demand this shows that the Reform Act did not change much.'</p> <p>Level 5 Explains reasons for agreeing and for not agreeing</p> <p>Level 6 Supports an argument about whether the Reform Act did achieve little</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg the Reform Act did achieve little as is shown by the fact that it was supported by landowners like the Whigs who knew they were not giving away much.</p>	4 5–6 7 8	

SECTION B THE AMERICAN WEST 1840–1895

Question		Answer	Marks	Guidance
5	(a)	<p><u>Study Source A. How far does Source A explain why the Mormons were unpopular? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on surface information – significance of polygamy not explained</p> <p>Or</p> <p>Identifies polygamy</p> <p>eg 'This does tell you why they were unpopular. This is because he got another wife and they say that this is supported by the Bible.'</p> <p>Level 2 Answers that use contextual knowledge to explain the importance of polygamy</p> <p>eg 'This source does explain why the Mormons were very unpopular. Joseph Smith introduced polygamy which is what this source is about. This means having more than one wife. This was very unpopular with the people who were not Mormons because it went against their Christian beliefs and so they thought the Mormons were going against God.'</p> <p>OR</p> <p>Level 2 Identifies other reasons</p> <p>eg they were more successful at business, owned many banks when they collapsed, they tended to take over any areas they moved into, Smith was going to run for President.</p>	<p>0</p> <p>1–2</p> <p>2</p> <p>3–4</p>	

Question		Answer	Marks	Guidance
		<p>Level 3 Explains other reasons</p> <p>eg 'I don't think this source does really explain why the Mormons were unpopular. This was mainly because they were successful and ended up owning lots of banks. People had put their savings into these banks but then there was an economic crisis and the banks lost all the money. The Mormons were blamed for this because they owned the banks.'</p> <p>Level 4 Explains the importance of polygamy and of other reasons</p>	5–6 7	

Question		Answer	Marks	Guidance
(b)		<p><u>Study Source B. Why was this source published in 1857? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that describe the source – no interpretation, sees source as information or asserts Mormons and US in conflict</p> <p>eg 'This source was published in 1857 to show people what Mormons were like. It shows that the Mormons were making women fight for them.'</p> <p>OR</p> <p>Level 1 Misinterpretation of the source</p> <p>Level 2 Suggests the source is mocking the Mormons</p> <p>eg 'I think this source was published to poke fun at the Mormons. It shows the Mormons making women fight for them. This is to show that the Mormons are so pathetic that they have to get the Mormons to fight their battles.'</p> <p>OR</p> <p>Explains the context of 1857 but does not explain the source – the Mormon War or the Mountain Meadow Massacre</p>	1–2 3–4	

Question		Answer	Marks	Guidance
		<p>Level 3 Answers that explain a valid purpose</p> <p>eg 'This source was published to turn people against the Mormons even more. It shows that the Mormons were having to depend on women to fight for them. This was drawn and published to make fun of the Mormons but also to make everybody think that the Mormons were pathetic and not worthy of the same rights as everybody else.'</p> <p>Level 4 Answers that explain the message/purpose of the source in the context of 1857</p> <p>eg 'This source was published in 1857 because this is when the Mormon War broke out. This was caused when the Mormons were said to be arming Indians to massacre gentiles. The US government sent the army to deal with the Mormons and the source shows that Mormons getting their women to fight for them. So this is making fun of the Mormons and showing them as cowards.'</p>	5–6 7	

Question		Answer	Marks	Guidance
(c)		<p><u>Study Source C. What is the message of this source? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Surface description of the source – used as information</p> <p>eg 'This source is saying that the people are walking into an enormous skull that has Utah written across it.'</p> <p>Level 2 Understands that the source is anti-Mormon – not explained</p> <p>eg 'I think that the message of this cartoon is that the Mormons were bad.'</p> <p>Level 3 Explains a valid sub-message</p> <p>eg 'I think the message of this cartoon is that the Mormons were bad people. The Mormons are represented to make them look bad and under the source it describes Utah where the Mormons live as the cave of despair'.</p> <p>Level 4 Explains the message to immigrants</p> <p>eg 'The message of this cartoon is to say to immigrants that the Mormons are dreadful people and they should not join the Mormons as it will not do them any good.'</p>	1 2 3–4 5	

Question		Answer	Marks	Guidance
		<p>Level 5 Explains the message to immigrants in the context of the Perpetual Emigrating Fund</p> <p>eg The message of this cartoon is that the immigrants who have been brought over from Europe by the Mormons should be very careful before they join the Mormons. To increase their numbers at Salt Lake the Mormons set up a fund to pay for immigrants to come into the USA. They were then converted and sent to Salt Lake. This cartoon is saying that this is a dreadful mistake – especially for the immigrants.'</p>	6	

