

History A (Schools History Project)

General Certificate of Secondary Education

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

Mark Scheme for January 2012

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, OCR Nationals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2012

Any enquiries about publications should be addressed to:

OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

Marking and Annotation of Scripts After the Standardisation Meeting

Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation meeting.
All scripts must be marked in accordance with the version of the mark scheme agreed at the Standardisation meeting.

Annotation of scripts

Examiners should use annotation to show clearly where a mark is earned or why it has not been awarded. This will help examiners, checkers and those who review the marking of scripts.

Annotation consists of:

- ticks and crosses to show where marks have been earned or not earned
- specific words or phrases as agreed at Standardisation and as contained and included in the final mark scheme to show why a mark has been earned or indicate why a mark has not been earned (eg to show there is an omission)
- standard abbreviations, eg for *follow through*, *special case*, etc.

As scripts may be returned to centres, you should use the minimum of comments and make sure that these are related to the award of a mark or marks and are matched to statements in the mark scheme.

Do **not** include general comments on a candidate's work.

Record any annotation in the body of the answer, or in the margin next to the point where the decision is made to award, or not award, the mark.

Recording of marks

Give a clear indication of how marks have been awarded, as instructed in the mark scheme.

Record numerical marks for responses to part-questions **unringed** in the right-hand margin. Show the total for each question (or, in specific cases, for each page) as a single **ringed** mark in the right-hand margin at the end of each question.

Transfer ringed totals to the front page of the script, where they should be totalled.

Show evidence that you have seen the work on every page of a script on which the candidate has made a response.

Cross through every blank page to show that you have seen it.

Handling of unexpected answers

The Standardisation meeting will include discussion of marking issues, including:

- consideration of the mark scheme to reach a decision about the range of acceptable responses and the marks appropriate to them
- comparable marking standards for optional questions
- the handling of unexpected, yet acceptable, answers.

If you are not sure how to apply the mark scheme to an answer, you should telephone your Team Leader.

Subject-specific Marking Instructions**GENERAL POINTS**

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.
If you are undecided between two levels always place the answer in the higher of these levels.
- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.
If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.
- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
 - 2 Half marks are never used.
 - 3 Do not transfer marks from one part of a question to another. All questions, and sub–questions, are marked separately.
 - 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band – award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band – award the middle mark unless the answer is particularly strong or weak.
- NB See comments below about the assessment of written communication.
- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (eg 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the four questions, and then the grand total (eg 10=10=12=9 = 41).
 - 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub–question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question. Eventually you will be able to mark the entire Section A in one go.
 - 7 Remember that we are trying to achieve two things in the marking of the scripts:
 - (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub–questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
 - 8 Remember – YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling. The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (ie once in the Development Study and once in the Depth Study). In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

Question			Answer	Marks	Content	Guidance
						Levels of response
1	(a)			0	Study Sources A and B. How do you explain why both of these treatments were used by the Romans?	Level 0 No evidence submitted or response does not address the question
			Eg <i>'They were both used by the Romans because this was the kind of thing the Romans believed in. This is what they did.'</i>	1		Level 1 Unsupported assertions
				2		Level 2 Identifies or gives a weak explanation of valid reasons why
			Answer might write about both but they only explain why the Romans used one. Answers at this level do not use the difference between the two treatments (supernatural and natural) in their answers. Eg <i>'The Romans are using the treatment in Source A because they used the god Asclepios from the Greeks. They conquered the Greeks and used many of their ideas. The god Asclepios, who was the god of healing, was one of them.'</i> <i>'The Romans used the treatment in Source B because they were very practical people. They were not much good with coming up with new ideas about causes of disease but they were good at surgery because it involved practical things like building sewers. Source B is an example of surgery and this is why the Romans are doing it.'</i>	3 - 4		Level 3 Contextual explanation of why the Romans used one Treatment (Award 4 if identifies Romans used natural and supernatural)

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Answers at this level do not use the difference between the two treatments (supernatural and natural) in their answers.	4 - 5		Level 4 Contextual explanation of why the Romans used both Treatments (Award 5 marks if identifies Roman used natural and supernatural)
		These answers use contextual knowledge to try and reconcile the use of these two different treatments. Explanations might be based on why each made perfect sense to Romans.	5		Level 5 Contextual explanation of why the Romans are using such very different treatments – supernatural and natural
	(b)	Study Source C. Are you surprised that this treatment was being used at this time?	0	Study Source C. Are you surprised that this treatment was being used at this time?	Level 0 No evidence submitted or response does not address the question
		Eg <i>'Yes I am very surprised. I did not know that they could do things like that then.'</i> <i>'Yes I am very surprised that they are daft enough to do something like this.'</i> <i>'No, because they didn't know much then so I am not surprised they are doing something like this.'</i> <i>'No I am not surprised. The person needed help and they are doing what they can for him.'</i>	1	Target: AO 1, 2 and 3	Level 1 Answers with general support or everyday empathy

Question			Answer	Marks	Content	Guidance
						Levels of response
			These answers will provide a valid explanation from Level 3–5 but will fail to say whether surprised or not.	2		Level 2 Valid answers that fail to say whether surprised or not
			Such answers will eg explain why transfusion from dog to man will not work	3		Level 3 Answers that give valid medical explanations for being surprised or not being surprised but do not focus on the date of the source OR explain that a blood transfusion is useful when someone has lost a lot of blood.
			Reasons include: Harvey's discovery that the same blood circulates in the body and that the body is not manufacturing new blood to replace lost blood; lack of knowledge at that time of different types of blood and different blood groups;	4		Level 4 Answers that express surprise/lack of surprise by identifying a valid contextual reason based on the date of the source OR Surprised because the Medical Renaissance/Harvey's discovery has just taken place so surprised they are doing something so daft

Question			Answer	Marks	Content	Guidance
						Levels of response
			Reasons might include Harvey's discovery that the body does not constantly replace lost blood or lack of knowledge of different types of blood. <i>Eg 'I am not surprised that this treatment is being used then because at that time they did not know about different types of blood and different blood groups so they would not understand why a human body would not accept the blood of a dog. The blood would be of a different type.'</i>	5		Level 5 Answers that express surprise/lack of surprise by explaining a valid contextual reason based on the date of the source
	(c)				Study Source D. Does this source prove that the major problems facing nineteenth-century surgeons had been overcome.	
			<i>Eg 'I think Source D does show that the problems were overcome because Queen Victoria has had a successful operation.'</i>	1	Target: AO 1, 2 and 3	Level 1 General answers based on the fact that the operation was successful or that it is only one source
			These answers will identify chloroform and/or the carbolic spray or will identify a problem associated with them eg opposition to chloroform. No explanation.	2		Level 2 Answers that identify, but do not explain, one or both of the two crucial developments mentioned in Source D or identify remaining problems
			This will probably be loss of blood.	3		Level 3 Answers that identify other problems that remained or answers based on the status of the Queen

