

# **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 2011**

---

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of pupils 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 2011

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](mailto:publications@ocr.org.uk)

**INSTRUCTIONS TO EXAMINERS****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. (e.g 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.

## MEDICINE THROUGH TIME

- 1 (a) Study Sources A and B? Are you surprised that Source B comes from a later date than Source A? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Answers that fail to use the content of the sources and are based on chronology of Greeks/Romans [1]

eg 'No I am not surprised because I know that the Greeks came before the Romans.'

Or

Not surprised because this is what Greeks/Romans believed – no contextual explanation [1]

**Level 2** Answers that interpret the source(s) in terms of ideas/understanding about medicine but fail to compare and say whether they are surprised or not [2-3]

eg 'Source B shows that they still believed that Gods control disease but Source A shows that they though that disease was caused by the Four Humours.'

Or

Identifies valid reason for being surprised – not explained [3]

**Level 3** Not surprised because the ideas in these sources existed in both Greek and Roman times [3-4]

eg 'I am not surprised because the Greek believed in gods as well and the Romans used the four humours and so these sources could have come in any order.'

**Level 4** Interprets the sources in terms of ideas/understanding about medicine, compares them and explains why surprised on the basis of this comparison [5-6]

Award 5 marks if only one source fully explained. Award 6 if both explained.

eg 'I am surprised by the order of these two sources. Source A has more advanced ideas about medicine and yet it becomes before Source B. Source A believes in natural causes. I think that disease is connected to the Four Humours while Source B still believes that disease is controlled by gods like Asclepios who could cure people of disease in his temple.'

Or

Contextual explanation that there is no historical reason to be surprised [5-6]

Award 5 marks if only one source fully explained. Award 6 if both explained.

- 1 (b) Study Source C. How useful is Source C as evidence about what people in the eleventh century understood about disease? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1**    **Unsupported assertions, ie no knowledge of medieval medicine demonstrated** **[1]**  
 eg *'It's not very useful. It's just about a load of heads being fired in a battle.'*  
*'It's not very useful because it is only one source.'*  
*'It's not very useful because it's from the end of the century.'*  
*'It shows they thought disease would spread from the heads.'*
- Level 2**    **Answers that use specific contextual knowledge of medieval medicine to explain the limitations of the source but fail to use the content of the source** **[2]**  
 eg *'I do not think this source is very useful because in those days they thought that God caused disease and they would be praying to God. This source does not tell us anything about this.'*
- Level 3**    **Answers that explain one way it is useful as evidence about what they understood about disease** **[3]**  
 eg *'This source is useful. They think that disease will spread from the heads and so this shows that they believe in natural ideas about the spread of disease.'*
- Level 4**    **Answers that explain two ways it is useful as evidence about what they understood about the disease** **[4]**  
 These will be that disease had natural causes and disease was contagious (spread by touching or in the air).  
**OR**  
**Explains one way it is useful and also explains its limitations (Levels 2 and 3)** **[4]**

- 1 (c) Study Sources D and E. Which of these two sources shows the better understanding of disease? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1**    **Unsupported assertions** **[1]**  
eg 'I think Source D shows better understanding because it makes more sense than the other source.'

**Level 2**    **Answers based on reasonable misunderstanding of one or both sources** **[2]**  
eg 'I think that Source D shows the best understanding because it shows that by then people thought that germs caused disease. The source shows them looking at germs.'

**Level 3**    **Answers that explain the understanding of disease in one source** **[3]**  
eg 'I think Source E shows a good understanding because it shows them bleeding people and this shows they believe in the Four Humours which is a natural idea about disease.'

**Level 4**    **Answers that explain the understanding in each source but fail to compare them** **[4]**  
Source D – knowledge of existence of germs, know that the state of water matters, natural ideas, spontaneous generation.  
Source E – natural, bleeding and the humours.

**Level 5**    **As for Level 4 but also compares the sources and concludes that Source D shows the better understanding** **[5]**  
eg 'I think that Source D has the better understanding. Both sources show natural ideas but Source E shows bleeding which goes back to the Greeks and their ideas about the Four Humours. They do not know about germs. In Source D they do know that there are germs in the water and that this is something to do with disease. This is more advanced than Source E although they have not got Pasteur's germ theory yet.'

- 2 (a) Briefly describe how the Egyptians tried to stay healthy.

Target: AO 1

1 mark for each valid example identified, 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: charms, purging, keep eating and drinking utensils clean, washed a lot, shaved their bodies.

eg *'The Egyptians tried to stay healthy by using charms to ward off evil spirits and they spent a lot of time washing and keeping clean.'* [3]

- 2 (b) Explain why the Greeks were able to make so much progress in medicine.

Target: AO 1 and 2

**Level 1 General assertions** [1]

Valid, but general answers. No specific contextual knowledge.

eg *'The Greeks made a lot of progress in medicine because they were very clever and found out new ideas about illness.'*

**Level 2 Identifies specific reasons/factors** [2-4]

Specific contextual knowledge demonstrated but no explanation.

Examples include: ideas of philosophers, Greek curiosity about how the world worked, great individuals such as Hippocrates, Alexandria, ideas coming in from other countries eg Egypt, China, India, the importance of recording symptoms and treatments, the importance of observation (clinical method of observation).

**OR**

Describes the progress the Greeks made rather than explaining why it happened [2-4]

**Level 3 Explains how one specific reason/factor helped progress in medicine** [5-6]

Award 6 marks for one reason explained and another identified

eg *'The Greeks were able to make so much progress because of their interest in how the world worked. They studied the world around them including the human body. This led them to the Theory of the Four Humours and the idea that disease had natural causes. They thought there were four humours in the human body. People became ill when these were not in balance. So someone would vomit when the humours were out of balance. They got to this idea by studying people when they were ill and seeing they were vomiting or had lots of phlegm.'*

**Level 4 Explains how more than one specific reason factor helped progress in medicine** [7]

- 2 (c) 'The Romans are more important than the Greeks in the history of medicine.'  
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** **[1-2]**  
Valid, but general answers. No specific contextual knowledge.  
*eg 'I think that the Romans are more important because lots more of their ideas are used today. The Greeks have been forgotten about and are not important.'*
- Level 2    Identifies reason(s) why the Greeks or the Romans are important in the history of medicine** **[3-4]**  
Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Greeks or Romans, 4 marks for both.  
Examples might include: Greeks started natural explanations of disease, Romans introduced public health for the first time.  
**OR**  
**Describes what the Greeks/Romans did (no explanation of why important in the history of medicine)** **[3-4]**  
Award 3 marks for Greeks or Romans, 4 marks for both.
- Level 3    Explains why Greeks or Romans are important in the history of medicine** **[5-6]**  
To be placed in this level or higher answers must address 'in the history of medicine', ie they must, in some way, explain why they were important, or not important, after their time OR how they had made an improvement compared with what had been done/believed before. For example a candidate might argue that the Romans were not important because of the fall of the Roman Empire and the destruction of their public health facilities. This meant their work had no impact on the people that followed.  
*eg 'The Greeks were very important in the history of medicine because their ideas were believed for thousands of years. Even in the Middle Ages doctors used the theory of the four humours and purged people and bled them. This all came from Greek ideas. Galen was treated like a God and all his ideas about the body were believed. This actually held progress up because no one wanted to question the Greek ideas.'*
- Level 4    Explains why both the Greeks and the Romans are important in the history of medicine** **[7]**
- Level 5    Supports an argument about who is MORE important** **[8]**  
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.