Question		Answer	Marks	Guidance
6	(a)	<p>Briefly describe life on a homestead.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: shortage of water, dirt and disease, extremes of weather, use of dried dung as fuel, the jobs that had to be done by men and women eg ploughing, dealing with bugs in the cabin.</p> <p>eg 'Life on a homestead was really hard. The ground was rock hard and difficult to plough and they often had no machines to help. It was unbearably hot in the winter and really cold and windy in the winter. They were usually short of water.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why the Indians fought to keep white settlers off some parts of the Plains.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'They fought because they wanted to keep everybody off their land. They did not want other people spoiling it.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: sacred burial sites, their attitude to the land as their mother, importance of the buffalo and hunting grounds, the use the whites made of the land, the destruction of their culture and way of life.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified</p> <p>eg 'They fought to keep white people away from the Plains because of different attitudes towards the land. The whites thought they could own the land and they ploughed it up. This was very upsetting to the Indians who believed the land had to be respected. To plough it was to attack and cut up a living thing.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>Who adapted better to the conditions on the Plains, the homesteaders or the Indians? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think it was the homesteaders. They worked very hard and they knew that they had to change to fit in with the Plains which is what they did.'</p> <p>Level 2 Identifies examples of homesteaders or Indians either adapting or not adapting</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: homesteaders – dry farming, using new types of crops like Turkey Red, windmills for water, barbed wire; Indians – nomadic life style, living in tepees, use of buffalo.</p> <p>OR</p> <p>Level 2 Describes way of life</p> <p>Level 3 Identifies examples of homesteaders and Indians either adapting or not adapting</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains how either homesteaders or Indians did or did not adapt</p> <p>eg 'I think that the homesteaders adapted best. They were faced with very difficult conditions on the Plains and they changed their way of farming to fit in with those conditions. For example, Dry Farming. There was a great shortage of rain so to make the best use they could of the water they ploughed the land when it did rain or snow and this trapped the moisture in the soil and stopped the sun evaporating it.'</p> <p>Level 5 Explains how both the homesteaders and Indians did or did not adapt to the Plains</p> <p>Level 6 Supports an argument about who adapted better</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg the Homesteaders adapted best because they had a much shorter time to make the changes while the Indians had been living there for hundred of years.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
7	(a)	<p>Briefly describe the problems caused by cowboys in cow towns.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: celebrating after a long drive, just got paid so plenty of money leading to crime, gambling, drinking, prostitutes, gun-fights.</p> <p>eg 'Cowboys got paid once they had delivered the cattle to the cow town. After being on the trail for so long they spent their money on things like drink. This often led to fights including gun fights.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why the discovery of gold in the West led to problems of law and order.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'It led to problems of law and order and caused enormous problems. It really was a big nuisance and made it difficult for sheriffs to keep the law.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Reasons include: quick growth of towns, claim jumping, stealing the gold, vigilantes, racial tensions between miners, drunkenness, gambling, prostitutes.</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified eg 'The discovery of gold caused problems of law and order because once gold was discovered hundreds of miners flocked there and very quickly a town grew up. But this was much too fast for the government to send sheriffs and marshals especially since many of these towns were miles from anywhere. This meant there was nobody to uphold law and order and so there was lawlessness.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>Was the Johnson County War a success or a failure for law and order? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think it was a failure because there was lots of fighting and law and order really vanished for most of the time.'</p> <p>Level 2 Identifies examples of success or failure</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: failure – rich ranchers forced smaller farmers off their land, rustling, ranchers took the law into their hands eg lynching, rich farmers invaded Johnson County, pitched battle between them and the posse led by Red Angus, the ranchers were never properly punished; success – restoration of law and order by the US cavalry, the power over law and order by the rich ranchers was broken for good.</p> <p>Level 3 Identifies examples of success and failure</p> <p>Level 4 Explains how it was a success or a failure</p> <p>eg 'I think it was a failure because although the ranchers had taken the law into their own hands they were never dealt with properly. Even when the army captured them they were given special treatment and they were never taken to court. This isn't much of a success for law and order if ranchers can take the law into their hands so that the cavalry have to be sent but are never punished.'</p>	0 1 2–3 4 5–6	

Question		Answer	Marks	Guidance
		<p>Level 5 Explains how it was both a success or a failure</p> <p>Level 6 Supports an argument about whether it was more a success or a failure for law and order</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg although there was a lot of killing and the law was ignored, in the long run the power of the rich ranchers was broken for good and this had to be done before proper law and order could be established.</p>	7 8	

