

GCSE

History A (Schools History Project)

Unit **A954B/12**: Study in Development and Study in Depth: with
Britain, 1815-1851

General Certificate of Secondary Education

Mark Scheme for June 2015

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

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

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Section A – Medicine Through Time

| Q | Answer | Marks | Guidance |
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| 1 (a) | | 7 | |
| | <p>Q: Study Sources A and B. What can you learn from these two sources about medicine in the Middle Ages? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and knowledge and understanding of medicine in the Middle Ages in order to produce a response explaining in detail what can be learned from the two sources together through inference and contextual knowledge about medieval beliefs about causes/treatment of illness.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the source(s) and knowledge and some understanding of medicine in the Middle Ages in order to produce a response explaining what can be learned from the sources separately through inference and contextual knowledge about one medieval belief about causes/treatment of illness.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates describe the source(s) and show limited knowledge and understanding of medieval beliefs about causes/treatment of illness.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source(s) and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>You can learn a lot about people's beliefs about what caused disease. Source A shows that they still believed in the Four Humours. The patient is being made to vomit by the doctor to get rid of some yellow bile, one of the humours that has got out of balance. It was believed that the humours must be kept in balance to keep a person healthy. =L3/4</i></p> <p><i>Source B comes from the time of the Black Death. It shows flagellants whipping themselves because they thought that the Black Death was a punishment from God for their sins. They are punishing themselves in the hope that God will be more merciful. =L4/6 (including previous paragraph)</i></p> <p><i>These two sources together show that people in the Middle Ages believed in natural and supernatural causes and treatments. The Four Humours were based on natural beliefs while the flagellants believed in supernatural causes. These two types of beliefs lived side by side in the Middle Ages. = L4/7 (based on all 3 paragraphs)</i></p> |

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| Q | Answer | Marks | Guidance |
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| 1 (b) | | 8 | |
| | <p>Q: Study Source C. ‘There had been little development in ideas about disease in the period from the Middle Ages to the late nineteenth century.’ How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source does not support this interpretation for two reasons: the source is a biased account of germ theory and there were new ideas developed over the period. One of these was Pasteur's germ theory which showed that germs cause disease and that germs are in the air all the time. Pasteur carried out experiments in the 1860s to prove this. However, not everyone accepted his ideas. For some the idea that germs were floating in the air all the time was ridiculous. Rossignol was one of these and even challenged Pasteur about his anthrax vaccine. Pasteur showed in a public test that his ideas were right. So Source C does not show that there was little development because it wrongly criticises germ theory which was a massive step forward. All medicine today is still based on it.</i></p> <p><i>However, it is true that before germ theory there were not many new ideas. Even in the nineteenth century some people still used the Four Humours and others believed God brought disease. Some, for example, thought that God caused smallpox as a punishment and therefore vaccination was wrong. There were some new ideas such as spontaneous generation which said that germs came from rotting matter while other people believed in miasma - gases given off by rotting flesh or vegetables.</i></p> <p><i>Overall, there were some new ideas, but not many developments in ideas about disease. The most important was the germ theory at the end of the period which Source C was wrong to criticise.</i></p> |

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| Q | Answer | Marks | Guidance |
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| 2 (a) | | 5 | |
| | <p>Q: Briefly describe the part played by religion in Ancient Egyptian medicine.</p> <p>One mark for each valid example of the part played by religion identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>gods like Horus and Bes caused disease or gave protection</i> • <i>doctors were often priests</i> • <i>they called for help from the gods through spells</i> • <i>they turned to gods for internal injuries or diseases where the cause was not obvious</i> • <i>they embalmed bodies for religious reasons which led them to learn about the structure of the body</i> • <i>they washed and kept clean for religious reasons.</i> • <i>Charms to keep bad spirits away (2)</i> |

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| Q | Answer | Marks | Guidance |
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| 2 (b) | | 7 | |
| | <p>Q: Why did the Romans use many Greek medical ideas? Explain your answer.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge and understanding of why the Romans used many Greek medical ideas. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the Greek and Roman periods.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge and understanding of why the Romans used many Greek medical ideas. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge and understanding of why the Romans used Greek medical ideas. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge and understanding of why the Romans used Greek medical ideas.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One of the reasons for this is that the Romans gradually conquered much of the Greek empire. This meant that the Romans had access to Greek ideas and beliefs. One of these was the god Asclepius. The Romans borrowed gods from lots of different peoples and they did so with Asclepius. When Rome was suffering from a terrible plague the Romans were desperate for help. They asked the Greek priests at a Greek Asclepeion for help and a temple was built in Rome. Temples to Asclepius were then built all over the Roman Empire.</i></p> <p><i>Another reason is that the Romans did not develop their own doctors. The head of each household looked after his family's health and doctors were not regarded as necessary. However, the influence of Greek ideas on the Romans gradually increased and more and more Greek doctors like Galen went to Rome. Wealthy Roman families began to employ Greek doctors and so their ideas about the causes of disease and treatments based on the Four Humours began to spread across the Empire.</i></p> |