- 3 (a) Briefly describe the part played by monasteries in medieval medicine. [5]

Target: AO 1

1 mark for each valid features identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: clean water, wash-rooms, flushed latrines, providing medical care for outsiders, developing treatments/medicines.

eg *'The monasteries put a lot of effort into having clean water. They were often built near rivers so they could use the water to wash away waste and to give themselves clean drinking water. The monks in the monasteries lived very healthy lives.'*

- 3 (b) Explain why Pare was able to make advances in medicine.

Target: AO 1 and 2

- Level 1 **General assertions** [1]

Valid, but general answers. No specific contextual knowledge.

eg *'He made advances in medicine because he was a very clever man and found out lots of new treatments.'*

- Level 2 **Identifies specific reasons/factors** [2-4]

Specific contextual knowledge demonstrated but no explanation.

Examples include: the context of the Renaissance eg willingness to test old ideas, chance, use of experiments, war.

**OR**

**Describes what Pare did rather than explaining why he was able to do it** [2-4]

- Level 3 **Explains how one specific factor/reason enabled him to make advances** [5-6]

Award 6 marks for one reason explained and another identified.

For example, *'Pare was able to make advances because he was helped by chance. He was treating soldiers on the battlefield using the old fashioned method of cauterising wounds when he ran out of the oil that was needed for this. So he turned to an old Roman method that involved using egg yolks and oil of roses. This was much more soothing for the soldiers and it worked better than the old method. But he would not have tried it if he had not run out of boiling oil, so chance was important.'*

- Level 4 **Explains how more than one specific reason/factor enabled him to make advances.** [7]

- 3 (c) 'Vesalius is more important than Harvey in the history of medicine.' 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 [1-2]**

Valid, but general answers. No specific contextual knowledge.  
eg 'I think that Harvey was more important because he did much more for medicine than Vesalius did. He did things that were more practical and led to more people getting better.'

**Level 2 Identifies reason(s) why Vesalius or Harvey are important in the history of medicine [3-4]**

Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Vesalius or Harvey, 4 marks for both.

Examples might include: Vesalius – found Galen's mistakes, improved knowledge of the human body, encouraged human dissection; Harvey – circulation of blood, showed Galen was wrong.

**OR**

**Describes what Vesalius/Harvey did (no explanation of why important in the history of medicine) [3-4]**

Award 3 marks for Vesalius or Harvey, 4 marks for both.

**Level 3 Explains why Vesalius or Harvey is important in the history of medicine [5-6]**

To be placed in this level or higher answers must address 'in the history of medicine', ie they must, in some way, explain why they were important, or not important, after their time OR how they had made an improvement compared with what had been done/believed before. For example a candidate might argue that Harvey's discovery of the circulation of the blood made blood transfusions possible and this was important because a major problem in surgery was loss of blood.

eg 'Vesalius is more important because he studied the human body carefully by dissecting bodies. When he did this he found that Galen had been wrong about lots of things such as the jaw being made of two bones. He wrote a book with all of his new discoveries in and this meant that doctors everywhere had a better knowledge of how the human body worked. So he is important in the history of medicine because he had moved things on from Galen.'

**Level 4 Explains why both Vesalius and Harvey are important in the history of medicine [7]**

**Level 5 Supports an argument about who is MORE important [8]**

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.

- 4 (a) Briefly describe the work of Florence Nightingale.

Target: AO 1

1 mark for each valid point identified, 2-3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: went to the Crimea, cleaned –up the wards, cut the death rate of soldiers in the hospital, set up Training School for Nurses in Britain, introduced standards for nurses, turned nursing into a proper profession, helped designed new hospitals.

eg *'Florence Nightingale went out to the Crimea and made sure the soldiers were properly looked after. She ordered clean bed linen and fed them properly. Soon the death rate of the soldiers in the hospital had gone down by half.'* [3]

- 4 (b) Explain how the problem of bleeding during surgery was overcome.

Target: AO 1 and 2

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'They did this by making sure that when people lots blood in operations they could do something about it. This was a big improvement in surgery.'*

**Level 2 Identifies specific ways it was overcome or specific factors that led to it being overcome [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Examples include: Harvey's discovery of circulation of blood, discovery of blood groups, blood transfusions, found ways of storing blood, found out how to separate the plasma from the corpuscles, donating blood, blood banks.

**OR**

**Tells the story of the development of blood transfusions without explanation [2-4]**

**Level 3 Explains how one specific way or one specific reason how/why blood transfusions were made possible/were improved [5-6]**

Award 6 marks for one reason explained and another identified.

Eg *'Bleeding during operations was a big problem and people used to die because they had lost too much blood. When they were cut open they would bleed and this was a problem for the surgeon. Blood transfusions stopped this. They meant that people could be given blood to replace the blood they were losing. This could be done during the operation so that people did not die from losing too much blood.'*

**Level 4 Explains more than one way/reason how/why blood transfusions were made possible/were improved [7]**

- 4 (c) 'Simpson is more important than Lister in the history of medicine.' 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 [1-2]**

Valid, but general answers. No specific contextual knowledge.  
eg *'I think that Simpson was more important because his discoveries were better than Lister's. He was able to push medicine forward but Simpson didn't really do much.'*

**Level 2 Identifies reason(s) why Simpson and Lister are important in the history of medicine [3-4]**

Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Simpson or Lister, 4 marks for both.

Examples might include: Simpson – problem of pain in surgery, unsatisfactory nature of other methods of anaesthetics, discovery of chloroform, acceptance because used by Victoria, later development of anaesthetics, opposition to Simpson's ideas; Lister death rate through infection, carbolic spray, aseptic surgery, cleaning operating theatres, sterilising instruments and rubber gloves, opposition to his ideas.

**OR**

**Describes what Simpson/Lister did (no explanation of why important in the history of medicine) [3-4]**

Award 3 marks for Simpson or Lister, 4 marks for both.

**Level 3 Explains why Simpson or Lister is important in the history of medicine [5-6]**

To be placed in this level or higher answers must address 'in the history of medicine', ie they must, in some way, explain why they were important, or not important, after their time OR how they had made an improvement compared with what had been done/believed before. For example a candidate might argue that Lister was important because once anaesthetics started to be successful the biggest problem with the major surgery that was now possible was infection from which many patients died. This is why Lister's use of the carbolic spray was so important. Without it surgery would not have developed.

eg *'The work of Simpson was very important. A big problem in surgery was pain. Several attempts at anaesthetics had been used but they all had something wrong with them. For example ether irritated the lungs making patients cough in the operation. Operations could not take place if patients were jumping around with pain and this is why Simpson's discovery of chloroform was so important. It didn't have side effects and was soon widely used. This meant surgery could develop.'*

**Level 4 Explains why both Simpson and Lister are important in the history of medicine [7]**

- Level 5 Supports an argument about who is MORE important [8]**  
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.

## CRIME AND PUNISHMENT THROUGH TIME

- 1 (a) Study Source A? How useful is this source as evidence about attitudes towards crime and punishment in the seventeenth century? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Surface descriptions of the details in the sources - no attitudes [1]  
eg 'This source is very useful because it shows how they punished people in those days. They executed them and chopped them up.'