Question			Answer	Marks	Content	Guidance
						Levels of response
			<p>These answers will explain either the importance of chloroform or carbolic spray or the opposition/problems associated with them or remaining problems such as loss of blood.</p> <p><i>Eg 'This source does not prove that the major problems had been overcome because there was a lot of opposition to the carbolic spray. This was because Pasteur's germ theory had only just come out and was not fully accepted by all doctors. If they didn't think that germs were airborne then they wouldn't think the spray was any use.'</i></p>	4		<p>Level 4 Answers that explain the developments in Source D or explain problems with these developments or remaining problems to be overcome</p>
				5		<p>Level 5 Answers that explain the developments and the problems</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
2	(a)	<p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: trephinning, charms (amulets), consulting oracles, praying, sucking evil out of the body, , steam treatments, herbs, use of clay or fat to close wounds or encase broken limbs, witchdoctors. <i>Eg 'Prehistoric people used mud to set broken arms. They also used witchdoctors.'</i> (3)</p>	1 - 5	<p>Briefly describe the medical treatments used by prehistoric people.</p> <p>Target: AO 1</p>	
	(b)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>Eg 'The Egyptians made a lot of progress because they had the right conditions and the right kind of society and this meant that they could concentrate on medicine.'</i></p>	1	<p>Explain why the Ancient Egyptians were able to make progress in medicine.</p>	<p>Level 1 General assertions</p>
		<p>NB This question is about enabling factors not about describing the progress/advances of the Egyptians. Specific contextual knowledge demonstrated but no explanation. Examples include: River Nile, plenty of food, irrigation, hieroglyphics and papyri, religious beliefs and practices eg embalming, trade with other countries.</p>	2-4	<p>Target: AO 1 and 2</p>	<p>Level 2 Identifies specific reasons/ factors</p> <p>OR</p> <p>Describes the progress made by the Egyptians rather than explaining why they were able to make this progress</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Award 6 marks for one reason explained and another identified</p> <p>Eg <i>'The Egyptians were able to make progress in medicine because of the River Nile. Every year the river flooded and this meant there was plenty of water for the crops. The Egyptians did not have any problem growing enough food and this meant that they could have people concentrating on other things like medicine. So not everyone had to grow food and some people could become doctors.'</i></p>	5–6		<p>Level 3 Explains how one specific reason/factor helped progress in medicine</p>
			7		<p>Level 4 Explains how more than one specific reason factor helped progress in medicine</p>
	(c)	<p>* Written communication assessed in this question</p>		<p>'The clinical method of observation was the most important development in medicine by the Ancient Greeks was.' How far do you agree with this statement? Explain your answer.</p>	
		<p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg <i>'I think this was the most important because it led to more changes than anything else.'</i></p>	1–2		<p>Level 1 General assertions</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
			<p>Specific contextual knowledge demonstrated but no reasons explained. 3 marks for clinical method or other development, 4 marks for both.</p> <p>Examples might include: clinical method - natural, careful observation, emphasis on the patient, recording; other developments could include - Hippocratic Oath, Four Humours, blood-letting.</p> <p>Award 3 marks for clinical method or another valid development, 4 marks for both.</p>	3–4		<p>Level 2 Identifies reason(s) why the clinical method of observation was important or identifies other valid developments</p> <p>OR</p> <p>Describes the clinical method of observation and/or another valid development</p>
			<p><i>Eg 'I think that the clinical method of observation was the most important development by the Greeks. This is because it meant that doctors were carefully observing the patients. To find out what was wrong with them they asked them questions and examined the body. This meant that they were using natural methods and were not relying on the supernatural. This was a big step forward.'</i></p>	5–6		<p>Level 3 Explains why the clinical method or another valid development was important</p>
				7		<p>Level 4 Explains why both the clinical method and another valid development were important</p>
			<p>These answers do not have to be fully developed as far as the content examples are concerned. However there must be a supported argument about who was more important – allow original, unusual, but valid attempts.</p>	8		<p>Level 5 Supports an argument about which was MORE important</p>

Question		Answer	Marks	Content	Guidance
				Briefly describe the work of Jenner.	Levels of response
3	(a)	<p>1 mark for each valid features identified, 2-3 marks for any features that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: noticed that milkers who caught cowpox were protected from smallpox, experiment with James Phipps, published his findings, many people soon vaccinated, received a grant in 1802 for his work, did not understand why it worked.</p> <p><i>Eg 'Jenner inserted some cowpox matter into James Phipps. He then put some smallpox into him but he did not catch smallpox. The cowpox had protected him. (3)</i></p>	1 - 5	Target: AO 1	
	(b)	<p>General assertions</p> <p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>Eg There was little progress because they did not understand what was causing all the trouble and so they didn't do anything about it.'</i></p>	1	Explain why there was very little progress in fighting disease in the first half of the nineteenth century.	

Question			Answer	Marks	Content	Guidance
						Levels of response
			<p>Specific contextual knowledge demonstrated but no explanation. NB Allow answers about work in the laboratory and in public health, or a combination of the two.</p> <p>Answers might include lack of understanding that airborne germs caused disease and belief in miasma and spontaneous generation; and reluctance to do anything about public health - laissez faire and concern for freedom, reluctance to pay for it by the middle classes, lack of understanding that germs caused disease, belief that the poor should look after themselves, disease was caused by the lazy poor.</p>	2-4		<p>Level 2 Identifies specific reasons</p> <p>OR</p> <p>Describes poor public health conditions or miasma or spontaneous generation</p>
			<p>Award 6 marks for one reason explained and another identified.</p> <p><i>Eg 'There was little progress in fighting disease because people did not know that germs caused disease. They thought that disease was caused by a miasma that came from rotting flesh or food. This made a smell. There idea of fighting disease was to cover up the smell. Because they didn't know that germs caused disease they didn't try and kill the germs.'</i></p>	5-6		<p>Level 3 Explains why one specific reason meant little progress</p>
				7		<p>Level 4 Explains why more than one specific reason meant little progress</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	* Written communication assessed in this question		'Who is more important in the history of medicine, Koch or Pasteur? Explain your answer.'	
		Valid, but general answers. No specific contextual knowledge. <i>Eg 'I think that Pasteur was more important because his discoveries were far more important and led to more important developments in medicine.'</i>	1–2	Target: AO 1 and 2	Level 1 General assertions
		Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Koch or Pasteur, 4 marks for both. Examples might include: Koch – new ways to study germs in microscopes, discovers germ causing anthrax, stains and photographs germs, develops technique for showing which germ causes a particular disease, develops a technique for growing germs, discovers TB germ' Pasteur - germ theory and disproves spontaneous generation, shows how vaccination works, develops vaccines for anthrax and rabies. Award 3 marks Koch or Pasteur, 4 marks for both.	3–4		Level 2 Identifies reason(s) why Koch or Pasteur important OR Describes what Koch/Pasteur did (no explanation of why this was important)

Question		Answer	Marks	Content	Guidance
					Levels of response
		Eg 'I think that Koch was far more important. This is because he helped people study germs properly. He found a way to stain germs with dyes. This made it easier to identify particular germ <i>and this helped scientists study them better. This advanced the study and understanding of germs a lot.</i> '	5–6		Level 3 Explains why Koch or Pasteur important
			7		Level 4 Explains why both Koch and Pasteur important
		These answers do not have to be fully developed as far as the content examples are concerned. However there must be a supported argument about who was more important – allow original, unusual, but valid attempts.	8		Level 5 Supports an argument about who is MORE important
4	(a)	<p>1 mark for each valid point identified, 2-3 marks for any points that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Points might include: impact of his experiences in WW1, working on staphylococci germs, went on holiday, left pile of culture plates, when returned found mould had killed the germs, produced a juice from it, used it as a local antiseptic.</p> <p>Eg '<i>Fleming was looking for something that killed staphylococci germs. One day when he went on holiday he left a load of dirty plates. When he came back he noticed that a mould had grown on the plates and around the mould the germs had gone. The mould had killed them. Fleming realised he had found something important.</i>' (4)</p>	1 - 5	<p>Briefly describe how Fleming discovered penicillin.</p> <p>Target: AO 1</p>	

Question		Answer	Marks	Content	Guidance
					Levels of response
	(b)	Valid, but general answers. No specific contextual knowledge. <i>Eg 'It was important because penicillin was such an important development. Without it lots of people would be dying from diseases.'</i>	1	Explain why penicillin was so important	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. NB Answers should be about the importance of penicillin itself not about the important of its discovery or the importance of the work done during its development. Answers might be about the fact that chemical drugs of the time did not kill staphylococcus germs that killed many people – as seen by Fleming in WW1, penicillin was the first antibiotic, the importance of penicillin in WW2 – 250,000 soldiers treated.	2–4	Target: AO 1 and 2	Level 2 Identifies specific reasons it was important OR Tells the story of the development of penicillin
		Award 6 marks for one reason explained and another identified.	5–6		Level 3 Explains one specific reason why it was important
		<i>Eg 'The discovery of penicillin was really important because there were germs that the drugs developed by people like Pasteur and Koch could not kill. Penicillin was a different kind of drug because it was natural, it came from a mould. It could kill the worst germs. It was really important during the Second World War when it it saved the lives of thousands of soldiers who otherwise would have died. They were suffering from wounds that were infected by streptococci. The drugs they had had no effect at all.</i> <i>Penicillin was like a wonder drug because it worked.'</i>	7		Level 4 Explains more than one specific reason why they were important

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	* Written communication assessed in this question		'Who made the more important contribution towards the development of penicillin, Fleming or Florey and Chain? Explain your answer.'	
		Valid, but general answers. No specific contextual knowledge. Eg <i>'I think that Fleming was far more important because he did the real work on penicillin. Without him they would have go nowhere.'</i>	1–2	Target: AO 1 and 2	Level 1 General assertions
		Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Fleming or Florey and Chain, 4 marks for both. Examples might include: Fleming made the initial discovery, Fleming wrote his findings up, Fleming used it as a local antiseptic; Florey and Chain rediscovered Fleming's work and started work on it, freeze drying, produced pure penicillin, injected it into animals and people, began to mass produce it. Award 3 marks for Fleming or Florey and Chain, 4 marks for both.	3–4		Level 2 Identifies reason(s) why Fleming and Florey and Chain were important OR Describes what they did – no explanation of why it was important
		Eg 'I think that Florey and Chain were more important than Fleming. This is because Fleming had given up on his work and forgotten about it. Penicillin would have been forgotten about if it wasn't Florey and Chain reading Fleming's work and starting the <i>work on penicillin again. Without them nothing would have happened.</i>'	5–6		Level 3 Explains why Fleming or Florey and Chain were important