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| Q | Answer | Marks | Guidance |
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| 2 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: ‘Greek medical ideas and practices prevented progress in medicine in the period between the Romans and the end of the Medical Renaissance.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that Greek ideas and practices prevented progress in medicine in the period from the Romans to 1700. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain both sides of the argument about whether Greek ideas and practices prevented progress in medicine up to 1700. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think that Greek medical ideas did help prevent progress to some extent. This is particularly true of Galen. His ideas fitted in very well with Christianity because he believed that every person was made of the same elements as the universe as a whole. This matched the Christian idea that God created everything. This led to the Church supporting Galen's ideas. This meant that new ideas were not allowed and little progress was made in medicine because all the doctors had to follow Galen. They thought he had all the answers. Even dissections were used only to show students what Galen said about the body. When doctors were trained they simply learned Galen's ideas. This shows how Greek ideas stopped any progress in medicine for a long time.</i></p> <p><i>However, Greek ideas also had the effect of helping new ideas develop. At the time of the Renaissance there was a new interest in Greek ideas. They had been learning Galen's ideas through translations that were not very accurate. So they went back to the original writings and this encouraged people to take more interest in the natural world around them. They began to study the natural world, including the human body, very carefully. People like Leonardo da Vinci made lots of detailed drawings of how the body worked. They soon found Galen had made mistakes because he had mainly used animals for his work but he did encourage people to study human bodies if they could. When people like Vesalius started to do this they saw Galen's mistakes. This led to Vesalius producing his Fabric of the Human Body which gave people a much better understanding of the human body. This only happened because of Greek ideas.</i></p> <p><i>It is clear that Greek ideas encouraged and prevented progress in medicine. I think the help it gave was more important because it only held up progress for a few hundred years but when it helped it led to an enormous step forward that has led to modern medicine today.</i></p> |

| Q | Answer | Marks | Guidance |
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| <p>2 (c)</p>  | <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of medicine through time up to 1700 in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons whether Greek ideas prevented medical progress since Roman times and up to 1700. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of Greek ideas on medicine since Roman times and up to 1700.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | <p>Must be based on Greek ideas- see examples on previous page, but other examples are also relevant, as long as they are based on Greek ideas.</p> <p>Do not forget SPAG out of three marks.</p> |

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| Q | Answer | Marks | Guidance |
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| 3 (a) | | 5 | |
| | <p>Q: Briefly describe treatments in medieval hospitals.</p> <p>One mark for each valid treatment identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>treatments based on the Four Humours - purging, bleeding</i> • <i>most were houses of religion so their main job was to care for patients spiritually, patients spent their time praying</i> • <i>they were fed and kept clean</i> • <i>the poor were given a few nights shelter by almshouses</i> • <i>leper houses kept lepers separate from the rest of society</i> • <i>treatments performed by nuns and priests (religious people-nuns and priests/monks are not to be awarded separately)</i> • <i>sanitation in monasteries</i> |

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| Q | Answer | Marks | Guidance |
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| 3 (b) | | 7 | |
| | <p>Q: How did the Church help the development of medicine in the Middle Ages? Explain your answer.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge to explain the ways in which the Church helped the development of medicine in the Middle Ages. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge to explain how the Church helped the development of medicine in the Middle Ages. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the ways in which the Church helped the development of medicine. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the ways in which the Church helped the development of medicine in the Middle Ages.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Church helped the development of medicine in several ways. One important way was through the monasteries. They built hospitals because it was the duty of monks to look after the sick. They would also study and grow herbs for treating their patients. The monasteries also were wealthy enough to build themselves good public health facilities to provide clean water, drains, privies and wash houses. Often the best public health in the Middle Ages was to be found in monasteries.</i></p> <p><i>The Church also helped by preserving the medical writings of the Greeks and Romans like Galen and Hippocrates. When the Roman Empire collapsed the study of medicine was wiped out and many old ideas were lost. However, the libraries in the monasteries and cathedrals kept copies of Greek and Roman writers and this helped preserve their ideas so that they were not lost. The monks copied and studied the ideas and ensured that these ideas could be studied again later such as in the Renaissance when there was a new interest in Greek and Roman ideas.</i></p> |