**Level 2** Unsupported impressions - not attitudes [2]  
These answers will claim that they were eg cruel.  
Or  
Explains why they used this type of punishment

**Level 3** Valid attitudes inferred from the source [3]  
eg 'This source shows that they took crime very seriously because they are punishing them very harshly. It also says that lot of people bought the prints so they must have been keen to see justice being carried out.'

**Level 4** Focuses on the fact that it is the gunpowder plotters - contextual knowledge used to explain why the source is about attitudes, OR to explain that this makes the source unrepresentative [4]

**Level 5** Both types of Level 4 [5]

- 1 (b) Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Answers based on everyday empathy/unsupported assertions [1-2]  
These answers will express surprise that most of these crimes were punished by the death penalty, or they may express no surprise at the death penalty for murder. Award 2 marks if makes both these points.

**Level 2** Answers that claim that in those days they thought some of these crimes (excluding murder) were serious - so not surprised [2]

**Level 3** Answers that place the crimes in a valid context eg Bloody Code [3-4]

**Level 4** As for Level 3 but in addition explain particular significance of at least one of the crimes mentioned (excluding murder) [5]  
eg 'I am not surprised by this source because this was at the time of the Bloody Code. This is when landowners used the law to protect their property. They didn't like people poaching rabbits from their property because they thought the rabbits belonged to them.'



- 2 (a) Briefly describe how women were treated by the law during the Middle Ages.

Target: AO 1

1 mark for each valid method identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: ducking-stools and scolds, did not own her own property, her belongings belonged to her husband, she could not divorce her husband.

eg *'Women were treated by the law as inferior. This was because of the teachings of the Church. Married women were worse off as what they had belonged to their husbands.'* [3]

- 2 (b) Explain why Anglo-Saxon laws and Norman laws existed side by side during much of the Middle Ages.

Target: AO 1 and 2

**Level 1 General assertions** [1]

Valid, but general answers. No specific contextual knowledge.

eg *'This was because both systems were good and so they decided to use both. It was better than using just one.'*

**Level 2 Identifies specific reasons** [2-4]

Specific contextual knowledge demonstrated but no explanation.

Specific reasons include: Norman Conquest - Normans take over from Saxons, William wanted continuity, he wanted to establish his own authority, he thought crimes were against him, he wanted to be seen as heir of Edward.

**OR**

**Describes the changes/continuity** [2-4]

**Level 3 Explains reason for either change or continuity, plus identifies the other** [5-6]

eg *'They both existed because William had just invaded England and he thought it would not be sensible to change everything. He needed to be accepted by the Anglo-Saxons and he thought keeping a lot of there laws would help this. So he did not change everything. He brought in some new things like trial by battle but kept a lot of the Saxon laws.'*

**Level 4 Explains reasons for change and continuity** [7]

- 2 (c) 'The story of Robin Hood does not teach us much about medieval crime and punishment.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

\* Written communication assessed in this question

- |                |  |              |
|----------------|--|--------------|
| <b>Level 1</b> | <b>General assertions</b><br>Valid, but general answers. No specific contextual knowledge.<br>eg 'I agree with this. I don't think we can learn anything. It doesn't give you any facts or figures.'   | <b>[1-2]</b> |
| <b>Level 2</b> | <b>Identifies reasons why the story is or is not useful</b><br>Specific contextual knowledge demonstrated but no explanation.<br>Reasons might include: useful - tells us about outlaws, over-mighty/corrupt officials, people saw him as a hero, people did dislike unfair officials, the popularity of the story tells us a lot; not useful - unrealistic, romantic, outlaws not really like this, no proof he actually existed.<br><b>OR</b><br><b>Tells the Robin Hood story</b> | <b>[3]</b>   |
| <b>Level 3</b> | <b>Identifies reasons why the story is and is not useful</b><br>Specific contextual demonstrated but no explanation.   | <b>[4]</b>   |
| <b>Level 4</b> | <b>Explains reasons why the story is or is not useful</b><br>eg 'I think this is wrong. A lot can be learned from the story of Robin Hood. There were lots of stories like this about a hero who stood up to corrupt officials and supported the poor people. The fact that the story was popular at the time tells you that many people did hate authority and were against the officials.'   | <b>[5-6]</b> |
| <b>Level 5</b> | <b>Explains reasons why the story is or is not useful</b>  | <b>[7]</b>   |
| <b>Level 6</b> | <b>Supports an argument about 'how far'</b><br>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.  | <b>[8]</b>   |

3 (a) Briefly describe the activities of smugglers.

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: brought in goods such as tea, brandy without paying import duties, worked on remote parts of the coast, often whole communities involved or organised gangs, used violence against custom officials or informers.

eg *'Smugglers worked in secret and smuggled goods into the country from boats just off the coast. They worked at night and sold the goods later.'* [3]

3 (b) Explain why there was an increase in highway robbery in the eighteenth century.

Target: AO 1 and 2

**Level 1 General assertions** [1]

Valid, but general answers. No specific contextual knowledge.

eg *'There was an increase in highway robbery because a lot of money could be made from it and so a lot of people did it.'*

**Level 2 Identifies specific reasons** [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons include: demobilised soldiers, effective government action against smuggling, handguns easier to obtain, more people travelling in coaches, no police force, many open, lonely areas,

**Level 3 Explains one specific reason** [5-6]

Award 6 marks for one reason explained and another identified.

eg *'Highway robbery increased because there was more opportunity.*

*People became wealthier and used coaches for travel a lot more and so it was worth the robbers stopping the coaches to rob the rich.*

*Stagecoaches became very popular for travelling around the country and so opportunities for highwaymen increased.'*

**Level 4 Explains more than one specific reason** [7]

- 3 (c) 'The authorities were more worried about poaching than smuggling.'  
How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

\* Written communication assessed in this question

- |                |   |              |
|----------------|---|--------------|
| <b>Level 1</b> | <b>General assertions</b><br>Valid, but general answers. No specific contextual knowledge.<br>eg 'I think that this is wrong. Smuggling was much more serious and they would have been more worried about it.'  | <b>[1-2]</b> |
| <b>Level 2</b> | <b>Identifies reasons why there were/were not concerns about poaching or smuggling</b><br>Specific contextual knowledge demonstrated but no explanation.<br>Answers might include: poaching - because many people did not see it as a crime, landowners regarded game as belonging to them, infringement of property rights, the Black Acts showed they were concerned, not really a danger to the government or its income.<br>smuggling - less taxation for government, took place in remote areas, too few Customs officers, juries would not convict, large gangs of violent smugglers, protected by local communities, even landowners involved, some in authority not concerned because they were involved. | <b>[3]</b>   |
| <b>Level 3</b> | <b>Identifies reasons why there were/were not concerns about poaching and smuggling</b><br>Specific contextual knowledge demonstrated but no explanation.   | <b>[4]</b>   |
| <b>Level 4</b> | <b>Explains why there were concerns about poaching or smuggling</b><br>eg 'The authorities were more worried about poaching because it was an attack on the property of the rich landowners. These people thought that the deer and rabbits on their land belonged to them and when poachers stole them they saw it as their property being stolen. This worried them a lot.'   | <b>[5-6]</b> |
| <b>Level 5</b> | <b>Explains why there were concerns about poaching and smuggling</b>  | <b>[7]</b>   |
| <b>Level 6</b> | <b>Supports an argument about 'how far'</b><br>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.   | <b>[8]</b>   |

- 4 (a) Briefly describe what happened during the Rebecca Riots.

