

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 June 2011

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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? How far does Source B prove that understanding of plague had improved since the time of Source A? Use the sources and your knowledge to explain your answer.**

Target: AO 1, 2 and 3

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions eg <i>'It must have improved a lot because Source B is from a later date and they understood things much better then.'</i> | [1] |
| Level 2 | Compares details of sources – not about understanding of the plague | [2] |
| Level 3 | Answers that demonstrate the ideas/understanding in one or both sources but there is no valid comparison eg <i>'I don't think it has improved much. In Source A they seem to think that God caused the plague which isn't very advanced. They also think that the planets had something to do with it.'</i> | [3] |
| Level 4 | Compares ideas/understanding for no improvement or for improvement No improvement – A mentions natural factors as does B, improvement – more emphasis in B than in A on natural factors. Eg <i>'I think there has been a lot of progress because in Source A they don't really know what caused the plague. They are coming up with any old idea including supernatural ones like God. In Source B they have natural methods. They are taking the bodies away so they don't spread the plague and they have searchers going round finding out which houses have the plague in them so they can shut them off.'</i> | [4-5] |
| Level 5 | Explains how there has been some improvement but also continuity | [6] |

- 1 (b) Study Source C. Why was this cartoon published in 1858? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Surface description/literal reading of the cartoon** [1]
eg *'It was published to show all the strange creatures living in the river.'*

OR

Level 1 **Context or interprets source but no hint that this is why the cartoon was published** [1]

Level 2 **Answers that use the context to explain why the cartoon was published** [2]
eg *'I think this was published in 1858 because that is when there was a lot of cholera and lots of people were dying. This is why it was published then.'*

Level 3 **Answers that use a valid sub-message to explain why the cartoon was published** [3]

Level 4 **Answers that use a valid purpose to explain why the cartoon was published** [4]
This could include eg to stop people taking their water from the Thames, to put pressure on the Government to do something about it.

OR

Level 4 **Uses the big message to explain why the cartoon was published – must include water, disease, drinking water** [4]
eg *'This source was published then to tell people the dreadful state of the River Thames. This would cause diseases because people got their drinking water from the river.'*

- 1 (c) Study Sources D and E. How far do these two cartoons agree? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** **Answers based on surface features** **[1]**
eg *'They do agree because they are both about the National Health Service and they both have Bevan in them.'* *'Bevan disliked in both.'*
- Level 2** **Answers explaining the message of one or both sources but no comparison** **[2]**
eg *'I think these sources agree because Source E says that the doctors did not want the NHS. They say it tastes awful. However, there is nothing they can do about it because it is being forced on them. Source D is saying the same kind of thing.'*
- Level 3** **Compares valid sub-messages** **[3-4]**
- Level 4** **Compares big messages - must include doctors, opposing NHS, Bevan, or compares attitude of cartoonist towards the NHS** **[5]**

- 2 (a) Briefly describe the Roman public health system.

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: aqueducts and fresh water, public baths, public latrines, sewers.

eg 'The Roman public health system provided people with clean water. It was brought across the country by aqueducts. They also had public baths where there were hot and cold baths. They often spent the whole day there. [4]

- 2 (b) Explain why the Theory of the Four Humours is important in the history of medicine.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.

eg 'Its important because lots of people believed it and it had a great influence on medical developments.'

Level 2 Identifies specific reasons why important [2-4]

Specific contextual knowledge demonstrated but no explanation.

Examples include: natural explanation, moved Greeks from Gods to natural, kept alive by Galen, accepted through Middle Ages, practices based on it continue after Middle Ages.

OR

Level 2 Describes the theory / describes story of the four humours [2-4]

Level 3 Explains one specific reason why important [5-6]

Award 6 marks for one reason explained and another identified

eg 'I think it was important because it was around for so long. It was thought up the Greeks but was believed for thousands of years afterwards. Throughout the Middle Ages the main treatments used were bleeding and purging and these were based on the Four Humours because they were ways of getting rid of the humours that had got out of balance. So most of medieval medicine was based on the Theory. This is why it is important.'

Level 4 Explains more than one specific reason [7]

- 2 (c) 'Which is more important in the history of medicine, the Roman period or the Medical Renaissance?'

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 were more important because they discovered a lot more things and really pushed medicine along. The Medical Renaissance did not do so much.'*

Level 2 Identifies reason(s) why the Romans and/or the Renaissance are important in the history of medicine [3-4]

Specific contextual knowledge demonstrated but no reasons explained. 3 marks for Renaissance or Romans, 4 marks for both.
Examples might include: Romans – introduced public health for the first time; Renaissance – Vesalius discovered more about the human body

OR

Level 2 Describes Roman and/or Renaissance medicine [3-4]

Award 3 marks for Romans or Renaissance, 4 marks for both.