Question			Answer	Marks	Content	Guidance
						Levels of response
				7		Level 4 Explains why both Fleming and Florey and Chain were important
			These answers do not have to be fully developed as far as the content examples are concerned. However there must be a supported argument about who was more important – allow original, unusual, but valid attempts.	8		Level 5 Supports an argument about who was MORE important

CRIME AND PUNISHMENT THROUGH TIME

Question		Answer	Marks	Guidance	
				Content	Levels of response
1	(a)	Eg <i>'This was passed at this time because they thought that something needed to be done.'</i> <i>'This was passed then because they were very cruel people at that time.'</i>	1	Study Source A. Why was this Act of Parliament passed at this time? Use the source and your knowledge to explain your answer.	Level 1 Answers based on unsupported assertions
		Eg <i>'This Act of Parliament was passed to deal with witches. Witches would be imprisoned and even executed. This would deal with the problem of witches.'</i> Eg <i>'It was passed then because people were afraid of witches.'</i>	2	Target: AO 1, 2 and 3	Level 2 Answers that use content of source to explain that it was passed to deal with/punish witches or explain it as a deterrent against witches OR Asserts/explains a valid reason why at that time – no use of the content of the source
			3		Level 3 Explains how it was passed to deal with witches (as Level 2) and begins to answer why then by asserting a reason eg fear
		Eg <i>'This Act of Parliament was passed then because witches were a real fear then. The Act shows how witches will be punished harshly. This was because this was a time of great change for example there were lots of religious changes. This made people insecure and they looked around for scapegoats to blame. They often chose old women living by themselves because they were easy targets.'</i>	4–5		Level 4 As for Level 3 but in addition provides a contextual explanation for why at that time

Question		Answer	Marks	Content	Guidance
					Levels of response
	(b)		1	Study Sources B and C. How similar are these two drawings? Use the sources and your knowledge to explain your answer.	Level 1 Surface descriptions of the details in the sources – no understanding of what is happening in them, no comparison or compares dates
		Eg <i>'These two drawing are similar. They both show women being ducked in water.'</i>	2	Target: AO 1, 2 and 3	Level 2 Compares surface details – no understanding of what is happening
		Eg <i>'Source C is a ducking stool. This was a punishment for women that went round gossiping and spreading nasty stories about their neighbours. The other source is about something completely different.'</i>	3		Level 3 Valid identification or explanation of what is happening in one source but no valid comparison
		Source C – ducking stool; Source B – swimming test	4		Level 4 Valid identification and comparison of what is happening in the sources – no purpose
		Eg <i>'These two sources are about different things. The second one is a punishment for women who gossiped and spread malicious rumours about their friends and neighbours. They were ducked in the water as a punishment and to stop them doing it again. The first one is not a punishment. It was used to find out if a women was a witch or not. If she sank she was innocent. If she floated she was guilty.'</i>	5		Level 5 As Level 4 plus compares purpose of what is happening in the sources

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Eg <i>'I don't think they agree at all. They have got very different views.'</i>	1	Study Sources D and E. How far do these two authors agree about witches?	Level 1 Unsupported assertions or write about the sources without addressing the question
			2 - 3		Level 2 Compares content
		Eg <i>'I think these two sources disagree because Source D seems to think that women can easily be turned into witches by the devil. In fact the author seems to be against women generally and he certainly doesn't like witches. This is different from the view of the author of Source E.'</i>	4	Target: AO 1, 2 and 3	Level Answers that explain the views of one or both authors but fail to compare them
		There is scope here for a range of answers. Candidates might just understand that D is against women / witches while E is more sympathetic. Better answers will understand the scepticism in E or use the provenance of the two sources. Eg <i>'These two authors have different views about witches. The author of Source D believes that women could easily become witches and you can tell that he believes in witches and hates them by his title 'the Damned Art of Witchcraft'. The author of Source E on the other hand thinks that women have been picked on. He doesn't seem to believe that they are witches. He says they are picked on because they are a bit odd eg they have a funny voice.'</i>	5		Level 4 Answers that compare the views

Question		Answer	Marks	Guidance	
				Content	Levels of response
2	(a)	<p>1 mark for each valid method identified, 2–3 marks for any methods that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: slavery (slaves had few legal rights), non–Romans were judged by local laws but universal Roman law was also used, rebellions like that of Boudicca, were dealt with harshly, the Romans used local client kings to rule.</p> <p><i>Eg 'I think the Romans treated people in countries they conquered really badly. Boudicca rebelled because her lands were taken from her and she and her daughters were raped. After the rebellion the Romans were also harsh when they massacred all the rebels including the women.'</i></p>	1-5	<p>Briefly describe the effects of Roman law and order on peoples in countries they conquered.</p> <p>Target: AO 1</p>	
	(b)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>Eg 'This was because everything the Romans had created was lost and there was nothing left. This meant that things were much worse.'</i></p>	1	<p>Explain why the fall of the Roman Empire had an impact on law and order.</p> <p>Target: AO 1 and 2</p>	<p>Level 1 General assertions</p>
		<p>Specific contextual knowledge demonstrated but no explanation. Specific reasons include: universal Roman law lost, Roman administrative and justice system lost, the invaders (Angles, Saxons, Jutes) had different laws and systems, more personal, eg blood feud and wergild, tithings, smaller kingdoms – took some time for larger ones to emerge.</p>	2–4		<p>Level 2 Identifies specific reasons</p> <p>OR</p> <p>Describes the fall of the Empire and its effects</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Award 6 marks for one reason explained and another identified.</p> <p>Eg <i>'The fall of the Roman Empire had an impact on law and order because the new invaders who replaced the Romans had different types of laws for example they believed in blood feuds and gave the family and local community a much more important role.'</i></p>	5–6		<p>Level 3 Explains one specific reason</p>
			7		<p>Level 4 Explains more than one specific reason</p>
	(c)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg <i>'Yes I agree there were lots of important changes that meant it ended up completely different.'</i></p>	1–2	<p>'Between 1066 and the end of the Middle Ages, the system of law and order in England changed greatly.' How far do you agree with this statement?</p> <p>Explain your answer. Target: AO 1 and 2</p> <p>* Written communication assessed in this question</p>	<p>Level 1 General assertions</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
			Specific contextual knowledge demonstrated but no explanation. Changes might include: juries decide whether accused was guilty, introduction of benefit of clergy, wergilds no longer used, trial by ordeal abandoned, royal judges travelled around the country, JPs introduced, system of royal, shire and manorial courts introduced; continuities might include: hue and cry still used, concept of King's peace still used, tithings still used, forest laws still existed, sheriffs still used.	3		Level 2 Identifies changes or continuities
			Specific contextual demonstrated but no explanation.	4		Level 3 Identifies changes and continuities
			Eg 'I agree with this statement. Things had changed a lot. The main changes was that kings spread their power over the country much more. They brought in judges who travelled round the country hearing cases. This meant that the king's power was being spread everywhere.'	5–6		Level 4 Explains examples of change or continuity
				7		Level 5 Explains examples of change and continuity
			These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' – allow original, unusual but valid attempts.	8		Level 6 Supports an argument about 'how far'