Target: AO 1

1 mark for each valid type/method identified, 2-3 marks for any that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: attacked tollgates, dressed as women, barns and hayricks of landowners/magistrates burned, workhouse attacked, police sent from London, leaders arrested, some were transported.

eg *'The rioters dressed up as women and attacked and destroyed tollgates.* [2]

- 4 (b) Explain why 'Peterloo' was important at the time.

Target: AO 1 and 2

**Level 1 General assertions** [1]

Valid, but general answers. No specific contextual knowledge.

eg *It was important because of the dreadful things that happened there.*

*A lot of people were hurt or killed.'*

**Level 2 Identifies specific reasons** [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons include: peaceful meeting attacked by yeomanry, eleven killed, hundreds wounded, disagreement over what really happened, used by protestors as propaganda, reaction by the government (Six Acts),

**OR**

**Tells the story** [2-4]

**Level 3 Explains one specific reason** [5-6]

eg *'Peterloo was important because it was such a dreadful thing to happen. People, including women and children, went to protest for the vote. It was all peaceful but the yeomanry panicked and attacked the crowd and people were killed. This made it famous and explains why there was a lot of criticism of the government.'*

Award 6 marks for one reason explained and another identified.

**Level 4 Explains more than one specific reason** [7]

- 4 (c) 'The suffragettes did more harm than good to the campaign for the vote.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

\* Written communication assessed in this question

- |                |  |              |
|----------------|--|--------------|
| <b>Level 1</b> | <b>General assertions</b><br>Valid, but general answers. No specific contextual knowledge.<br><i>eg 'I agree with this. It did not help at all and they lost support because of the methods they used.'</i>  | <b>[1-2]</b> |
| <b>Level 2</b> | <b>Identifies reasons why they helped or were harmful</b><br>Specific contextual knowledge demonstrated but no explanation.<br>Answers might include: good - brought the issue to people's attention, gained publicity, made the government consider the issue; harmful - made people think women were irresponsible, government determined not to give into violence, people frightened by the violence, it delayed the granting of the vote. | <b>[3]</b>   |
| <b>Level 3</b> | <b>Identifies reasons why they helped and were harmful</b><br>Specific contextual knowledge demonstrated but no explanation.   | <b>[4]</b>   |
| <b>Level 4</b> | <b>Explains reasons why they helped or were harmful</b><br><i>eg 'I think they did more harm than good. The suffragettes were trying to get the vote for women and they were arguing that women were intelligent enough to have the vote. The violence they used such as arson and attacking government ministers meant that a lot of people could say that this proved they were not sensible enough to have the vote.'</i>                   | <b>[5-6]</b> |
| <b>Level 5</b> | <b>Explains reasons why they helped and were harmful</b>   | <b>[7]</b>   |
| <b>Level 6</b> | <b>Compares the strengths of the two cases - welcomed and not welcomed, supports an argument why one is stronger than the other.</b><br>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.   | <b>[8]</b>   |

## ELIZABETHAN ENGLAND

- 5 (a) Study Source A. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Answers that explain the source but fail to use to say whether surprised or not [1]

**Level 2** Answers that explain why surprised or not surprised but reasons given are not convincing or are just assertions [2]

**Level 3** Uses contextual knowledge to explain surprise or lack of surprise [3-5]

There are four issues in the source to be surprised or not surprised about: Parliament's request over the succession, the fact that they have gone so far as to discuss the succession, Elizabeth's promise to marry, Elizabeth stopping the discussion about the succession. This explains the wide mark band. To be awarded 5 marks candidates must discuss at least two of these issues. eg *'I am not surprised by this source. Parliament was very worried that if Elizabeth did not have children she would be succeeded by Mary, Queen of Scots who was a Catholic. They thought this would be a disaster because they were Protestants and did not want the country being forced to go back to the Catholic religion.'*

**Level 4** Uses contextual knowledge to explain surprise and lack of surprise [6]

- 5 (b) Study Source B. Do you believe what Elizabeth says in this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1**    **Unsupported assertions**    **[1]**  
These answers will not demonstrate any contextual knowledge.

**Level 2**    **Answers based on everyday empathy or answers that accept her assurance that she will never break her word**    **[2]**  
eg 'I do believe her. I don't think she would take the chance of lying to Parliament, it would be too risky.'

**Level 3**    **Identifies valid reasons for believing/not believing Elizabeth**    **[3]**

**Level 4**    **Answers based on the qualifications in the source**    **[4]**  
These answers will note that Elizabeth has left her herself a way out – her intended dying/not available or unanticipated events.

**Level 5**    **Answers that use contextual knowledge to explain valid reason for either believing her or not believing her**    **[5-6]**  
eg 'I do not believe her. She didn't really want to get married because it would have caused her all kinds of problems. Whoever she married it would have upset someone. For example if she married a foreign king the English would worry they would be dominated by a foreigner. Anyway Elizabeth did not want to share power with a husband. She had no intention of getting married.'

**Level 6**    **Answers using contextual knowledge to explain valid reasons for believing her and for not believing her**    **[7]**

- 5 (c) Study Sources C and D. Why are these two portraits of Elizabeth so different? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1	<b>Describes the portraits</b>	<b>[1]</b>
Level 2	<b>Undeveloped answers based on the dates/different artists</b> eg 'They are different because one was painted much later than the other so they will be different.'	<b>[2]</b>
Level 3	<b>Answers based on intentions of the artists – no contextual knowledge demonstrated</b> These answers will suggest that the artists had different intentions eg one wanted to show her as old, the other to show her looking impressive. However, the answers will not include any history. <b>Or</b> <b>Compares impressions of Elizabeth in both portraits</b>	<b>[3]</b>  <b>[3]</b>
Level 4	<b>Contextual explanation of one portrait</b> eg <i>'By 1602 Elizabeth was getting old and she was becoming unpopular. She had always used portraits to show people her strength and her youth. They were the only way a lot of people got to see their Queen. Although she is old in this portrait she is shown as much younger to try and show people that she is still strong and should be obeyed.'</i>	<b>[4-5]</b>
Level 5	<b>Contextual explanation of both portraits</b>	<b>[6]</b>
Level 6	<b>As for Level 5 but also compares the portraits and explicitly explains why they give such different impressions of her</b>	<b>[7]</b>

6 (a) Briefly describe the activities of vagabonds.

**Target: AO 1**

1 mark for each valid example identified, 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: wandered around the country in groups, begged, pretended to be mad, pretended to be ill/wounded, stole from villages they passed through, avoided work.

eg *'Vagabonds wandered around the countryside in large groups. They used to terrorise villages that they went through.'*

**[3]**

6 (b) Explain why the number of poor people increased during Elizabeth's reign. [7]

**Target: AO 1 and 2**

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge. Eg *'This was because things were very hard and people couldn't afford things so they were poor.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation. Reasons include: debasement of the coinage, rising population, inflation, bad harvests, rack-renting, enclosures, dissolution of the monasteries, cloth trade collapsed.

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified. eg *'There was an increase in the poor people because landowners started to keep sheep instead of growing crops. This meant that not so many people were needed to look after the sheep and so they lost their jobs. Some people lost their land because of enclosures and this made them poor.'*

**Level 4 Explains more than one specific reason [7]**

- 6 (c) 'By the end of the reign the authorities were dealing successfully with the problem of poverty.' 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 [1-2]**  
eg 'Yes, I think they had worked out what the problem was and they knew how to deal with it. They came up with new solutions that worked.'