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| Q | Answer | Marks | Guidance |
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| 3 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: How far do you agree that the Medical Renaissance had little impact on how patients were treated in the period up to 1914? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that the Medical Renaissance had little impact on how patients were treated in the period up to 1914. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain both sides of the argument about whether the Medical Renaissance had little impact on how patients were treated in the period up to 1914. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I partly disagree with this because some of the ideas in the Medical Renaissance did have an impact on how patients were treated. Pare's ideas led to doctors slowly giving up the use of cauterising for wounds. He used ligatures instead to stop the bleeding after an amputation. However it did take a long time for his ideas to be accepted. His work also showed that soothing oils were much better at cleaning wounds than burning oils. He carried out an experiment that showed the patients who had had the ointments used on them recovered better. He put his ideas into his books and this gradually spread the ideas. It is also important to point out that although Harvey's discovery of the circulation of the blood had no immediate effect it did make successful blood transfusions possible around 1900 and it also led to the understanding of different blood groups.</i></p> <p><i>However, many of the discoveries in the Renaissance like those of Vesalius and Harvey did not lead to new treatments straight away. One of the reasons for this is that their ideas were about the structure of the body and how it works. They did not actually come up with new ways of treating patients. Vesalius' ideas about the structure of the body challenged Galen and so there was opposition to his ideas for some time. Harvey's work on the circulation of the blood was very important but not immediately. This was because doctors still did not know about different blood groups and this stopped them from carrying out successful transfusions.</i></p> <p><i>It is clearly the case that these discoveries had little impact on the treatment of patients because we can still see old treatments like bleeding and purging and even supernatural ideas about the causes of the Plague being used. However, overall I would disagree with the statement because in the long term all the modern methods like blood transfusions and complicated surgery would not be possible without the discoveries made in the Renaissance.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
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| 3 (c)  | <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914 in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

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| Q | Answer | Marks | Guidance |
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| 4 (a) | | 5 | |
| | <p>Q: Briefly describe attempts to solve the problem of pain during operations between 1790 and before the work of Simpson in the late 1840s.</p> <p>One mark for each valid example of attempts to solve pain. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Humphrey Davy and the use of laughing gas in 1790s - not followed up</i> • <i>Horace Wells and use of laughing gas for extraction of teeth in the 1840s</i> • <i>John Warren uses ether to remove a tumour</i> • <i>Robert Liston uses ether to remove a leg</i> • <i>other methods - hypnosis, drugs like opium, get patients drunk.(maximum of three marks)</i> • <i>Putting them to sleep (=1 mark for a general answer)</i> |

Section A – Medicine Through Time

| Q | Answer | Marks | Guidance |
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| 4 (b) | | 7 | |
| | <p>Q: Explain how war helped the development of medicine in the period 1800 to 1918.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how war helped the development of medicine in the period 1800-1918. They explain at least two examples that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain one example of war helping the development of medicine in the period 1800-1918. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of war helping development in medicine in the period 1800-1918. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of war helping development in medicine in the period 1800-1914.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>War helped medicine develop in the nineteenth century in several ways. First, it encouraged Pasteur and Koch to make new discoveries about germs and vaccines. Pasteur and Koch were French and German and these two countries were great rivals at that time. In 1870 they fought a war against each other. Both Pasteur and Koch wanted to make discoveries for the national glory of their country. As soon as one made a discovery the other went one step better. For example Koch made discoveries about which germ caused a particular disease but Pasteur went on to develop vaccines for these diseases.</i></p> <p><i>Another example is during the First World War. There were many soldiers very badly wounded and doctors needed to be able to store blood so that they could give the soldiers transfusions at the Front. When it was stored it often clotted. However, the desperate need to store blood drove them to discover a way of using sodium citrate to stop the blood from clotting. They were soon able to refrigerate it and could transport it to, and use it at, casualty stations near the Front.</i></p> |