Question		Answer	Marks	Guidance	
				Content	Levels of response
3	(a)	<p>1 mark for each valid example identified, 2–3 marks for any methods that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: kept in prison settlements like Tasmania – conditions very harsh, assigned to settlers who they worked for in return for food, shelter and some money, some were no better than slaves, tickets of leave, most stayed in Australia once they had served their sentences.</p> <p><i>Eg 'When they arrived they had to work for a master. But if they were good and worked hard they were given tickets of leave which meant they were released.'</i></p>	1-5	<p>Briefly describe what happened to transported convicts once they arrived in Australia.</p> <p>Target: AO 1</p>	
	(b)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>Eg 'It was introduced because people thought that something had to be done about law and order. It was introduced to improve the situation.'</i></p>	1	<p>Explain why the Bloody Code was introduced.</p> <p>Target: AO 1 and 2</p>	<p>Level 1 General assertions</p>
		<p>Specific contextual knowledge demonstrated but no explanation. Reasons include: people believed that crime was increasing, sensational publicity for crimes and public hangings through broadsheets, industrialisation made crime easier and made it harder to enforce the law, landowners wanted their property and rights protected, believed harsh punishments would act as a deterrent.</p>	2–4		<p>Level 2 Identifies specific reasons</p> <p>OR</p> <p>Describes the Bloody Code</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Award 6 marks for one reason explained and another identified.</p> <p>Eg <i>'The Bloody Code was introduced because the laws were made by the landed classes. They wanted to protect their land and position so they passed harsh punishments for things like poaching to protect their own property. They wanted to hunt and didn't want people stealing their animals.'</i></p>	5–6		<p>Level 3 Explains one specific reason</p>
			7		<p>Level 4 Explains more than one specific reason</p>
	(c)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg <i>'I think that it was a success. It worked very well and did what it was meant to do. People at the time were very pleased with it.'</i></p>	1–2	<p>'Transportation was a success.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question Explain your answer.</p>	<p>Level 1 General assertions</p>
		<p>Specific contextual knowledge demonstrated but no explanation. Answers might include: success – courts were willing it use it, it was a deterrent, people feared it because families were split and conditions were harsh, it did reform convicts; it strengthened Britain's control over Australia; failure – expensive, prison was cheaper, it was a 'soft' punishment and no deterrent, it was seen as an opportunity not a punishment, 1851 gold discovered</p>	3		<p>Level 2 Identifies reasons why it was a success or why it was a failure</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Specific contextual knowledge demonstrated but no explanation.	4		Level 3 Identifies reasons why it was a success and why it was a failure
			Eg 'I think that transportation was a success. One of the aims was to reform convicts so they became useful citizens. The ticket of leave system gave them something to aim for and many that were released went on to have successful lives in Australia. They were reformed.'	5–6		Level 4 Explains why it was a success or a failure
				7		Level 5 Explains why it was a success and a failure
			These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' – Allow original, unusual but valid attempts.	8		Level 6 Supports an argument about 'how far'

Question		Answer	Marks	Guidance	
				Content	Levels of response
4	(a)	<p>1 mark for each valid type/method identified, 2–3 marks for any that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: demonstrations, post boxes set on fire, arson, chaining themselves to railings, hunger strikes in prison, public meetings, posters, newspapers.</p> <p>Eg <i>'The suffragettes campaigned for the vote for women. They interrupted members of the government when they made speeches, they ran their own newspaper, and they held enormous meetings. They also used violence and set fire to buildings and used bombs. (5)</i></p>	5	<p>Briefly describe the activities of the suffragettes.</p> <p>Target: AO 1</p>	
	(b)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg <i>It had an impact by making things much worse. It was a bad development and problems of crime and punishment were made much worse.'</i></p>		<p>Explain why the growth of large cities had an impact on law and order in the nineteenth century.</p> <p>Target: AO 1 and 2</p>	<p>Level 1 General assertions</p>
		<p>Specific contextual knowledge demonstrated but no explanation. Reasons include: the nature of large cities, the speed of the growth, the outdated existing system of constables, the absence of community, increases protests.</p>	2–4		<p>Level 2 Identifies specific reasons</p> <p>OR</p> <p>Describes industrialisation and its effects</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Award 6 marks for one reason explained and another identified.</p> <p>Eg <i>'The development of large cities had an impact on law and order because it meant that there were thousands of people living on top of each other. There were so many people that this made it easy to commit crimes and much harder for the police to catch them. It was much easier to hide.'</i></p>	5–6		Level 3 Explains one specific reason
			7		Level 4 Explains more than one specific reason
	(c)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p>Eg <i>'I agree with this because at Peterloo they won and they were able to sort things out much better.'</i></p>	1–2	'The authorities dealt with Peterloo more successfully than they dealt with the Rebecca Riots.' How far do you agree with this statement? Explain your answer.	Level 1 General assertions
		<p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Answers might include: agreeing - the demonstrators were kept under control, a serious rising was prevented, the leaders were punished, the passing of the Six Acts, the Rebecca Riots went on for a long time and spread, initial reaction ineffective - soldiers had to be sent; disagreeing – criticisms of the actions of the authorities, the yeomanry panicked, their actions were unnecessary at a peaceful demonstration, the Rebecca rioters were caught and punished, some reforms were introduced into Wales and it was peaceful.</p>	3	Target: AO 1 and 2	Level 2 Identifies reasons for agreeing or disagreeing

Question			Answer	Marks	Content	Guidance
						Levels of response
			Specific contextual knowledge demonstrated but no explanation.	4		Level 3 Identifies reasons for agreeing and disagreeing
			<i>Eg 'I agree with this. They dealt with the demonstration at Peterloo really well. They arrested the leaders and they stopped the crowd from rioting. They then passed the Six Acts which banned big public meetings and let magistrates search the houses of people suspected of planning trouble. So I think the authorities dealt with it really well and stopped further trouble because at the time there was a chance of revolution in Britain.'</i>	5–6		Level 4 Explains reasons for agreeing or disagreeing
				7		Level 5 Explains reasons for agreeing and for disagreeing
			These answers do not have to be fully developed as far as the content is concerned. However the reason for one argument being more important than the other, or for them being equal must be explained and valid – allow original, unusual but valid attempts.	8		Level 6 Compares the strengths of the two cases – welcomed and not welcomed, supports an argument why one is stronger than the other.

ELIZABETHAN ENGLAND

Question			Answer	Marks	Guidance	
					Content	Levels of response
5	(a)				<p>Study Source A. How far does this source explain why English sailors went on voyages of exploration during Elizabeth's reign Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2 and 3</p>	
			Eg <i>'This source does tell you that one of the reasons for the voyages was that it helped the English economy. They created jobs and there were less people unemployed.'</i>	1		Level 1 Answers that paraphrase/ explain the factors in the source but no contextual knowledge used
				2		Level 2 Identifies other reasons
			Eg <i>'I don't think it explains it at all. The real reason they went on voyages of discovery was to make themselves rich. They would attack Spanish treasure ships and steal all the treasure. Many of them came back very rich.'</i> <i>'This source does help explain why they went on these voyages. England's cloth trade was very important for jobs as the source says. But the trade was collapsing so they needed to find other places to sell their goods. The voyages found new markets.'</i>	3–4		Level 3 Answers that use contextual knowledge to explain the factors in the source or to explain other reasons

Question			Answer	Marks	Content	Guidance
						Levels of response
				5–6		Level 4 Answers that use contextual knowledge to explain the factors in the source and to explain other reasons
	(b)	Eg <i>'I think these two sources give completely different ideas about Drake. The kind of man he is in Source B is nothing like what is described in Source C.'</i>		1	Study Sources B and C. Compare the impressions these two sources give of Drake? Use the sources and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Unsupported assertions OR Surface description of sources – no inferences
		Eg <i>'I think they are different. In Source B Drake is shown as a great man. He is shown as a brave soldier and the globe is there to tell everybody about his voyages.'</i>		2–3		Level 2 Explains valid inference(s) about impressions but no comparison OR Compares valid impressions – no explanation of impressions
		Eg <i>'These two sources give different impressions of Drake. Source B shows him to be a great man. This is because he was very successful in his attacks on the Spanish and he also sailed around the world. But Source C shows a different impression. Drake is being beaten. It is a Spanish drawing and they hated Drake.'</i>		4–6		Level 3 Compares and explains valid impressions – supported from source detail or contextual knowledge