**Level 2 Identifies specific examples/reasons for success or lack of success [3]**  
Specific contextual knowledge demonstrated but no explanation. Examples might include: success – Elizabethan Poor Law, poor rate, Overseers of the Poor, The Poor Law lasts hundreds of years, local measures in towns eg London, Norwich, Houses of Correction, understanding that some people needed help, poverty did not lead to rebellion; lack if success – poverty continued to rise, there were riots, the 1590s was a very hard time – people starving to death, the poor rates raised less money than charity; still much to be done.

**Level 3 Identifies specific examples/reasons for success and lack of success [4]**  
Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific examples/reasons for success or lack of success [5-6]**  
Eg 'I think they had solved the problem of poverty. This was because at last they realised it was no good simply punishing everyone for being poor. They worked out that many people that were poor could not help it because they were ill or had been sacked. They understood that these people should be helped. This was a big step forward in understanding how to deal with poverty.'

**Level 5 Explains specific examples/reasons for success and lack of success [7]**

**Level 6 As for Level 5 but in addition explains why on balance there was more/less success than failure [8]**  
These answers do not have to be fully developed as far as the content on each side is concerned. However the reason for one being more important must be supported and valid - allow original, unusual but valid attempts.

- 7 (a) **Briefly describe the religious situation in England at the beginning of Elizabeth's reign.**

**Target: AO 1**

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: country divided between Catholics and Protestants, unpopularity of Mary, Protestant hopes of Elizabeth, demands from Puritans returning from Europe, the differences/disagreements between Catholics and Protestants.

eg *'The religious situation at the beginning of Elizabeth's reign was very bad. The country was divided into Catholics and Protestants and Elizabeth would have to decide which way to go.'* [2]

- 7 (b) **Explain why King Philip of Spain sent the Armada against England.**

**Target: AO 1 and 2**

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'They did this to because they were enemies with England and wanted to defeat Elizabeth.'*

**Level 2 Identifies specific reasons for sailors going on voyages of discovery [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: England and Spain were at war, the English were helping the Dutch against Philip, to land in England and start a rebellion, to make England Catholic, English attacks on Spanish settlements and treasure ships.

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified.

eg *'Spain sent the Armada against England because Philip wanted to make England in to a Catholic country. The Armada would help the Spanish army land in England and they would help the English Catholics to rebel against Elizabeth and a Catholic would take over.'*

**Level 4 Explains more than one specific reason [7]**

- 7 (c) 'Mary, Queen of Scots was never a serious threat to Elizabeth's position as Queen of England.' 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    [1-2]**  
 eg *'I don't agree with this. Mary tried to overthrow Elizabeth and so she was a threat to her. She wanted to be Queen of England.'*
- Level 2    Identifies specific reasons for agreeing or disagreeing    [3]**  
 Specific contextual knowledge demonstrated but no explanation.  
 Examples include: agree – most English Catholics were loyal to Elizabeth, the Northern Rebellion was easily put down, the other plots were discovered early, it was unlikely she would get much help from France or Spain; disagree – many English Catholics supported her there were English nobles who would use her, she had a claim to the English throne, she had the support of France, the Northern Rebellion, the Papal Bull, the Ridolfi Plot, the Throckmorton Plot, the Babington Plot.
- Level 3    Identifies specific reasons for agreeing and disagreeing    [4]**  
 Specific contextual knowledge demonstrated but no explanation.
- Level 4    Explains specific reasons for agreeing or disagreeing    [5-6]**  
 eg *'I disagree with this statement. Mary had the support of some very powerful nobles like the Earl of Northumberland in the Northern Rebellion. The rebels had 6000 soldiers and it could have worked by Mary didn't really support the rebellion and the rebels were defeated. If Mary had supported it, it could have succeeded.'*
- Level 5    Explains specific reasons for agreeing and disagreeing    [7]**
- Level 6    As for Level 5 but in addition explains whether on balance they agree more than they disagree    [8]**  
 These answers do not have to be fully developed as far as the examples 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.

## BRITAIN 1815-1851

- 5 (a) Study Source A. Why do you think this notice was issued in 1830? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Answers based on surface information in the source [1]  
eg *'This notice was issued to tell people that threshing machines would not be used and that their wages were going up.'*

**Level 2** Answers identifying valid purpose and/or context [2-3]

**Level 3** Answers explaining purpose, but no Swing Riots. [4]

**Level 4** Answers that use contextual knowledge to explain the context of the Swing Riots [5-6]  
eg *'This notice was published because of the Swing Riots. This was when farm workers rioted and set fire to farmers haystacks. They were protesting against farmers using threshing machines which put them out of jobs.'*

**Level 5** Answers that explain purpose in the context of the Swing Riots [7]



- 5 (c) Study Source D. How reliable do you think this source is? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1	Assertions about the content of the cartoon	[1-2]
Level 2	Rejects source because it is a cartoon	[2]
Level 3	Answers that use contextual knowledge to check claims made by the source	[3-4]
Level 4	Answers that dismiss the source as reliable because it has a purpose – to get people to emigrate	[5-6]
Level 5	Answers that explain the source is reliable evidence that there were people who were encouraging the poor to emigrate	[7]

**6 (a) Briefly describe how the Old Poor Law worked.**

**Target: AO 1 and 2**

1 mark for each valid problem identified, 2-3 marks for any problem that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Answers might include: outdoor relief, organised by parishes, workhouses, the Roundsman System – the parish paid employers to give people work at rates fixed by the parish; Speenhamland System – the amount of relief given depended on the price of bread and the size of the family

eg *'The Old Poor Law gave workers more money if they were not earning enough.*

*This depended on the price of bread. If the price of bread went up so did the money paid. People also got more if they had children. This encouraged them to have large families.*

**[2]**

**6 (b) Explain why some people wanted the Poor Law reformed.**

**Target: AO 1 and 2**

**Level 1 General answers [1]**

These answers will lack any specific knowledge.

eg *'They wanted to reform it because they thought it did not work properly. They wanted something better.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: too expensive, cost rising because more unemployed, encouraged people to be lazy, to have large families, high poor rates.

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified.

eg *'They wanted it reformed because they thought that it encouraged people to be lazy. For example in the Roundsman system they got poor relief if they worked or they did not work – so they might as well not work. People thought this was morally bad for the poor.'*

**Level 4 Explains more than one specific reason [7]**

- 6 (c) 'The New Poor Law benefited all groups of society.' 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 [1-2]**  
 eg *'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.'*

**Level 2 Identifies reasons/examples - benefits or worse off [3]**  
 Specific contextual knowledge demonstrated but no explanation.  
 Answers will probably cover either the perspective of those paying or the poor.  
 Examples include: benefits - lower poor rates, fewer people sought help, some evidence that more people were made to work; worse off - conditions in workhouses, ending of outdoor relief (allow this), particular problems in the north.

**Level 3 Identifies reasons/examples - benefits and worse off [4]**  
 Specific contextual knowledge demonstrated but no explanation.  
 Answers will probably cover the perspective of those paying and of the poor.

**Level 4 Explains specific reasons/examples - benefits or worse off [5-6]**  
 Answers will probably cover either the perspective of those paying or the poor.  
 eg *'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.'*

**Level 5 Explains specific reasons/examples - benefits and worse off [7]**  
 Answers will probably cover the perspective of those paying and of the poor.