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| Q | Answer | Marks | Guidance |
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| 4 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: 'The most important development in medicine in the twentieth century was the introduction of the National Health Service.' Explain how far you agree with this statement.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree with the statement. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far the NHS was the most important development in the twentieth century. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The introduction of the National Health Service was very important indeed. This was because before it was introduced most people could not afford health care. They could not even afford to go to the doctors when they were ill. This was because doctors and hospitals charged people for treatment. Only some people had health insurance. The situation was made worse in the 1930s when lots of people were out of work. This meant they could not pay their insurance contributions. The situation was desperate as the death rate of infants grew higher and higher. Little was done until the Second World War. Evacuation made well-off people see how unhealthy the working classes were and a National Health Service was planned. It was important because it gave people health care free. It was paid for by taxes. Hospitals were nationalised and doctors joined the NHS. Millions of people now saw a doctor for the first time and the health of the nation was dramatically improved. This is why it was important.</i></p> <p><i>Another development that was vital was the development of penicillin. Doctors had nothing to protect people against deadly staphylococcus germs that killed a lot of people. When Fleming discovered penicillin and it was later mass produced, it became very important in the Second World War. Over a quarter of a million soldiers were treated and saved. After the war it was developed more and it was now used to treat a whole range of diseases such as syphilis. There are not many people in this country that have not had penicillin at some stage in their lives. However, I think the NHS is far more important because without it most people would not be able to afford penicillin and so it would not have had the effects it has had.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
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| 4 (c)  | <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the introduction of the NHS, or of one other development, in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why the introduction of the NHS or another development was the most important development in the twentieth century. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of developments in the twentieth century.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 mark)</p> <p>No response or no response worthy of credit.</p> | | |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
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| 5 (a) | | 7 | |
| | <p>Q: Study Sources A and B. Why do these two sources give different impressions of law enforcement? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and sound knowledge and understanding of law enforcement in the early nineteenth century. They interpret the sources and use contextual knowledge to evaluate why the sources give different impressions.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the sources and some knowledge and some understanding of law enforcement in the early nineteenth century. They interpret the sources and use the sources to explain why they give different impressions.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates show limited knowledge and understanding of law enforcement in the early nineteenth century. They use surface information of the sources to produce a simple response with some attempt to explain the different impressions.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>These two sources give different impressions because they describe the police before and after Peel's reforms and the setting up of the Metropolitan Police Force. Source A describes the watchmen who were used at this time. They had been first used when towns were not so big but they were now useless. The towns were industrial and large and had much more crime. The watchmen also often had day jobs to go to so they did not do much good during the night. As the source shows they were too old or too unwell to do an effective job. All they ended up doing was calling out the time. The Fielding brothers realised how useless they were and set up the Bow Street Runners to patrol the streets.</i></p> <p><i>When Peel became Home Secretary he realised that a proper police force was needed. In 1829 he set up the Metropolitan Police Force in London. They were a proper professional force with uniforms. Source B contains some of the instructions given to Peel's policemen. It is clear that they were meant to be much more efficient than the watchmen. This can be seen by the fact that they had to know their beat well and the people living on it. They also had to visit every part of their beat every ten minutes. This gives a very different impression from Source A because they are meant to be a big improvement. They have been introduced because the watchmen were not effective.</i></p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
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| 5 (b) | | 8 | |
| | <p>Q: Study Source C. ‘After 1829 the police were a success through the rest of the nineteenth century.’ How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I agree with this interpretation to some extent. The police certainly had an uncertain start. When they were set up in 1829 many people were very suspicious of them. People feared that they would interfere with their freedom and that they would be very costly. The first policemen were not well paid and this meant that the quality of the first recruits was poor. They were often drunk and did not stay in the force for long. They were also unpopular because of their violent actions against demonstrations such as in Hyde Park in 1855.</i></p> <p><i>However, as Source C shows they gradually became popular with the public. Instead of being called 'Crushers' they became know as 'Bobbies' which shows that they were beginning to be seen differently. Source C shows the policeman to be kindly and helpful and the people around trust the policeman to look after the lost little girl. However, the picture is very sentimental and has clearly been drawn to put the police in the best possible light. This is why a lost little girl has been used. But just because this source is suspect does not mean that the police were not a success as the nineteenth century went on. In the second half of the century the crime rate began to fall and the police were so popular that other parts of the country set up their own forces. So overall, I mostly agree with the interpretation although the police were not completely successful as Jack the Ripper showed.</i></p> <p><i>Failure to capture Jack the Ripper = ID but;</i></p> <p><i>Allow explanations based on the police failings in attempt to catch Jack the Ripper eg. Police were unsuccessful because they decided not to use bloodhounds as they were being mocked in the press for using dogs.</i></p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 (a) | | 5 | |