Level 3 Explains why Romans or Renaissance 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 *'I think the Renaissance is far more important because this was when Harvey discovered the circulation of the blood. This meant that people knew that the same blood was going round the body. This was important because it meant people realised that if someone lost a lot of blood it needed to be replaced. This led to blood transfusions which would not have been seen as necessary without Harvey.'*

Level 4 Explains why the Romans and the Renaissance 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 how chance helped Paré.

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: ran out of hot oil, gunshot wounds, used mixture of egg yolks, oil of roses and turpentine, checked the patients next day, their wounds were doing better, and they has less fever, than those treated with the oil.

eg *'Pare ran out of oil when he was treating gunshot wounds and this forced him to use a new method which worked well.'* [2]

3 (b) Explain why it was possible to develop penicillin in the twentieth century.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.
eg *'This was possible because they had lots of advance techniques and knowledge by then and so they were able to develop new things.'*

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

Specific contextual knowledge demonstrated but no explanation.
Examples include: chance and Fleming, work of Fleming, his experiences in the First World War, work of Florey and Chain, demand from Second World War, role of the USA

OR

Tells the story of the development of penicillin [2-4]

Level 3 Explains how one specific factor/reason enabled development [5-6]

Award 6 marks for one reason explained and another Identified.
eg *'Penicillin was developed because of the Second World War. They were really getting nowhere with it until the war when troops needed it. It was then mass-produced for the troop in America. Up until then they had not been able to mass produce it.'*

Level 4 Explains how more than one specific reason/factor enabled development [7]

- 3 (c) Which is more important in the history of medicine, religion or government?
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 religion is much more important because it led to lots of changes in medicine but war did not bring about nearly so many changes.'*

Level 2 Identifies reason(s) why religion or government are/are not important in the history of medicine [3-4]

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

Examples might include: religion– Egyptian beliefs and keeping clean, monasteries, religion holding things back in Middle Ages, opposition to smallpox vaccination; government – Romans and public health, Boer War and Liberal reforms, public health reforms in the nineteenth century

OR

Level 2 Describes examples of religion/government (no explanation of why important in the history of medicine) [3-4]

Award 3 marks for religion or government, 4 marks for both.

Level 3 Explains why religion or government is important in the history of medicine [5-6]

eg *'Religion was much more important in the history of medicine. This is because the power of the Church in the Middle Ages stopped any progress being made. If people thought that disease was caused by God then there was no need to research and look for new ideas. The Church stopped things like dissection so they could not find out what the human body was like.'*

Level 4 Explains why religion and government are important in the history of medicine [7]

Level 5 Supports an argument about which 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 state what people believed about the causes of disease at the beginning of the nineteenth century.

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: miasma, spontaneous generation, Four Humours.

eg 'People knew about germs but thought that rotting things produced germs instead of the other way round.'

[2]

- 4 (b) **Explain why there was opposition to smallpox vaccination throughout the nineteenth century.**

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.

eg 'There was opposition because thought they would not work and would do something harmful to people.'

Level 2 Identifies specific reasons why it was opposed [2-4]

Specific contextual knowledge demonstrated but no explanation.

Examples include: inoculators, Jenner only a country doctor, against God's will, the matter was from a sick cow, sometimes it did not work, Jenner couldn't explain it, made compulsory, opposition from the poor.

Level 3 Explains one specific reason for opposition [5-6]

Award 6 marks for one reason explained and another identified.

eg 'People opposed it because Jenner had no idea why his vaccination worked. He did not understand about strengthening the body's ability to fight disease. Pasteur found this out much later. People would not accept Jenner because he could not explain this.'

Level 4 Explains more than one specific reason for opposition [7]

- 4 (c) Who is more important in the history of medicine, Jenner or Pasteur?
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 Jenner was more important because his discoveries helped people a lot and saved a lot of lives.'*

Level 2 Identifies reason(s) why Jenner and/or Pasteur are important in the history of medicine [3-4]

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

Examples might include: Jenner – seriousness of smallpox before Jenner, problems with inoculations, numbers vaccinated in nineteenth century, by 1900 deaths almost nil in Britain, by 1980 no cases around the world; Pasteur – pasteurisation, understands vaccination, germ theory, develops vaccines for anthrax and rabies.

OR

Level 2 Describes what Jenner/Pasteur did (no explanation of why important in the history of medicine) [3-4]

Award 3 marks for Jenner or Pasteur, 4 marks for both.