**Level 6 As for Level 5 but in addition explains whether they agree more than they disagree [8]**  
 These answers do not have to be fully developed as far as the content on each side is 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.

- 7 (a) Briefly describe the actions of the authorities during and immediately after Peterloo.

**Target: AO 1**

1 mark for each valid example identified, 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 include: Yeomanry panicked, started to attack the crowd, magistrates ordered the soldiers went in to rescue them, Hunt arrested and sent to prison, the Six Acts - banned official military training, magistrates could search houses for arms, political meetings needed permission of the magistrates, taxes on newspapers, some publications suppressed, easier for magistrates to bring people to trial.

eg *'The authorities behaved very badly. They sent troops in to attack peaceful people. Lots of people were killed.'*

**[2]**

- 7 (b) Explain why the Reform Act was passed in 1832.

**Target: AO 1 and 2**

**Level 1 General assertions**

**[1]**

Valid, but general answers. No specific contextual knowledge.

eg *'It was passed then because they had to do something because things had got so bad. So they passed the Reform Act to improve the situation.'*

**Level 2 Identifies specific reasons**

**[2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: violence 1831-2, Grey insisted of reform before he agreed to be PM, Grey resigns, threatens new peers, the faults of the system eg few people voted, corruption, pocket boroughs, big cities not represented, middle classes not represented.

**Level 3 Explains one specific reason**

**[5-6]**

Award 6 marks for one reason explained and another identified.

eg *'It was passed because it was such a difficult time then. There were bad harvests and a lot of unemployment. This led to riots in favour of reform like the one on Bristol. This made Parliament realise that they had to pass the reform or there would be worse trouble.'*

**Level 4 Explains more than one specific reason**

**[7]**

- 7 (c) 'Chartism was a complete failure.' 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 [1-2]**  
eg *'I think I agree with this. They did not achieve anything, they did not get any reforms so I think it was a failure.'*

**Level 2 Identifies specific reasons/examples - failure or success [3]**  
Specific contextual knowledge demonstrated, but no explanation.  
Examples include: failure - did not get parliamentary reform eg votes for all men, payment for MPs, secret ballot, the disgrace of 1848, it faded away after 1848; success - ran a national working class organisation for 10 years, used the railways well, ran a newspaper, raised the awareness of the working class, led to TUs, went into and influenced the Liberal Party, many of the six points were achieved.

**Level 3 Identifies specific reasons/examples - failure and success [4]**  
Specific contextual knowledge demonstrated but no explanation.

**Level 4 Explains specific reasons/examples - failure or success [5-6]**  
eg *'I think they were really a failure. By 1848 they had not got the six points on the Charter and after this they faded away. In 1848 hardly any one turned up for their demonstration in London and they had to forge signatures on their petition. This made them a laughing stock and they lost support.'*

**Level 5 Explains specific reasons/examples - failure and success [7]**

**Level 6 As for Level 5 but in addition explains whether on balance they think they were more a failure or a success [8]**  
These answers do not have to be fully developed as far as the content on each side is 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.

## THE AMERICAN WEST, 1840-1895

- 5 (a) Study Source A. How useful is this source as evidence about why the buffalo were important to the Plains Indians? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** **Rejects source because it does not show how/why the buffalo were important** [1]

These answers will simply state that the source is not useful because it does not have any information about why the buffalo were so important or what the Indians used the buffalo for. These answers will not provide this information.

**Level 2** **Accepts the source because it comes from the time, by an eye-witness** [2]

These answers will simply argue that the source is useful because it was painted at that time.

**Level 3** **Contextual knowledge used to explain limitations of the source ie explains ways the buffalo were important that are not shown in the source** [3-5]

*eg 'This source is not very useful about why the buffalo were important to the Indians because it does not show why it was important. The Indians used all parts of the body of the buffalo. It provided them with the material to build their tepees in which they lived in. It gave them their food, their clothes and their tools. In fact it gave them just about everything they needed. But the source does not say any of this.'*

**OR**

**Contextual knowledge used to explain ways in which the source is useful evidence about why the buffalo were important** [3-5]

*eg 'This source is very useful. It shows that there were lots of buffalo on the Plains where the Indians lived. It shows how they hunted them and were able to kill them. Because there were so many buffalo on the Plains it was vital to the Indians who had nothing else to live off. This is why the buffalo were so important and the source shows this.'*

**Level 4** **Both types of Level 3** [6-7]

- 5 (b) Study Sources A and B. Does Source A make Source B surprising? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** Answers that are about Plains Indians but fail to get to grips with the question [1]  
 eg 'I don't think that it is surprising that the Indians are hunting buffalo or that they are being looked after in the other source.' Sometimes they would need this.'

**Level 2** Compares the sources but fails to say whether surprised or not [2]  
 These candidates do all that is necessary except the vital part – Concluding whether it does make B surprising.  
 OR

**Level 2** Valid assertions [2]  
 eg 'No Source A does not make Source B surprising because B is from a later date and things have changed.'

**Level 3** Answers that compare the two sources and explain that B is surprising because of what is in Source A [3-5]  
 eg 'Source A does make Source B surprising because in Source A the Indians are free and hunting the buffalo, but in Source B they are now farmers and are being give cattle to live off. So the two sources give completely different versions of the Indians. This is why Source B is surprising.'

OR  
**Level 3** Answers that focus only on Source B and use contextual knowledge to explain whether or not they are surprised by B [3-5]  
 Eg 'I do not find Source B surprising because it is about the white Americans setting up reservations for the Indians. They were forced to stay on the reservations and were made to be farmers and be dependent on the white man. This is how the government tried to control the Indians and destroy their culture. This is why I am not surprised because this is what the government did.'

**Level 4** Answers that compare the two sources but then use contextual knowledge to explain that Source A does not make B surprising[6-7]  
 eg 'No, Source A does not make Source B surprising because B comes 20 years after Source A. Source A is from when the Indians were left alone on the Plains and were free to live as they liked. Source B is from a time when the settlers and the government had begun to take over the Plains. They wanted the Indians out of the way. One way of destroying them was to put them on reservations and destroy their way of life. This is being done in Source B by making them become farmers and by using education to teach them the whiteman's beliefs. So Source B makes sense and A does not make it surprising.'

- 5 (c) Study Source C. Why do you think this engraving was published in a popular magazine. Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** **Answers that suggest everyday empathy answers** [1-2]

These will be along the lines of; it was published to make the magazine exciting, to make it sell well, to show people what Indians looked like.

**Level 2** **Answers that assert a valid message** [3]

Messages need to be on the lines of eg to show that Indians are nasty, cruel, barbaric.

**OR**

**Answers based purely on context (the focus is on why then?)** [3-4]

These answers might explain that it was published then because of what was happening then between the Indians and the whitemen/government, or because it simply reflects what people at that time thought about the Indians.

**Level 3** **Answers that assert a valid purpose (intended impact on audience)** [4]

Purpose will be along the lines of making Americans hate the Indians or support harsh action against them.

**Level 4** **Message answers explained through contextual knowledge** [5]

**Level 5** **Purpose answers explained through contextual knowledge** [6]

eg *'This source was published in a popular magazine to convince people that the Indians were savages. This is why they are shown scalping a soldier. The readers would think this was horrible and it would make them hate the Indians. It would also make them support the campaigns against the Indians at this time like the massacre of Indians at the Battle of Wounded Knee.'*

**6 (a) Briefly describe the main beliefs of the Mormons.**

**Target: AO 1**

1 mark for each valid example identified, 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.