| | <p>Q: Briefly describe how the Romans kept law and order in the countries they conquered.</p> <p>One mark for each valid way in which Romans treated people in the countries they conquered.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Roman laws were introduced</i> • <i>legionaries were used to police villages and towns</i> • <i>uprisings like Boudicca's were put down harshly</i> • <i>conquered kings were taken back to Rome</i> • <i>governors were appointed. They travelled the province hearing complaints and acting as a judge</i> • <i>use of civitates</i> • <i>magistrates were elected</i> • <i>use of client kingdoms.</i> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
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| 6 (b) | | 7 | |
| | <p>Q: Explain how medieval manorial courts imposed law and order.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of how medieval manorial courts imposed law and order. They produce a multi-example response that demonstrates thorough understanding of manorial courts and how they worked through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of how manorial courts imposed law and order. They produce a single-example response that demonstrates understanding of how manorial courts worked.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of manorial courts and how they imposed law and order. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of how manorial courts imposed law and order.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The manorial court was under the control of the lord of the manor. Many were in rural areas. Most of the people would either work for him or hold land from him so they had to do as he said. The court was often run by the lord's Steward. The court was held several times a year and all the villagers had to attend. If they did not then they would be fined. The jury was made up of 12 of the villagers and they would collect all the evidence and then decide if somebody was guilty. This meant that the whole village was involved or represented. This all made sure that everybody would obey the court because it was the community sorting out the problems. This helped it keep law and order.</i></p> <p><i>The court would also punish people to keep law and order. Most of those found guilty of offences at the manorial court would be fined but when a person committed a crime against the village as a whole, such as selling underweight bread, they were usually punished by spending time in the stocks. If people committed serious crimes they should have been sent to the king's courts. However, some lords of the manor preferred to deal with these crimes in the manorial court and a few people were even executed or mutilated.</i></p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: Were punishments harsher in the eighteenth or the nineteenth century? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to compare harshness of punishments in the eighteenth and nineteenth centuries. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about punishments in the eighteenth and nineteenth centuries. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about whether punishments were harsher in the eighteenth or nineteenth centuries. They produce a response that demonstrates some understanding of the past.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Punishments were very harsh in the eighteenth century. This was because of the Bloody Code. This was introduced because people were worried about the increase in crime. They also wanted to protect property and stop crimes like poaching. The death penalty was introduced for all kinds of crime and by the end of the eighteenth century there were over 200 offences that had the death penalty like stealing sheep or horses. The government thought this would act as a deterrent, especially the fact that the executions were carried out in public.</i></p> <p><i>It could be argued that punishments in the nineteenth century were less harsh. This is because early in the century the Bloody Code was abolished and the number of offences that carried the death penalty was reduced. Instead, prison was used a lot more. However, the punishments in prisons were still very harsh. Two systems that were used were the silent and separate systems that prevented prisoners from talking to each other and spending long periods in solitary confinement. This sent some of them mad. There was also hard labour, whipping and electric shocks. The idea was to make prisons as terrifying as possible to act as a deterrent. At the same time there were people like Elizabeth Fry who were improving prison conditions.</i></p> <p><i>The answer to this question is not straightforward. In the eighteenth century many people thought the Bloody Code was unfair and juries stopped finding people guilty because they thought the death penalty was unfair for the offence. Amazingly the number of executions actually went down. So I think that punishments in the nineteenth century were more harsh because many of those in the eighteenth century were not being carried out.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 6 (c)  | <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of punishments being harsh. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of punishments in the eighteenth or nineteenth centuries.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 (a) | | 5 | |
| | <p>Q: Briefly describe how women suspected of being witches were questioned and punished.</p> <p>One mark for each valid example of how women suspected of being witches were questioned and punished.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>hanging</i> • <i>the swimming test</i> • <i>torture e.g. depriving suspects of sleep</i> • <i>Hopkins looked for the Devil's marks on women's bodies</i> • <i>imprisoned</i> • <i>burning</i> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 (b) | | 7 | |
| | <p>Q: Why did people in the sixteenth and seventeenth centuries believe in witches? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why people believed in witches. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why people believed in witches. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why people believed in witches. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why people believed in witches.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There are several reasons why people believed in witches at this time. People believed in witches because people did not have natural ways of explaining why many things happened such as a bad harvest or a child dying. They turned to supernatural explanations like witches to explain these things. Everybody believed in the Devil and so it made sense to them to believe in witches who were the Devil's followers.</i></p> <p><i>The sixteenth and seventeenth centuries were periods of great instability and religious change. There was the Reformation but there were still many Catholics in the country. In the sixteenth century England had changed between being Protestant and Catholic several times. Some of the new Protestant beliefs said that the Devil and his servants were trying to draw people away from God. So as more people became Protestant more of them believed in witches. Some of them even thought that Catholics were agents of the Devil.</i></p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: Did the treatment of women by the law improve in the period 1600 to 1900? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the treatment of women by the law improved between 1600 and 1900. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of law and order to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the treatment of women by the law improved between 1600 and 1900. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of law and order to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the treatment of women by the law between 1600 and 1900 in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In the 1600s and 1700s there were ways in which women were not treated fairly. This was especially the case when a man and a woman got married. The woman ceased to exist legally and was under the authority of the husband. This led to much unequal treatment. For example, if a husband and a wife were accused of drunkenness then only the woman would be sent to the stocks. When adultery took place women were more likely to be punished because adultery might lead to illegitimate children. There was a great stigma about this then and the local community might have to pay for the children to be brought up. This would be blamed on the woman. The ducking stool was used for punishing women who argued in public but it was not used for men. Behind all this was the idea that women should behave more properly and that they were inferior to men. If a woman murdered her husband she was burned to death as a sign that this kind of murder was worse because she had acted against the ruler of the household.</i></p> <p><i>In the nineteenth century women were not at first treated fairly by the law. They were still regarded as the property of their husbands. When a woman got married all her wealth went to her husband and if she worked her wages belonged to her husband. Men could divorce their wives for adultery but women could not. If they divorced the man would get the children. Women were also not allowed to be magistrates. However, things did begin to change later in the nineteenth century. Women could divorce their husbands for violence and they could keep the money they earned. In the 1880s the law was changed so that women kept their own property when they married. Married women were at last separate beings according to the law.</i></p> <p><i>Overall, although there was not much improvement for a long time, by 1900 women, although not equal, were being treated more fairly.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 7 (c)  | <p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of the treatment of women improving or not improving between 1600 and 1900. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of women by the law 1600 to 1900. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 (a) | <p>Q: Briefly describe the work of one individual who had an impact on crime and punishment.</p> <p>One mark for each valid description identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Credit can be given for one individual only.</i></p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Fry and prison reform, shocked by what she saw at Newgate prison, responsible for reforms - rules for women to obey, female warders, schools in prison for women and children, regular work for them in prison</i> • <i>William I introduced trial by battle and the forest laws but kept many of the old Saxon laws, also introduced the idea of the king's peace so fines were paid to the king.</i> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 (b) | | 7 | |
| | <p>Q: Explain how wars have had an impact on crime and punishment.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of the impact of wars on crime and punishment. They explain at least two examples that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of the impact of war on crime and punishment. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the impact of war on crime and punishment. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the impact of war on crime and punishment.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The First World War had an impact on crime and punishment because it created a new crime. In the war conscription was introduced and all men between the ages of 18 and 41 had to join the armed forces. Some men were not willing to fight because they were against using violence. Many of them were Quakers. Some of them helped doing jobs like ambulance drivers but others refused to do anything. They were put in prison and they lost the right to vote.</i></p> <p><i>Another example is when the Roman Empire was destroyed by invasions and war. Angles and Saxons settled in Britain and much of the Roman system of law and order was lost. The Saxons introduced their own systems that included the hue and cry and the wergild which means the blood price. This was the price a guilty person had to pay to victims as a punishment for a crime. So the destruction of the Roman Empire by war led to these changes.</i></p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: Which had the more important impact on crime and punishment, religion or government? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether religion or government had the greater impact on crime and punishment. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether religion or government had a greater impact on crime and punishment. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the impact on crime and punishment of religion or government. They produce a one-sided answer and explain the impact of one factor. They produce a response, not always fully developed, that demonstrates some understanding of the past.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Religion has had an important impact on crime and punishment. For example the idea of trial by ordeal in the Middle Ages was based on the belief that God would decide if someone was guilty or not if a jury could not decide. Trial by battle introduced by William I is another example of God deciding. This was also the case with witchcraft and the swimming test where it was God that decided who was guilty. This shows how much people depended on religion to find out if someone was guilty or not. Another way in which religion was important is the crime of heresy. For a long time people had to obey the religious ideas that the government and the Church enforced. In the Middle Ages this was Catholicism. If people had other beliefs they would be guilty of heresy and would be punished, probably executed.</i></p> <p><i>Government has also had an important impact on crime and punishment. Governments have often decided what was a crime and what types of punishments should be used. For example, it was the government that introduced the Bloody Code in the eighteenth century and increased the number of offences that carried the death penalty. This had a great impact on people. It was also government that introduced harsh punishments for vagrants in Elizabeth's reign. The silent and separate systems in prisons in the nineteenth century were also introduced by governments. Because governments have so much power and can change the law they have had an important impact on crime and punishment.</i></p> <p><i>In the Middle Ages religion and government were almost the same thing and it is difficult to say which was more important. The government supported the church. But in more recent times religion has become less important and it has been governments which have had a more important impact.</i></p> <p>Do not forget SPAG out of three marks.</p> |