Question			Answer	Marks	Content	Guidance
						Levels of response
				7		<p>Level 4 Compares and explains valid impressions – supported from source detail and contextual knowledge</p>
	(c)			1	<p>Study Source D. Why was this source published in November 1588. Use the sources and your knowledge to explain your answer.</p> <p>Target: AO 1, 2 and 3</p>	<p>Level 1 Paraphrases the source, fails to address the question</p>
			For example to criticise the Spanish.	2–3		<p>Level 2 Fails to use the date but provides plausible reason for publication</p>
				3		<p>Level 3 Identifies the defeat of the Armada as the reason</p>
				4–5		<p>Level 4 Answers based on context – explains the defeat of the Armada as the reason for publication – no purpose</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'This source was published in 1588 because that was when the Spanish Armada was defeated. This was a great victory and meant that England was safe from an invasion by Spain. This would have been bad because it would have meant England becoming Catholic which would have been very unpopular. This is published for the day of thanksgiving when they thank God for saving them. It was also published to make people loyal and proud of Queen Elizabeth.'</i>	6-7		Level 5 Adds to Level 4 by explaining a purpose
6	(a)	<p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: Catholic Earls of Northumberland and Westmorland gathered 6000 soldiers. They planned to rescue Mary, overthrow Elizabeth, put Mary on the throne and make England Catholic. Mary did not agree with the rebellion. They marched south but collected little support. Essex led the royal army. The rebels retreated and dispersed, fleeing into Scotland. Northumberland was captured and executed.</p> <p>Eg <i>'The aim of the rebellion was to put Mary Queen of Scots on the throne. However when a royal army went north the rebels broke up and it was a disaster. Northumberland was executed for being involved.'</i></p>	1-5	Briefly describe the aims and main events of the Northern Rebellion of 1569. Target: AO 1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	Eg <i>'This was because they did not want her to be queen of England and so they did not support her.'</i>	7	Explain why only some English Catholics supported Mary Queen of Scots. Target: AO 1 and 2	Level 1 General assertions. Valid, but general answers. No specific contextual knowledge
		Specific contextual knowledge demonstrated but no explanation. Reasons include: they were English, first loyalty to England, they were allowed to quietly worship as they wanted, they were afraid because of the dangers, they did not want to be under foreign rule (Spain, the Pope).	2–4		Level 2 Identifies specific reasons
		Award 6 marks for one reason explained and another identified. Eg <i>'They did not support Mary because they were alright as they were. Elizabeth allowed them to secretly worship as Catholics as long as they did not cause any trouble and attended her Church of England. This made it look as if they were loyal to her. They were happy to go along with this because no one bothered them and they could worship as they wanted.'</i>	5–6		Level 3 Explains one specific reason
			7		Level 4 Explains more than one specific reason

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'Yes, I think she did. She dealt with Essex so he did not cause any more trouble for her.'</i>	1–2	<p>'Elizabeth dealt with the Earl of Essex more successfully than she dealt with Mary, Queen of Scots.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p>	<p>Level 1 General assertions</p>
		Reasons might include: agreeing – defeated his rebellion, had him executed, spent too long trying to decide what to do with Mary, several rebellions involving Mary took place; disagreeing – tolerated Essex's behaviour for too long, did have Mary executed, Mary never really a threat – all rebellions failed badly, good spy system.	3		<p>Level 2 Identifies specific reasons for agreeing or for disagreeing</p> <p>Specific contextual knowledge demonstrated but no explanation</p>
		Specific contextual knowledge demonstrated but no explanation.	4		<p>Level 3 Identifies specific reasons for agreeing or for disagreeing</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'I think that she dealt with Mary much better than with the Earl of Essex. This is because she let the Earl of Essex get away with too much and this encouraged him to get too self-important and to think he could get away with anything. This was her fault. She should have dealt with him when he failed in his expeditions like the one to the Azores. He also disobeyed her orders when he was in Ireland. Because he was handsome and she was attracted to him she let him get away with all this.'</i>	5-6		Level 4 Explains specific reasons for agreeing or disagreeing
			7		Level 5 Explains specific reasons for agreeing and for disagreeing
		These answers do not have to be fully developed as far as the content on each side is concerned. However the final conclusion must be supported and valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains why on balance one should agree or disagree more
7	(a)	1 mark for each valid example, 2-3 marks for any examples that are described or explained. Award a maximum of 1 mark to general answers lacking in specific contextual knowledge. Examples might include: whipped publicly, bored through the ear, branded, executed for three offences, put in Houses of Correction and made to work, put in the stocks. Eg <i>'They dealt with them very harshly. They had them whipped and if they were caught as vagrants three times they were executed.'</i>	1-5	Briefly describe how the authorities dealt with the problem of vagrants. Target: AO 1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	Valid, but general answers. No specific contextual knowledge. <i>Eg 'There were lots of poor people because no one did anything to help them and so they were left poor. They couldn't help themselves and so the problem was not dealt with.'</i>	1	Explain why there were many poor people in Elizabethan England. Target: AO 1 and 2	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. Reasons include: enclosures, rack renting, fall in cloth trade, dissolution of the monasteries, sheep farming, debasement of the coinage, rise in population, monopolies.	2–4		Level 2 Identifies specific reasons
		Award 6 marks for one reason explained and another identified. <i>Eg 'There were so many poor people because of changes in farming. Landowners could make a lot of money from keeping sheep and selling their wool to the cloth trade. So they turned the peasants off the land and put sheep in instead. This meant that people lost their homes and their jobs and ended up with nothing.'</i>	5–6		Level 3 Explains one specific reason
			7		Level 4 Explains more than one specific reason

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Eg <i>'I don't agree with this. The Catholics were a real problem for Elizabeth and caused lots of trouble. They were far more dangerous than the poor.'</i>	1–2	<p>'Elizabeth's governments dealt with Catholics more successfully than they dealt with the poor.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p>	<p>Level 1 General assertions</p>
		Specific contextual knowledge demonstrated but no explanation. Reasons include: agree – failure of rebellions, most Catholics stayed loyal, failure of Jesuits, still on throne in 1603, failed to understand problem of poverty, no reforms until 1601; disagree – Poor Law Act, local experiments with the poor eg Norwich, dithered over Mary, still many Catholics at end of reign.	3		<p>Level 2 Identifies specific reasons for agreeing or disagreeing</p>
		Specific contextual knowledge demonstrated but no explanation.	4		<p>Level 3 Identifies specific reasons for agreeing and disagreeing</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Eg ' <i>I agree with this statement because the government dealt with the poor really badly. They thought people were poor only because they were lazy. So they punished them with harsher and harsher punishments. This had no effect at all because many people were poor because they could not find work. It took the government a long time to realise that the poor should be helped especially those that were disabled. So I think the government dealt with the Catholics better than it dealt with the poor.</i> '	5–6		Level 4 Explains specific reasons for agreeing or disagreeing
				7		Level 5 Explains specific reasons for agreeing and disagreeing
			These answers do not have to be fully developed as far as the content on each side is concerned. However the final conclusion must be supported and valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains whether on balance they agree more than they disagree

BRITAIN

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	S	1–2	<p>Study Sources A and B. How do you explain these two different impressions of the Chartists? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2 and 3</p>	<p>Level 1 Compares surface details or only 1 impression</p>
		<p>Eg <i>'I think that Source A shows the Chartists to be violent because they have guns and are attacking policemen. This is different from Source B where they are well organised and peaceful There are women and children in the march.'</i></p> <p>Eg <i>'These sources differ because some Chartists believed in violence and others didn't.'</i></p>	<p>2–4</p> <p>2</p>		<p>Level 2 Compares impressions</p> <p>OR</p> <p>Valid but unsupported assertions about why they differ (2)</p> <p>OR</p> <p>Answers that focus on the possible purposes of the artists</p>

Question			Answer	Marks	Content	Guidance
						Levels of response
			Eg <i>'These two sources give different impressions of the Chartists because the Chartists were divided between moral force and physical force. Source A shows you an example of the physical force Chartists who thought they would not get any reforms unless they used force. They were led by Feargus O'Connor.'</i> Answers might focus on knowledge of the events at Newport or on the peaceful method of petitioning.	5–6		Level 3 Answers that provide contextual explanation of one source
				7		Level 4 Answers that provide contextual explanation of both sources
	(b)			1	Study Source C. What is the message of this cartoon? Use the source and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Surface description – no message or misinterpretations
			Eg <i>'I think the message of this cartoon is that the Chartists are sending the Charter into Parliament.'</i>	2		Level 2 Sees the cartoon as providing factual information
			Eg <i>'the Charter will not fit into Parliament, the people in Parliament are horrified by it, the petition is a really big one.'</i>	3		Level 3 Answers that explain a valid sub-message

Question		Answer	Marks	Content	Guidance
					Levels of response
		The message is that there is no way the Chartists demands are going to be acceptable to Parliament – or a variant of this.	4		Level 4 Answers that identify the message
		Eg <i>'The message of this cartoon is that the Chartist demands don't stand a chance. They are much too extreme for Parliament to accept. They wanted the vote for all men. There was no way Parliament were going to agree to this as it would take the power away from the people in power.'</i>	5–6		Level 5 Answers that explain the message – this can be through source details and/or contextual knowledge
	(c)		1	Study Source D. Why was this cartoon published in 1848? Use the source and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Surface description of cartoon
		Eg <i>'The message is that the Chartists are going to use violence and are very dangerous.'</i>	2		Level 2 Reasonable misinterpretation of the cartoon or valid sub-messages
		Eg <i>'This cartoon was published in 1848 because that was when the large Chartist demonstration in London was planned. They were going to march through London and present their petition to Parliament.'</i>	3-4		Level 3 Answers based on context of 1848 only