Beliefs might include: Smith had found golden plates, helped by the angel Moroni, the tribes of Israel were in America as was Christ, the plates told them to restore God's church in America, build God's kingdom on earth, prepare for Christ's second coming, polygamy, gentiles were inferior, Mormons were the chosen people and therefore superior.

eg *'The Mormons believed that they had to make God's kingdom on this earth. They also thought they could have lots of wives.'* [2]

**6 (b) Explain how the Mormons successfully travelled across the Plains.**

**Target: AO 1**

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'They did this because they were really well organised and they knew exactly what they were doing.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: Brigham Young's leadership and organisation, advance party sent, divided into groups, resting places along the route.

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified.

eg *'The Mormons were able to travel across the Plains successfully because they were very well organised. They were divided into groups each one with a leader. In each group every Mormon had a particular job to do. They were trained in driving the wagons and how to organise the wagons at night for safety. This organisation got them through.'*

**Level 4 Explains more than one specific reason [7]**

- 6 (c) 'Once the Mormons had settled in the West they faced more serious problems than the homesteaders did.' 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 [1-2]**  
 eg 'I think they all had lots of problems because the Plains were such a difficult place to live and there were problems everywhere. So I do not think the Mormons had more problems than the homesteaders. They had about the same.'

**Level 2 Identifies specific problems for one group [3]**  
 Specific contextual knowledge demonstrated but no explanation of the problems.  
 Problems include: Mormons – lack of water, dry soil, need to be self-sufficient, lack of people/skills, the area became US territory under US authority, unpopularity of polygamy, the Mountain Meadows Massacre; homesteaders – hardness of the ground, lack of water, grasshopper plagues, 160 acres not enough, traditional crops do not grow, lack of building materials, ranchers; cattle straying, fire, loneliness.

**Level 3 Identifies specific problems for both groups [4]**  
 Specific contextual knowledge demonstrated but no explanation of the problems.

**Level 4 Explains specific problems for one group [5-6]**  
 Eg 'I think the Mormons faced the most serious problems. When they went to Salt Lake it was outside the USA. This meant they would be outside US control. The problem was that after they got there Salt Lake became part of the US. This meant that there would be problems between the American government and the Mormons because many parts of the Mormon way of life such as polygamy were opposed by the American government. This led to conflict with the American government.'

**Level 5 Explains specific problems for both groups [7]**

**Level 6 As for Level 5 but in addition explains whether on balance they think one group faced more serious problems than the other [8]**  
 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.

## 7 (a) Briefly describe the work of a cowboy.

Target: AO 1

1 mark for each valid example identified, 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: the long drive, rounding up cattle, branding, hauling cattle out of mud, riding the line, protect against rustlers.

eg *'The work of a cowboy could be very boring. They had to patrol the distant parts of the land where the cattle were to make sure they had not wandered too far.'* [2]

## 7 (b) Explain why cattle ranching moved to the Plains.

Target: AO 1 and 2

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'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.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: the problem of Texas fever from the tick the cattle carried, problems on the long drives, the establishment of cattle towns and the development of railroads on the Plains, nearer markets in the big northern cities, Goodnight starts it, the land on the Plains was open range – no one owned it.

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified.

eg *'When cow-towns like Abilene was set up on the Plains the cattle being brought to the towns soon spread over the Plains. If they were not sold they were put out to graze on the Plains and gradually cattle ranching spread to the Plains this way.'*

**Level 4 Explains more than one specific reason [7]**

- 7 (c) Who was more successful on the Plains, the cattlemen or the homesteaders? Explain your answer.

Target: AO 1 and 2

\* Written communication assessed in this question.

**Level 1 General assertions [1-2]**  
 eg *'I think the cattlemen were more successful because they made a lot more money and were a lot richer than the homesteaders.'*

**Level 2 Identifies specific reasons why (or examples how) the cattlemen or the homesteaders were or were not successful [3]**  
 Specific contextual knowledge demonstrated but no explanation.  
 Cattlemen – enormous numbers of cattle, had range rights, settled on the Plains with ranch houses and stables, enormous profits, windpumps, barbed wire, falling profits, winter of 86-7, Johnson County War;  
 homesteaders – difficulties of growing crops, windpumps, new types of crops, new machinery, barbed wire, dry farming, outcome of Johnson County War.

**Level 3 Identifies specific reasons why (or examples how) the cattlemen and the homesteaders were or were not successful [4]**  
 Specific contextual knowledge demonstrated but no explanations.

**Level 4 Explains specific reasons why, or how, the cattlemen or the homesteaders were or were not successful [5-6]**  
 Eg *'I think the homesteaders were more successful in the end. This is because in the Johnson County War the cattlemen lost all their power. Government troops were sent to deal with the ranchers and they had to surrender. This meant that they lost a lot of their power over the state which they had really been running. Their power was now broken and the future belonged to the homesteaders.'*

**Level 5 Explains specific reasons why, or how, the cattlemen and the homesteaders were or were not successful [7]**

**Level 6 As for Level 5 but in addition explains overall why one factor was more important than the other [8]**  
 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.

## GERMANY 1919-1945

- 5 (a) Study Source A. Why was it necessary for the government to publish this poster? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1 Repeats or paraphrases surface information in the source – no contextual knowledge demonstrated [1]**  
 eg 'They had to published this because the putsch had started. They wanted people to go on strike.'

**Level 2 Contextual knowledge used to add some detail to source or provide a basic explanation of what it is about [2]**  
 eg 'They had to published this poster because the Kapp Putsch was beginning. They wanted the people to come out and oppose it and defend the government.'

**Level 3 Identifies a valid message or purpose (going beyond the information in the source) [3-4]**  
 Award 4 marks for purpose.  
 Message - the Kapp Putsch was wrong, was a threat to the Revolution, the Republic; purpose - to save the Republic, to prevent a military takeover.

**Or Explains context without getting to message or purpose [3-4]**

**Level 4 Contextual knowledge used to explain the purpose of the poster. [5-6]**  
 These answers will demonstrate knowledge of some of: the aims of the Kapp Putsch, the circumstances before and in 1920, the weakness of the Republic/government.  
 eg 'The government had to published this poster because it looked as if the new Republic was about to be defeated. The Weimar Republic was unpopular with a lot of Germans who thought that it had disgraced Germany by accepting defeat in the war. This Putsch was an attempt to destroy the Republic. The government even had to flee. In desperation it asked the workers to help it.'

- 5 (b) Study Source B.? Why do you think this drawing was published in 1923? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

**Level 1** **Answers that describe the source** [1]  
eg 'This drawing shows some men attacking some children.'

**Level 2** **Answers that claim it was published to impart factual information or misinterprets the source and claims it was published to praise the French** [2]  
eg 'This drawing was published to show what happened in the Ruhr. It shows some soldiers.'

**Level 3** **Answers that assert a valid message** [3]  
This will be - the French were bullies, were wrong to invade the Ruhr or something similar.

**Or**

**Explains context without getting to message or purpose** [3]

**Level 4** **Answers explain a valid message using the source/in context** [4-5]  
eg 'I think this source was published because the French invaded the Ruhr when Germany could not pay the reparations. The Ruhr was where Germany's industry was and the French decided to take what they were owed. The Germans hated this and the drawing is saying how dreadful the French are. This is why they show soldiers chasing young children.'