SECTION B GERMANY 1919–1945

Question		Answer	Marks	Guidance
5	(a)	<p><u>Study Source A. What is the cartoonist's message? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on surface description</p> <p>eg 'This source shows that a man is going to have his head chopped off by the other three men.'</p> <p>Level 2 Answers that provide a valid sub-message</p> <p>eg 'This is telling people that Germany is going to be punished for what it did in the First World War.'</p> <p>eg This shows that Germany is going to be punished harshly but President Wilson is not happy about it.'</p> <p>Level 3 Explains main message (Must cover either the complete destruction of Germany or the comparative role of the Big 3)</p> <p>eg 'The message is that the terms of the Treaty of Versailles are going to destroy Germany completely. The country will never recover. This is shown by the fact that Germany is going to have its head cut off. France is shown to be mainly to blame for this.'</p>	0 1 2–4 5–6	Higher marks for use of source and contextual knowledge. Higher marks for use of source and contextual knowledge

Question		Answer	Marks	Guidance
		<p>Level 4 Explains point of view of cartoonist – what the cartoonist thinks about what is being done to Germany</p> <p>eg 'The cartoonist is showing how Germany is being punished in the Treaty of Versailles. The cartoonist does not agree with what is being done to Germany because he has shown it as an execution.'</p>	7	

Question		Answer	Marks	Guidance
5	(b)	<p><u>Study Source B. Why was this cartoon published in 1923? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that describe the cartoon – uses it as surface information</p> <p>eg 'This source was published to show that the French President was eating the children of the Ruhr.'</p> <p>OR</p> <p>Level 1 Reasonable misinterpretation of the sources</p> <p>Level 2 Answers that explain the context of 1923 but fail to explain message or purpose of cartoon or asserts cartoon is anti-French/trying to make people hate the French (no context)</p> <p>eg 'This cartoon was published in 1923 because in that year the French invaded the Ruhr. This was because Germany was not keeping up with its reparation payments and the French wanted their money. They went into the Ruhr which was where many German factories were and took their money that way.'</p> <p>Level 3 Answers that explain the sub-message of the cartoon</p> <p>eg 'This source was published to tell people that France had invaded the Ruhr.'</p>	<p>1–2</p> <p>3</p> <p>4</p>	

Question		Answer	Marks	Guidance
		<p>Level 4 Answers that explain the message of the cartoon</p> <p>eg 'This source was published to tell people that the French were monsters to invade the Ruhr. The cartoon shows the damage it is doing to the German people and children especially by showing Poincare eating German children.'</p> <p>Level 5 Answers that explain the purpose of the cartoon</p> <p>eg to encourage the German people to resist the French.</p> <p>Level 6 Answers that explain the purpose of the cartoon and the context of 1923</p>	5 6 7	

Question		Answer	Marks	Guidance
(c)		<p><u>Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that fail to explain whether surprised or not</p> <p>eg 'The Nazis are doing this because in 1923 they had tried to take over in the Munich Putsch. It failed but they saw the people who had taken part as heroes.'</p> <p>Level 2 Answers that explain lack of surprise because of the Putsch or answers that focus on celebration rather than the Putsch</p> <p>eg 'No I am not surprised. In the Putsch they had tried to take over the country and had fought for this so they wanted to remember their actions.'</p> <p>Level 3 Contextual explanation of surprised or not surprised</p> <p>These answers state/explain that they are surprised because the Putsch failed. Better answers will explain what a fiasco it was.</p>	1 2 3–5	Award 5 marks for both

Question		Answer	Marks	Guidance
		<p>Level 4 Contextual explanation of not surprised – in the context of 1935</p> <p>eg 'No I am not surprised. Although the Putsch was a failure by 1935 the Nazis were in power and using all kinds of propaganda methods to indoctrinate people. They can now afford to look back at the Putsch and remember those who took part as heroes. This is the version that will be given to the German people in 1935 so I am not surprised.'</p>	6	

Question		Answer	Marks	Guidance
6	(a)	<p>Briefly describe the aims and beliefs of the Nazi Party in the early 1920s.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Aims and beliefs include: union of Germany, Jews cannot be German citizens, Treaty of Versailles to be reversed, extra land for surplus population, nationalisation of businesses, only those of German blood should become German citizens and vote.</p> <p>eg 'The Nazis set out their ideas in the 25 point Programme and Hitler added to this in Mein Kampf. They wanted the treaty of Versailles to be reversed and they were anti-semitic.'</p>	1–5	