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'I think the message of this cartoon is that the Chartists are ridiculous. They want to look strong but they are just a laughing stock.'</i>	5–6		Level 4 Big message of the cartoon explained
		Eg <i>'This cartoon was published in 1848 because that is the year of a disaster for the Chartists. They had a big demonstration planned in London but not many people turned up. The petition was found to include lots of forged signatures and the Chartists were discredited. This is what the cartoon shows – it is making fun of the Chartists and showing that they are not a real threat to anyone.'</i>	7		Level 5 As for Level 4 but in addition either explains the context of 1848 or explains possible purpose of cartoon (to discredit/poke fun at Chartist
6	(a)	<p>1 mark for each valid problem identified, 2–3 marks for any problem that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Answers might include: took place in south–eastern England, agricultural areas, machine breaking, arson (hayricks), wage riots, threatening letters signed by Captain Swing, many of the rioters were hanged or transported.</p> <p>Eg <i>'The Swing Riots took place when farm workers saw their jobs being replaced by steam threshing machines. This would put them out of work so they attacked the property of the farmers. They would set fire to hayricks and attack the farmers' homes.'</i></p>	1-5	<p>Briefly describe the Swing Riots.</p> <p>Target: AO 1 and 2</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	<p>These answers will lack any specific knowledge.</p> <p>Eg <i>'They did this because they thought it was a good thing. They didn't think there was anything wrong with it.'</i></p>	1	<p>Explain why some people defended the Old Poor Law.</p> <p>Target: AO 1 and 2</p>	<p>Level 1 General answers</p>
		<p>Specific contextual knowledge demonstrated but no explanation. Reasons include: under Speenhamland amount of relief rose as cost of bread went up, larger families got more, outdoor relief more popular than indoor relief, farmers liked the Roundsman system as it kept wages low, compared well to new ideas suggested under New Poor Law, unpopularity of workhouses.</p>	2–4		<p>Level 2 Identifies specific reasons</p>
		<p>Award 6 marks for one reason explained and another identified.</p> <p>Eg <i>'Some people thought the Old Poor Law was very good. The Speenhamland System gave help to poor people. If the price of bread went up the amount of money they received went up as well. They saw this as fair as it meant they could still afford to feed their families.'</i></p>	5–6		<p>Level 3 Explains one specific reason</p>
			7		<p>Level 4 Explains more than one specific reason</p>

Question		Answer	Marks	Content	Guidance
					Levels of response
	(c)	Eg <i>'I think I agree with this. I think that everyone was better off with the New Poor Law. It made everyone's lives so much better.'</i>	1–2	'The New Poor Law of 1834 was a success.' How far do you agree with this statement. Explain your answer. Target: AO 1 and 2 * Written communication assessed in this question.	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. Examples include: agree – costs were reduced, lower rates, fewer people sought help, reduced idleness, improved morals of the poor, people could no longer get away with doing nothing; disagree – poor conditions in workhouses, ending of outdoor relief, didn't work well with seasonal; employment, particular problems in the north (trade slumps).	3		Level 2 Identifies reasons for agreeing or disagreeing
		Specific contextual knowledge demonstrated but no explanation.	4		Level 3 Identifies reasons for agreeing or disagreeing
		Eg <i>'The New Poor Law did not help the poor much. They were put into workhouses that were horrible. Families were split up and conditions were terrible. The meals were disgusting and they had to do dreadful work and were punished if they did not. The workhouses were now the only kind of help people were given, so they were a lot worse off.'</i>	5–6		Level 4 Explains specific reasons for agreeing or disagreeing

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Answers will probably cover the perspective of those paying and of the poor.	7		Level 5 Explains specific reasons for agreeing and disagreeing
		These answers do not have to be fully developed as far as the content on each side is concerned. However the final conclusion must be supported and valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains whether they agree more than they disagree
7	(a)	<p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples include: dominated by landed classes, few people could vote, bribery, pocket boroughs, uncontested elections, violence and intimidation, voting in public.</p> <p><i>Eg 'Elections were not like they are today. People would sell their votes to the highest bidder. People who were tenants had to vote for the landowner otherwise they would be thrown out of their house.'</i></p>	1-5	<p>Briefly describe what an election was like before the 1832 Reform Act.</p> <p>Target: AO 1</p>	
	(b)	<p>Valid, but general answers. No specific contextual knowledge.</p> <p><i>Eg 'They did this because they did not want anything to change. They thought things were fine as they were and any changes would spoil everything.'</i></p>	1	<p>Explain why some people opposed parliamentary reform.</p> <p>Target: AO 1 and 2</p>	Level 1 General assertions

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Specific contextual knowledge demonstrated but no explanation. Reasons include: the system had worked well for a long time, Britain had grown great under it, fear of a revolution if reforms passed, landowners benefited from the system, the system represented important interests like the land and property, working classes could not be trusted/not educated, were represented by their landlords, only people with permanent stake in the country should vote.	2–4		Level 2 Identifies specific reasons
			Award 6 marks for one reason explained and another identified. <i>Eg 'Some people opposed reform of the parliamentary system because they said it would be the thin end of the wedge. It would not stop there and it would lead to more extreme changes like in the French Revolution.'</i>	5–6		Level 3 Explains one specific reason
				7		Level 4 Explains more than one specific reason
	(c)		<i>Eg 'I think I agree with this. It did not really change anything much. Things went on as they did before and so I think it was a failure.'</i>	1–2	'The 1832 Reform Act achieved little. 'How far do you agree with this statement? Explain your answer Target: AO 1 and 2 * Written communication assessed in this question.	Level 1 General assertions

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Specific contextual knowledge demonstrated, but no explanation. Reasons include: agree – bribery, corruption, intimidation continued, no secret ballot, industrial towns still under-represented, landed classes still in control, Chartists dissatisfied; disagree – franchise widened, distribution of seats, number of pocket and rotten boroughs reduced, standardised franchise introduced, revolution prevented.	3		Level 2 Identifies specific reasons for agreeing or disagreeing
			Specific contextual knowledge demonstrated but no explanation.	4		Level 3 Identifies specific reasons for agreeing and disagreeing
			<i>Eg 'I agree with this statement. This is because bribery and corruption continued and there were still some rotten boroughs. While voting was in public this would continue. There would be no real changes until people could vote in secret then they could not be intimidated.'</i>	5–6		Level 4 Explains specific reasons/examples – failure or success
				7		Level 5 Explains specific reasons/examples – failure and success
			These answers do not have to be fully developed as far as the content on each side is concerned. However the final conclusion must be supported and valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains whether on balance they think they were more a failure or a success

THE AMERICAN WEST, 1840–1895

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	These answers will be based on – different authors, different dates, different parts of the Plains but no explanation.	1	Study Sources A and B. Why do these two sources give different impressions of the Plains Use the source and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Unsupported assertions
			2-3		Level 2 Compares detail or impressions of the Plains given by the two sources – but no explanation of why they differ or because they are written by a White Man/Indian or at different times – not explained
		Eg <i>'They differ in their accounts of the Plains because Source A was written when whitemen were coming across the Plains for the first time. At that time they had no idea what it could be used for. It looked to them like a desert and it was simply something that had to be crossed to get to the other side. It was only later that they realised the Plains could be useful.'</i> Answers about B might be based on the idea of looking back at what was lost after they were forced into reservations.	4–5		Level 3 Based on dates – contextual knowledge used to explain why the attitudes in one or both sources were held at that time OR Based on experience of, or familiarity with the Plains

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'These two sources give different impressions of the Plains because of the different values of the two writers. Major Long is just looking at things to see if they are useful for practical things like farming. He wants to conquer and exploit nature. He looks at the Plains and sees it is not useful for things that white men value. Luther Standing Bear is the opposite. To him nature is alive and he is connected to it. For him the land and nature are his mother. He values it for what it is and does not want to cut it up or build on it. He sees something completely different because of his different needs and values.'</i>	6–7		Level 4 Based on contextual knowledge of the values/beliefs of one or both of the authors
	(b)	Eg <i>'I can see lots of buffalo and some Indians creeping towards them.'</i>	1	Study Source C. Explain what is happening in this painting? Use the sources and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Surface descriptions of the painting – no understanding of what is really happening
			2		Level 2 Asserts the Indians are hunting the buffalo – no valid explanation
		Eg <i>'I can see the Indians hunting the buffalo. They are disguised as animals so that they can get as close as possible. When they are close they will kill the buffalo.'</i>	3–4		Level 3 Answers that use source detail only to explain what is happening