**Level 5** **Identifies/explains a valid purpose of the source** [6-7]  
The purpose will be to make the Germans hate the French, oppose the French, join the passive resistance, appeal to other countries about the occupation.

- 5 (c) Study Sources C and D. Does Source C make Source D surprising? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** Writes about the sources but fails to produce a valid answer to the question [1]
- Level 2** Ignores Source C and writes a valid answer about not being surprised by Source D based on valid context [2-3]  
eg *'I am not surprised by Source D because this was in the time of inflation in German when the money became worthless. This is why the woman is using it for her fire because it is worthless.'*  
**Or**  
Valid answer that does not say if surprised or not [2-3]
- Level 3** Explains surprise because C and D are different or claims not surprised because they might be different eg places [4-5]  
eg *'Yes I am surprised because in Source C they are desperate to get their wages but in Source D she is burning money. That doesn't make sense.'*
- Level 4** Compares Sources C and D and uses contextual knowledge to explain why not surprised [6-7]  
eg *'No Source C does not make Source D surprising because the two sources agree. In Source C they are being paid in bags of bank notes and in Source D the woman had lots of money. This was in the time of hyper-inflation in Germany and the money was worthless. This is why they have so much and why she is using it to start a fire, So both sources really say the same thing.'*

**6 (a) Briefly describe the ideas of the Nazi Party in the 1920s.**

**Target: AO 1**

1 mark for each valid idea identified, 2-3 marks for any ideas that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Ideas might include: unifying all Germany into a Greater Germany (including unification with Austria), Treaty of Versailles to be reversed, more land (Lebensraum), Jews not to be Germans, hatred of Communism, thought the Social Democratic Government should be overthrown.

eg *'The Nazis believed that Jews should not become German citizens and that the Treaty of Versailles should be rejected.'* [2]

**6 (b) Explain why the Munich Putsch was a disaster for the Nazis.**

**Target: AO 1 and 2**

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'It was a disaster because the whole thing was a mess. It ended with Hitler failing to do what he had hoped.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Answers can be about what went round during the Putsch and the consequences after the Putsch.

Examples include: Kahr refuses to act, Hitler has to change his plans,

Hitler has to force the Bavarian government to support him at the Beer Hall, Hitler let Kahr go and Kahr changes his mind, the march goes ahead despite this, stopped by police, shooting –Hitler and others flee while Ludendorff carries on and is arrested, Hitler on trial, sent to prison, Nazis in tatters.

**or**

**Tells the story [2-4]**

**Level 3 Explains one specific reason [5-6]**

Award 6 marks for one reason explained and another identified.

eg *'The Munich Putsch was a disaster because Hitler failed to get enough support. He wanted the Bavarian government to help him against the German government but in the end the Bavarians opposed the Putsch and defeated it.'*

**Level 4 Explains more than one specific reason [7]**

- 6 (c) 'The most important reason why the Nazis came to power in 1933 was the leadership of Hitler.' 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** **[1-2]**  
*eg 'I agree with this. I think that without Hitler they would have been nowhere. They needed him and he was the main reason why they were so successful.'*
- Level 2    Identifies reasons for agreeing or disagreeing** **[3]**  
 Specific contextual knowledge demonstrated but no explanation.  
 Reasons include: agreeing – Hitler's decision to change tactics after the Putsch, he reorganises the party, he writes Mein Kampf and gives the party its ideas/policies, his personality and his ability as a public speaker; disagreeing – support of the working classes, support of the middle classes and farmers, use of propaganda (Goebbels), the Depression, unemployment, unpopular policies of the government fear of Communism, deal between Von Papen, Hindenburg and Hitler in 1933.
- Level 3    Identifies reasons for agreeing and disagreeing** **[4]**  
 Specific contextual knowledge demonstrated but no explanation.
- Level 4    Explains specific reasons for agreeing or disagreeing** **[5-6]**  
*eg 'I think that Hitler was not all that important. It was really all down to the Depression. Before this the Nazis were finding it difficult to get mass support. In 1928 they had got almost nowhere. The Depression made a lot of people unemployed. They were desperate and the government was blamed. The Nazis promised to get everyone a job and this made people beginning to support them. So the Depression was crucial, without it the Nazis would not have got into power.'*
- Level 5    Explains specific reasons for agreeing and disagreeing** **[7]**
- Level 6    As for Level 5 but in addition explains whether the arguments for agreeing are stronger than those for disagreeing** **[8]**  
 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.

**7 (a) Briefly describe Nazi actions against Jews in the 1930s.**

Target: AO 1

1 mark for each valid example identified, 2-3 marks for any example that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: Nuremberg Laws - banned marriages between Jews and Aryans, sexual relations forbidden outside marriage, Jews became subjects instead of citizens; Jewish businesses confiscated, Jews had 'J' stamped on their passports, Kristallnacht - attacks on synagogues, Jewish homes and shops; Jews only allowed in Jewish schools, at the end of the 30s Jews sent to concentration camps.

eg *'The Nazis made sure that ordinary Germans could not marry Jews because they thought this would make the race impure.'* [2]

**7 (b) Explain why some young people opposed the Nazis.**

Target: AO 1

**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'They opposed the Nazis because they did not like their ideas. They thought they would be bad for Germany.'*

**Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: opposition to drills and military nature of the Hitler Youth especially in the war years, the strong leaders in the Hitler Youth joined the army, attraction of American ideas, clothes, music, lifestyle, opposed the slaughter of the Jews.

**Level 3 Explains one specific reasons [5-6]**

Award 6 marks for one example explained and another identified.

eg *'Young people opposed the Nazis much more after the war started. This changed the nature of the Hitler Youth. They spent less time on fun activities and everything was about discipline and being trained for the army. Some of them got fed up with being told what to do all the time and left.'*

**Level 4 Explains more than one specific example [7]**

- 7 (c) 'The most important reason the Nazis were able to stay in power was their use of force and terror.' How far do you agree with this statement? Explain your answer.

Target: AO 1

\* Written communication assessed in this question.

**Level 1 General assertions [1-2]**

*eg 'I think this was the main reason. Everyone was afraid to do anything about them so they just obeyed the Nazis. This is why they had power.'*

**Level 2 Identifies examples of force and terror or other factors [3]**

Specific contextual knowledge demonstrated but no explanation of examples. Examples include: force and terror - the SS and the Gestapo, the banning of political parties, sending Communists and others to concentration camps; other factors -propaganda, tackling unemployment, Hitler's personal qualities, Hitler Youth and education policies.

**Level 3 Identifies examples of force and terror and other factors [4]**

Specific contextual knowledge demonstrated but no explanation of examples.

**Level 4 Explains specific examples of force and terror or other factors [5-6]**

*eg 'I think that if the Nazis did not really have the support of the people they could not have stayed in power just by force. Nazi policies led to unemployment down through public works for example building motorways. When people had jobs they were better off and ready to support the Nazis. The Nazis also promised to stand up for Germany abroad and get rid of the Treaty of Versailles. A lot of Germans supported this. They wanted Germany to be great again.'*

**Level 5 Explains specific examples of force and terror and other factors [7]**

**Level 6 As for Level 5 but in addition explains whether overall force and terror were more important than other factors [8]**

These answers do not have to be fully developed as far explaining the content is concerned. However the reason for why one or the other was more important must be explained and be valid - allow original, unusual but valid attempts.

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

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://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**