Section A – Crime and Punishment Through Time

| Q | Answer | Marks | Guidance |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates demonstrate some relevant knowledge to identify examples of the impact of religion and government on crime and punishment and they produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of religion and government on crime and punishment.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
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| 9 (a) | | 6 | |
| | <p>Q: Study Source A. What is the message of this source? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (5-6marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period and of factory conditions and attitudes towards them. They interpret the source by explaining the main message and produce a sound response in context.</p> <p>Level 3 (3-4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period and of factory conditions and some understanding of the source to explain valid sub-messages in some context.</p> <p>Level 2 (2 marks)</p> <p>Candidates demonstrate limited knowledge and understanding of factory conditions. They show some surface understanding of the source. They produce a simple response.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>The message of this source is that not only are conditions in factories for child workers terrible they are even worse than those for slaves in the West Indies. Very young children worked in textile factories at this time and the conditions were terrible. They worked very long hours and could lose a limb in the big machines. The damp air affected their lungs and they were often exhausted. They were paid very little. People like Lord Shaftesbury thought this was terrible and wanted to introduce reforms. One of the main reforms they wanted was to reduce the hours that children worked to 10 hours a day. This was achieved in 1833 for children under 9. This source could be part of the campaign for a 10 hour day. It claims the children in the factories are treated like slaves and the picture shows the state they are in. The picture on the right shows a West Indian slave owner shocked by the dreadful state of a child worker from an English factory. So the message of this source is that it is wrong to employ young children in factories, they are being treated dreadfully, and it should be stopped. This is really emphasised by the author who says that this state of affairs makes the truth stranger than fiction.</i></p> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
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| 9 (b) | | 7 | |
| | <p>Q: Study Source B. 'Concern for child workers and their families was the main reason why people opposed reforming working conditions in factories.' How far do you agree with this interpretation? Explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that concern for child workers and their families was the main reason why some people opposed reforming working conditions in factories.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that concern for child workers and their families was the main reason why some people opposed reforming working conditions in factories.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that concern for child workers and their families was the main reason why some people opposed reforming working conditions in factories.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about opposition to factory reform.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>Source B is from a debate about reducing the working hours of children down to 10 hours. Many people opposed this. The MP in this source claims that the parents need the money from the children's work and without it they will be in trouble. He also claims that this reform will harm the children and that it is the parents' job, not Parliament's, to make important decisions about the children. This shows that the MP thinks reform will interfere with the rights of the parents. Many people, including the factory owners, also claimed that working in these factories gave the children discipline and taught them the habit of working hard. This is why it was good for them and why reform was bad for them. However, this MP is trying to think up some reasons to persuade other people.</i></p> <p><i>The real reason why people opposed these reforms was out of self-interest. It would be more expensive for the factory owners to employ adults instead and so their profits would go down. This would give an advantage to their competitors overseas. They also claimed that the children who had been interviewed about their conditions had lied and in some cases had been told what to say. The factory owners also did not believe the government should interfere in the running of the factories. They thought this was a private matter and believed in laissez faire.</i></p> <p><i>So I do not agree with this interpretation. I think they opposed reform for other reasons that were about what was good for them and not for the children.</i></p> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
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| 9 (c) | | 7 | |
| | <p>Q: Study Source C. Why was this source published in 1842? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (7 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the source and sound knowledge and understanding of the campaign to reform working conditions in the mines and of the Commission led by Shaftesbury. They evaluate the purpose of the source (in terms of intended impact) and they use their knowledge and understanding of the context to explain why it was published in 1842.</p> <p>Level 4 (5-6 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the source and some knowledge and understanding of the campaign to reform working conditions. They evaluate the purpose of the source (in terms of intended impact) and they use their knowledge and understanding of the context to explain why it was published at this time.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the campaign to reform working conditions to explain the message of the source in context.</p> <p>Level 2 (2-3 marks)</p> <p>Candidates demonstrate some understanding of the source and limited knowledge and understanding of the campaign to reform working conditions. They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of the source without setting it in context.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source was published as part of the Commission's report on the working conditions in coal mines. The Commission was led by Lord Shaftesbury and the members visited some coal mines and interviewed the workers. The Report was published in 1842 and had the purpose of persuading Parliament to pass some reforms. The Report showed that the working conditions were terrible. Shaftesbury was particularly worried about the moral dangers of children working half naked and with adults that were naked. He was also worried that women workers were neglecting their duties at home looking after the children and providing a good home. As the source says if the women are corrupted then there is no chance that children will be brought up properly. Some of the mine owners claimed that the Inspectors had told the children what to say. The Report was published to persuade MPs that these terrible conditions could not go on. The Report worked because in 1842 a reform was passed that banned work underground for all women and girls and for boys of 10 and under. So it achieved its purpose.</i></p> |