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'What is happening is that the Indians are hunting the buffalo. They lived off the buffalo. They needed it for food and for all their clothing and weapons so it was important that they could catch them. In the picture they are creeping up on them. They are wearing animal skins so that they do not smell like humans. They might also think that it will give them some of the hunting skills of the animals – probably wolves which were really quick and good at hunting.'</i>	5–7		Level 4 Answers that use contextual knowledge to explain what is happening
	(c)		1	Study Source D. How useful is this source to a historian studying the development of the American West. Use the source and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Answers that reject the source eg it is only one source
		Eg <i>'This source is really useful because it tells me that the Union Pacific Railroad was opened on 10th May 1869. It went all the way through to San Francisco.'</i> Other factors might include eg new inventions / developments that made homesteading viable.	2–3		Level 2 Answers that use the source for its surface information OR Answers that identify other factors

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'The railroads were important to bring about the Americans' Manifest Destiny – to settle the whole of the West. They helped settlers move to the West and they also helped the government control all the new areas being settled. This poster is about the uniting of the whole country when the railroads from east and west met. This was very symbolic as it showed the country was no one.'</i>	3–5		<p>Level 3 Answers that use contextual knowledge to explain the part played by the railroad in opening up and settling the West or infers how people were being attracted to the West</p> <p>OR</p> <p>Contextual explanation of the importance of another factor in the development of the West.</p>
			6		<p>Level 4 Both types of Level 3</p>
6	(a)	<p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Features might include: making substitutes for soap, coffee, sugar, collecting and using cow chips as fuel, loneliness, cleaning the sod buildings, not possible to scrub or disinfect, constant danger of disease, herding cattle, difficulties of doing the laundry, making clothes, coping with illness as no doctors near, childbirth alone.</p> <p>Eg <i>'Women's lives were very hard. They had to do all the housework, the cooking and washing and they had to help out on the farm as well.'</i> (1)</p>	1-5	<p>Briefly describe women's lives on homesteads.</p> <p>Target: AO 1</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
		NB Answer above only awarded 1 mark because it lacks details specific the American West.			
	(b)	Valid, but general answers. No specific contextual knowledge. Eg <i>'They did this because they thought they would be better off. They thought that by moving to the Plains they would forget all their troubles.'</i>		Explain why people moved to the Plains to set up homesteads. Target: AO 1	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. Reasons include: cheap land, freed slaves, escaping from religious persecution in Europe, propaganda by the government, Homestead Act of 1862.	2–4		Level 2 Identifies specific reasons
		Award 6 marks for one reason explained and another identified. Eg <i>'They did this because of the encouragement by the government. The government wanted the Plains to be settled. This would help drive the Indians off it. They set up the Homestead Act. This gave land to settlers free if they lived on it and worked on it for five years. Free land was unknown in the east and so many people saw it as a golden opportunity.'</i>	5–6		Level 3 Explains one specific reason
			7		Level 4 Explains more than one specific reason

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Eg <i>'I think they were very successful. They found just what they were looking for and were very happy. It was a great success for most of them but not for all of them.'</i>	1–2	<p>How successful were the homesteaders? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p>	<p>Level 1 General assertions</p>
		<p>Specific contextual knowledge demonstrated but no explanation of success / failure.</p> <p>Successes include: use of new inventions and developments such as dry farming, turkey red, mechanical reapers and threshers, barbed wire, wind pumps, railroads; failures include the problems such as drought, grasshoppers, the hard earth, extreme weather, some failed and returned east.</p>	3		<p>Level 2 Identifies specific examples of/reasons for success or failure</p>
		Specific contextual knowledge demonstrated but no explanation of success/failure.	4		<p>Level 3 Identifies specific examples of/reasons for success and failure</p>
		Eg <i>'I think the homesteaders were successful Most of them stayed on their homesteads and settled the Plains. They were able to overcome the problems and hardships by developing new ways of farming. For example they started to use dry farming. This tried to make the most of the rain that came by keeping moisture in the soil by ploughing it every time it rained. This stopped the water evaporating. This helped them overcome the lack of water.'</i>	5–6		<p>Level 4 Explains specific examples of/reasons for success or failure</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
			7		Level 5 Explains specific examples of/reasons for success and failure
		These answers do not have to be fully developed as far as the problems on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid – allow original, unusual but valid attempts.	8		As for Level 5 but in addition explains whether on balance they think homesteading was more successful than failure
7	(a)	<p>1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: hostility from gentiles because of their prosperity, collapse of their bank, Mormons attitude of superiority, Mormon houses attacked, attacked by slave owners, unpopularity of their police force and army, opposition to polygamy, Smith attacked and killed.</p> <p>Eg <i>'The Mormons were very unpopular wherever they tried to live in the east. This was because they believed in polygamy and they were against people keeping slaves.'</i></p>	1-5	<p>Briefly describe the problems faced by the Mormons before they moved west.</p> <p>Target: AO 1</p>	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	Valid, but general answers. No specific contextual knowledge. Eg <i>'It moved to the Plains because this was the best place for it. The conditions were much better and the cattle would be better off there.'</i>	1	Explain why cattle ranchers faced problems on the Plains. Target: AO 1 and 2	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. Reasons include: cattle rustling, need for water, disputes with homesteaders, over stocking, prices went down, fencing expensive, the summer of 1886 and the winter of 1886–7, the Johnson County War.	2–4		Level 2 Identifies specific reasons
		Award 6 marks for one reason explained and another identified. Eg <i>'Cattle ranchers faced problems from homesteaders. In the 1880s many homesteaders moved to the Plains. They fenced off their water holes and this meant the ranchers' cattle did not have access to the water they needed. This led to a lot of disputes between the two groups.'</i>	5–6		Level 3 Explains one specific reason
			7		Level 4 Explains more than one specific reason

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Eg <i>'I think this is true. Manifest Destiny was very important and it meant that the whitemen and the Indians were bound to be fighting at some time.'</i> But there were also many other reasons for the fighting.'	1–2	<p>'Whitemen and the Indians came into conflict because of the idea of Manifest Destiny.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p>	<p>Level 1 General assertions</p>
		Specific contextual knowledge demonstrated but no explanation. Manifest Destiny – they thought they had God on their side, they thought they had a right to the land; other reasons – different cultures and ways of life, gold, reservations, hunting grounds, sacred land.	3		<p>Level 2 Identifies specific reasons why Manifest Destiny was important or identifies other specific reasons for the conflict</p>
		Specific contextual knowledge demonstrated but no explanations.	4		<p>Level 3 Identifies specific reasons why Manifest Destiny was important and identifies other specific reasons for the conflict</p>

Question			Answer	Marks	Guidance	
					Content	Levels of response
			Eg ' <i>I think that they came into conflict because of the use of reservations. The Indians wanted to be free to move around the Plains as they were nomadic. They also wanted to hunt the buffalo as they had always done. But the American army forced them into reservations where they could no longer live their traditional way of life and where they were dependent on handouts and where their culture was destroyed. The use of reservations led to some of the conflict and to resistance by the Indians such as the Ghost Dance and Wounded Knee.</i> '	5–6		Level 4 Explains specific reasons why Manifest Destiny was important or explains other specific reasons for the conflict
				7		Level 5 Explains specific reasons why Manifest Destiny was important and explains other specific reasons for the conflict
			These answers do not have to be fully developed as far as the content of both sides is concerned. However the reason for why overall one was more successful than the other must be explained and be valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains overall why one factor was more important than the other

GERMANY 1919–1945

Question		Answer	Marks	Guidance	
				Content	Levels of response
5	(a)	Eg <i>'This cartoon shows lots of children leaving school. They seem to be fighting and jumping around a lot.'</i>	1	Study Source A. Why was this cartoon published? Use the source and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Surface description of the cartoon – no message/purpose
		Eg <i>'This cartoon shows school children making fun of Jewish children and a Jewish teacher. The Jews are shown as ugly people and the other children are pointing at them.'</i>	2		Level 2 Interprets the cartoon without getting to message/purpose OR Context explained but no use of cartoon
		Award 4 marks for both. Message eg Germans hate Jews, Jews are inferior. Purpose – to encourage Germans to hate/ridicule Jews.	3–4		Level 3 Identifies a valid message/ purpose – not explained
		Eg <i>'This cartoon was published to tell people that Jews were inferior and were not proper Germans. You can see school children rejecting and making fun of the Jewish children. This suggests that the Jews should not even be allowed in the same school as Germans.'</i>	5		Level 4 Contextual explanation of the message
		For 7 marks candidates must explain why the intended audience was school children. To qualify as purpose answers might consider the intended impact on the ideas or behaviour of the audience.	6-7		Level 5 Contextual explanation of the purpose