Question		Answer	Marks	Guidance
(b)		<p>Explain why Weimar Germany recovered under the leadership of Stresemann.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'It prospered because Stresemann had some very good policies and they did Germany a lot of good. Life for German people became better.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include – French leave the Ruhr, the Rentenmark, controls the amount of money printed, , government spending reduced, the Dawes Plan, Germany accepted back into international community, joined League of Nations,</p> <p>Level 3 Explains one specific reason</p> <p>Award 6 marks for one reason explained and another identified</p> <p>eg 'The Weimar Republic did well because it made Germany accepted by other countries again. It was allowed into the League of Nations so it became one of the great powers again helping to make important decisions. This was an important step in Weimar Germany recovering and prospering.'</p> <p>Level 4 Explains more than one specific reason</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'Hitler's decision to work within the political system was the most important reason for the growing popularity of the Nazis between 1924 and 1933.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I think this is right. Although there were lots of other reasons I think this was the most important.'</p> <p>Level 2 Identifies reasons why political methods worked or identifies other factors</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: political methods – helped make the Nazis more respectable, lessons learned from the Putsch, their policies were popular, use of propaganda, appeal to farmers and middle classes, but poor results in 1928; other reasons – the Depression, unemployment, wages and benefits cut.</p> <p>OR</p> <p>Level 2 Describes the methods of the Nazis</p> <p>Level 3 Identifies reasons why political methods worked and identifies other factors</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains how political methods or other factors helped</p> <p>eg 'I think it was other factors. It was the Wall Street Crash and the Great Depression in America. This spread to Germany and led to unemployment and great poverty. This made the Government very unpopular and this was when people began to turn to the Nazis.'</p> <p>Level 5 Explains how both political methods and other factors helped</p> <p>Level 6 Supports an argument about whether political methods was the most important reason</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg the use of political methods was the most important because this meant when the Depression came the Nazis were in a position to take advantage of it in a political way.</p>	5–6 7 8	

Question		Answer	Marks	Guidance
7	(a)	<p>Briefly describe Nazi ideas in the 1930s about the role of women in society.</p> <p>Target AO1</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 specific contextual knowledge.</p> <p>Examples might include: home-builders, mothers, dress modestly, produce children, only marry Germans, should not work.</p> <p>eg 'The Nazis thought that women should stay at home and look after the children. They did not want them to go out to work.'</p>	1–5	<p>Allow answers that point out that towards the end of the 1930s ideas were changing and women were encouraged to go out to work.</p>

Question		Answer	Marks	Guidance
(b)		<p>Explain how the lives of the German people changed after the start of war in 1939.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>eg 'It changed a lot. There lives were not as good as before the war. The war made their lives much worse and this was all because of the war.'</p> <p>Level 2 Identifies specific examples</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: women go out to work, air raids in cities, war economy – fewer consumer goods produced, wages kept down, standard of living fell, refugees fleeing from Russian advance, rationing and black market later in war, Hitler Youth made compulsory, members helped as eg fire fighters, opposition from some youth.</p> <p>Level 3 Explains one specific example</p> <p>Award 6 marks for one reason explained and another identified.</p> <p>eg 'Lives changed a lot for women. They were made to go out to work because most of the men had gone to fight in the war. The Nazis introduced a duty year where women had to do a year's work to help the country. They did not get paid for this. A lot of women thought they were better off before the war.'</p> <p>Level 4 Explains more than one specific example</p>	0 1 2–4 5–6 7	

Question		Answer	Marks	Guidance
(c)		<p>'There was little opposition to the Nazi regime throughout the period 1933 to 1945.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge. eg 'I agree with this. I think that the Nazis had everything under control and were able to get rid of any opposition. As a result there was little opposition.'</p> <p>Level 2 Identifies examples of, or reasons for, either little opposition or the existence of opposition</p> <p>Specific contextual knowledge demonstrated but no examples explained. Reasons include: little opposition – the Gestapo and SS, the Enabling Act and the banning of political parties, rounding up of Social Democrats and Communists, people won over by propaganda, control of the media, Hitler Youth and employment; existence of opposition – plots and youth opposition during the war, quiet grumbling, opposition from some parts of the churches eg Bonhoeffer.</p> <p>Level 3 Identifies examples of, or reasons for, either little opposition or the existence of opposition</p>	0 1 2–3 4	

Question		Answer	Marks	Guidance
		<p>Level 4 Explains lack of opposition or continuing existence of opposition</p> <p>eg 'I think there was little opposition to the Nazi regime. This was because of organisations like the Gestapo. They were the secret police. They kept an eye on everybody looking out for troublemakers. They used a system where they got ordinary Germans to spy on their neighbours. Using methods like these they were able to keep the opposition down.'</p> <p>Level 5 Explains lack of opposition and existence of opposition.</p> <p>Level 6 Supports an argument about whether there was little opposition.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts eg there was opposition but it was not open it was forced out of view by the Nazis but it was still there as becomes clear later in the regime.</p>	5–6 7 8	

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