| Q | Answer | Marks | Guidance |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| | <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit</p> | | |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 (a) | | 5 | |
| | <p>Q: Briefly describe the actions taken by the government after the events at Peterloo in 1819.</p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Henry Hunt sent to prison for two years</i> • <i>blocked an enquiry into the events</i> • <i>supported the actions of the magistrates</i> • <i>passed the Six Acts - taxes on papers increased, banned unofficial military training, gave magistrates power to search houses for arms, political meetings could only be held with permission of magistrate</i> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 (b) | | 7 | |
| | <p>Q: Why was Parliament reformed in 1832? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of why the 1832 Reform Act was passed when it was. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of why the 1832 Reform Act was passed when it was. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the 1832 Reform Act was passed when it was. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why the 1832 Reform Act was passed when it was.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The 1832 Reform Act was passed when it was because of the growing pressure for reform. There were poor harvests, higher food prices and unemployment at this time. This led to riots like the Swing Riots and the Bristol Riots in 1831 where buildings were destroyed and people killed. There were also riots for parliamentary reform in other cities. People were worried that the country was getting close to a revolution especially as there had been one in France in 1830. So reform was seen as a way of stopping revolution from breaking out.</i></p> <p><i>It was also passed because there was a lot wrong with the present system. Most of the MPs were landowners with many constituencies in parts of the country where they had their estates but hardly anyone lived. The factory owners and business men who were making the country rich were not represented. The large industrial towns did not have their own MPs and there was a feeling that the middle classes who were so important to the country did not have the vote.</i></p> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 10 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| | <p>Q: How far do you agree that the development of the Chartist movement shows that the 1832 Reform Act was a failure? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether or not the development of the Chartist movement shows that the 1832 Reform Act was a failure. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the development of the Chartist movement shows that the 1832 Reform Act was a failure. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>No I disagree with this statement. The Chartists wanted votes for all men, a secret ballot and elections every year. This is not what the people who passed the 1832 Reform Act wanted. The middle classes wanted the vote extended to themselves and not to the workers while other people had wanted to stop even more radical reform from happening. In a way the appearance of the Chartists shows that the 1832 Reform Act did what the people who passed it wanted. The landowners really wanted to hold onto power and so they passed minor reforms to keep the middle classes happy and this allowed them to keep their control on power. Rotten and pocket boroughs still existed. The activities and demands of the Chartists shows that the ruling classes got what they wanted from the 1832 Act.</i></p> <p><i>On the other hand the 1832 Reform Act was a failure if you belonged to the working classes. They had rioted in favour of the Act and they had hoped for much more reform. They soon realised that they had got nothing out of the reforms at all. The same kind of people stayed in Parliament with a few more MPs from the middle classes. The working classes did not get the vote and so for them the 1832 Reform Act was a failure.</i></p> <p><i>The answer to this question is that it depends who you look at. The development of the Chartists with their demands shows that for the working classes it was a failure but for the ruling classes and the middle classes it was a success.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
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| <p>10 (c)</p>  | <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the 1832 Reform Act and the Chartists to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify some results of the 1832 Reform Act and the Chartists. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the period and of the 1832 Reform Act and the Chartists.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 (a) | | 5 | |
| | <p>Q: Briefly describe people's reactions to the navvies.</p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p> | 5 | <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>they feared the arrival of the navvies because they could outnumber the population of small towns and villages</i> • <i>the people who lived nearby were worried because when the navvies got paid they would spend their money on beer and get drunk. Fights and riots could follow</i> • <i>people did not like them because they looked dangerous and barely human which may include the hovels they lived in</i> • <i>people were disgusted by them because of their living habits. They often lived with women they were not married to.</i> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
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| 11 (b) | | 7 | |
| | <p>Q: Explain why the Liverpool and Manchester Railway was built.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why the Liverpool and Manchester Railway was built. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why the Liverpool and Manchester Railway was built. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the Liverpool and Manchester Railway to produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the Liverpool and Manchester Railway.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The railway was built because of the growing trade between Liverpool and Manchester. All the raw materials from overseas that were needed in Manchester to make goods were piling up in Liverpool. There were lots of complaints from the factory owners in Manchester. The materials like cotton were sent to Manchester by canal but this was very slow and could not cope with the amount of materials that were there. There were not enough barges, the locks on the canals slowed everything down and the canals charged very high rates because there was no competition. Another form of transport between Liverpool and Manchester was needed.</i></p> <p><i>The other form of transport between Liverpool and Manchester was by road. But the road between the two cities was packed with hundred of wagons leaving Liverpool everyday. The road was in terrible condition and the journey was very slow. It was not very good for carrying the bulky and heavy goods that needed to be transported. This was another reason why it was decided that the railway had to be built.</i></p> |

Section B – Britain 1815-51

| Q | Answer | Marks | Guidance |
|---------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 (c)  | | 11 (8 + 3) |  This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks. |
| 11(c) | <p>Q: 'The development of the railways benefited people in Britain.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the railways benefited people in Britain. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far the railways benefited people in Britain. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how far the railways benefited people in Britain. They produce a response that demonstrates some understanding of the past.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I partly agree with this statement. The railways did benefit some people but not everyone. The working classes benefited a lot. The railways provided lots of jobs on the railways themselves but also making and repairing the engines and coaches. Towns like Swindon grew because of all the extra workers living there. They also benefited from the fresh food that could now be delivered quickly. People in the towns could eat fresh fish and vegetables and this gave them a healthier diet. They also benefited from being able to go to the seaside for holidays for the first time because cheap tickets were issued.</i></p> <p><i>However, not everyone benefited. The people who owned the canals and the turnpike companies were in trouble. The railways were much quicker for goods and passengers and some of these companies lost their trade and went bankrupt. There were also the landowners who were annoyed that the railways were going through their land. They said it spoilt the views and broke up their estates. They were also worried that it might bring the different classes closer together and that dangerous ideas might spread. For example, the Chartists used the railways to send speakers all over the country.</i></p> <p><i>However, overall there is no question that the railways benefited the people of Britain. They boosted industry, trade and employment, gave people better diets and holidays and spread news more quickly. The railways were the future and the few landowners who complained would have to accept them.</i></p> <p>Do not forget SPAG out of three marks.</p> |

| Q | Answer | Marks | Guidance |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------|
| 11 (c)  | <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify reasons whether the railways did/did not benefit people in Britain. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of the railways.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p> | | |

Spelling, punctuation and grammar (SPaG) assessment grid for use with questions 2c, 3c, 4c, 6c, 7c, 8c, 10c and 11c

| |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>High performance 3 marks</i> |
| Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |
| <i>Intermediate performance 2 marks</i> |
| Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| <i>Threshold performance 1 mark</i> |
| Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |

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