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)		1	Study Sources B and C. How far do these two accounts of Kristallnacht agree? Use the sources and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Answers that paraphrase/ summarise the sources – no proper selection, no comparison
		Eg <i>'I think these sources disagree because Source B tells us what happened to the Jews in the zoo but there is nothing about the zoo in Source C.'</i>	2		Level 2 Answers based on information in one source that is not in the other
		Eg Jews and their property are attacked in both, carried out by Nazis in B but by ordinary Germans in C.	3-4 4		Level 3 Answers based on differences/ similarities of detail or explains attitude of one author but no valid comparison
		Eg <i>'These two sources disagree about the attitude of the ordinary German people towards what was happening to the Jews. In Source C ordinary Germans are the ones attacking the Jews. They seem to hate them and want revenge. They support the attacks on the Jews. But in Source A the ordinary Germans have to be made to spit at the Jews and they are horrified by their treatment. So in Source B they do not approve of what was happening.'</i>	5-6		Level 4 Answers based on comparing what these sources say about the attitudes of the German public

Question			Answer	Marks	Guidance	
					Content	Levels of response
				7		Level 6 Answers based on comparing the attitudes of the two authors
	(c)			1	Study Source D. Are you surprised by this photograph? Use the sources and your knowledge to explain your answer. Target: AO 1, 2 and 3	Level 1 Writes about the source but fails to address the question
				2		Level 2 Writes a valid answer but fails to say whether surprised or not or surprised/not surprised by insignificant details of everyday empathy
			These answers might argue that they are surprised anyone is interested in gypsies because they were regarded as undesirables or because they thought the Nazis were more interested in Jews.	3		Level 3 Surprised by photograph
			These might include – fear of gypsies, not Aryan, checking to see if they are Aryan, gypsies seen as impure or inferior.	4		Level 4 Identifies valid reason for not being surprised

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Eg <i>'I am not surprised by this photograph because I know that the Nazis thought that they were inferior. They were not Aryans and they were seen as lazy. The Nazis were worried they would mix with Germans and pollute the pure German blood. A law was passed banning marriage between gypsies and Germans, In this photograph they are testing a gypsy to check he does not have Aryan features.'</i>	5–6		Level 5 Contextual explanation of why not surprised
6	(a)	<p>Briefly describe events in the Ruhr in 1923.</p> <p>Target: AO 1</p> <p>1 mark for each valid idea identified, 2–3 marks for any ideas that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Events might include: Germany failed to keep up reparation payments, French and Belgian troops occupied the Ruhr to seize raw materials, Ruhr was Germany's most important industrial area, Germans resisted by passive resistance including refusing to work, riots Stresemann called off the passive resistance.</p> <p>Eg <i>'French troops occupied the Ruhr. The Germans didn't like this and went on strike.'</i> (2)</p>	1-5	Briefly describe events in the Ruhr in 1923.	

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(b)	Valid, but general answers. No specific contextual knowledge. <i>Eg 'He worked very hard and his policies were very important to Germany recovering at a very difficult time.'</i>	1	Explain how Stresemann helped Germany. Target: AO 1 and 2	Level 1 General assertions
		Specific contextual knowledge demonstrated but no explanation. Reasons/examples include: called off passive resistance in the Ruhr, scrapped the old worthless currency and introduced the Rentenmark, currency stabilised, and inflation reduced, resumed reparation payments, negotiated the Dawes Plan to rebuild German trade and industry, Locarno Treaties signed, joined League of Nations, stable governments 1924–9, economy recovered, industrial production increased.	2–4		Level 2 Identifies specific reasons/ examples
		Award 6 marks for one reason explained and another identified. <i>Eg 'Stresemann helped Germany a lot by getting rid of the old currency which was worthless. He introduced a new currency to make a fresh start. People had more confidence in the new currency and this helped to bring inflation down and things got back to normal.'</i>	5–6		Level 3 Explains one specific reason/ example
			7		Level 4 Explains more than one specific reason/example

Question		Answer	Marks	Guidance	
				Content	Levels of response
	(c)	Eg <i>'I think it was not very important because he would not have been very happy with what happened there. I don't see how it helped Hitler come to power.'</i>	1–2	<p>How far did the Munich Putsch help Hitler increase his support and eventually come to power in Germany? Explain your answer.</p> <p>Target: AO 1 and 2</p> <p>* Written communication assessed in this question.</p>	<p>Level 1 General assertions</p>
		Specific contextual knowledge demonstrated but no explanation. Allow other factors for Hitler's increasing support and coming to power. Reasons include: helping – gave Hitler publicity, performed well at the trial, given light sentence, wrote Mein Kampf while in prison, changed tactics because of the Putsch.; not helping – it was an humiliating failure, other factors – the depression, unemployment, propaganda, unpopularity of Weimar, Von Papen's gamble on making Hitler Chancellor.	3		<p>Level 2 Identifies reasons for the Putsch helping or not helping</p>
		Specific contextual knowledge demonstrated but no explanation.	4		<p>Level 3 Identifies reasons for the Putsch helping or not helping</p>
		Eg <i>'I don't think the Munich Putsch helped at all. It failed and it was along time before Hitler came to power. What was far more important was the Depression. This led to massive unemployment and the government did little to help them. It even cut unemployment benefit. There were many people living in awful poverty. This gave Hitler a chance to offer something better and to promise full employment. This is why Hitler's popularity increased.'</i>	5–6		<p>Level 4 Explains specific reasons for the Putsch helping or not helping</p>

Question		Answer	Marks	Guidance	
				Content	Levels of response
			7		Level 5 Explains specific reasons for the Putsch helping or not helping
		These answers do not have to be fully developed as far as the explanation of the two sides is concerned. However the reason why one side of the argument is stronger must be explained and be valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains whether the arguments for helping are stronger than those for not helping
7	(a)	<p>1 mark for each valid example identified 2–3 marks for any example that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.</p> <p>Examples might include: Nuremberg Laws – locked communists up, use of informers, by terror – Gestapo and the SS, propaganda.</p> <p>Eg <i>'The Nazis dealt with opposition very harshly. The Gestapo was the secret police. It tapped phones and had a network of informers to spy on people.'</i></p>	1-5	Briefly describe how the Nazis dealt with opposition.	Target: AO 1
	(b)	Valid, but general answers. No specific contextual knowledge.	1	Explain why the Nazis changed their policies towards women in the period 1933-45.	Level 1 General assertions
				Target: AO 1	

Question		Answer	Marks	Guidance	
				Content	Levels of response
		<p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: importance of family like, increase population, reduce employment, rearmament, WW2, soldiers going to front.</p>	2–4		Level 2 Identifies specific examples
		Award 6 marks for one example explained and another identified.	5–6		Level 3 Explains one specific example
			7		Level 4 Explains more than one specific example
	(c)	Eg <i>'I think they were much better off. They had all the things they wanted and they had more money to spend. So they were better off.'</i>	1–2	<p>How far were working class Germans better off under the Nazis? Explain your answer.</p> <p>Target: AO 1</p> <p>Written communication assessed in this question</p>	Level 1 General assertions
		<p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Better off – more had jobs and were being paid, Beauty of Labour, Strength Through Joy; not better off – wages on government work schemes very low, the DAF was used to control workers, TUs banned, longer working hours, the Labour Service was used to indoctrinate them.</p>	3		Level 2 Identifies examples of better off or not better off

Question		Answer	Marks	Guidance	
				Content	Levels of response
		Specific contextual knowledge demonstrated but no explanation.	4		Level 3 Identifies examples of better off and not better off
		<i>Eg 'I think they were better off because of schemes like Strength Through Joy. This provided lots of activities for the workers which they enjoyed a lot. These included going to films and the opera, going hiking, swimming and even going on cruises. They didn't have this before and so they were better off.'</i>	5–6		Level 4 Explains specific examples of better off or not better off
			7		Level 5 Explains specific examples better off and not better off
		These answers do not have to be fully developed as far explaining the content is concerned. However the reason for why they were or were not overall better off must be explained and be valid – allow original, unusual but valid attempts.	8		Level 6 As for Level 5 but in addition explains whether overall they were or were not better off

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2012