Level 3 Explains why Jenner or Pasteur 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 Jenner was important because in the eighteenth century smallpox killed more European children than any other disease so developing vaccination was an enormous step forward.

eg *'The work of Pasteur was very important. People did not know that germs caused disease and this stopped any important progress being made in fighting disease. Once Pasteur had developed the germ theory and shown that germs caused disease drugs to cure diseases and vaccinations were developed very quickly. But none of this could have happened without Pasteur developing the germ theory first.'*

Level 4 Explains why Jenner and Pasteur 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 Sources A and B? How similar are these two trials? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Surface descriptions of the sources – no understanding of what is really happening [1]

eg *'These sources are very different. One shows some people fighting while the other one shows someone holding something.'*

Level 2 Explanation of source(s) – no comparison [2]

These answers will explain e.g. what trial by battle was for and how it was meant to work but will not compare with the other source

OR

Level 2 Compares valid comparisons or IDs [2]

Level 3 Explains valid comparisons for similarity or difference [3-4]

Similarities might include: to find out if someone guilty, used if jury could not decide, to appeal to God for a decision; differences might include: one Saxon, the other Norman, one introduced later than the other, one based on whether the wound was healing well, the other one who won the battle.

Level 4 Explains valid comparisons for similarity and difference [5]

- 1 (c) Study Source D. 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 use contextual knowledge to explain what is happening in the source but do not express surprise/lack of surprise [1]

Level 2 Everyday day empathy answers [2]
 These will be answers where candidates express no surprise because eg he was arrested or punished for murder, or express surprise because eg he was allowed to flee abroad when he had murdered someone.
 eg *'I am not at all surprised. If he had murdered someone then he should be punished and be outlawed.'*

Level 3 As for Level 2 but uses contextual knowledge to explain events in the source [3]

eg *'I am not surprised because if he had murdered someone then he should be outlawed. This meant that he was thrown out of society and could be killed by anyone.'*

OR

Level 3 Answers that express no surprise because they recognise sanctuary – not developed/explained [3]

Level 4 Answers that express no surprise and explain sanctuary [4-5]
 Eg *'I am not surprised by this source because he is claiming sanctuary and that is what you could do in those days. You could go to a church which was a safe area where you could not be arrested. You then could stand trial or go into exile where you went out of the country. William Parker has decided to go into exile.'*

- 2 (a) Briefly describe how vagabonds were punished in the sixteenth century.

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: whipped, returned to place of birth, burning of an ear, execution, Houses of Correction built, banishment.

eg *'Vagabonds were punished by being whipped, and they could be executed for a second offence.'* [3]

- 2 (b) Explain why there was so much smuggling in the eighteenth century.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.
eg *'This was because people were very poor and they had to get involved with smuggling to keep themselves alive.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.
Specific reasons include: high taxes on imported goods, seen as a social crime, cheaper goods, could get away with it (difficult to police long coast lines), whole communities involved, declining industries such as cloth industry and iron making.

OR

Level 2 Describes smuggling [2-4]

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.
Eg *'There was so much smuggling because the government put up the taxes on goods that came into the country. This made them more expensive. If goods could be smuggled into the country, taxes would not have to be paid and the goods would be cheaper.'*

Level 4 Explains more than one specific reason [7]

- 2 (c) 'The Bloody Code came to an end because juries refused to find people guilty.'
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. <i>eg 'I do not agree with this statement. There were lots of other reasons why they did this and these were more important than juries not finding people guilty.'</i> | |
| Level 2 | Identifies reasons why it ended because of juries or identifies other reasons | [3] |
| | Specific contextual knowledge demonstrated but no explanation. Reasons might include: juries – would not convict because of harsh punishments (not developed further); not juries – public executions not working, ideas about punishments were changing, introduction of transportation. | |
| Level 3 | Identifies reasons why it ended because of juries and identifies other reasons | [4] |
| | Specific contextual demonstrated but no explanation. | |
| Level 4 | Explains reasons why it ended because of juries or explains other reasons | [5-6] |
| | <i>Eg 'I think the Bloody Code came to end for other reasons. The public executions that were used in the Bloody Code were not working. They were meant to make people afraid of committing crimes. In fact they had the opposite effect. Going to watch a public execution became a popular way of spending an afternoon out and the criminals who were executed often became heroes. So public executions did not work as a deterrent.'</i> | |
| Level 5 | Explains reasons why it ended because of juries and explains other reasons | [7] |
| Level 6 | Supports an argument about 'how far' | [8] |
| | 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. | |

- 3 (a) Briefly describe the experiences of prisoners who were transported to Australia.

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: waited in hulks or gaols, cramped conditions on the boat but few died, assigned to settlers, some treated very badly eg flogged, eg conditions on Tasmania, tickets of leave, some did well after release.

eg *'The experiences of people who were transported were not good. They were often treated very badly and ended up being virtually slaves to their masters.'* [2]

- 3 (b) Explain why the separate system was introduced into prisons in the nineteenth century.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.
eg *'It was introduced because they did not think that prisons were working very well and so it was done to make them work better.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.
Reasons include: to stop prisoners mixing, to stop older prisoners handing on their experience of crime to others, as a punishment, to help the reform of prisoners.

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.
eg *'The separate system was introduced because many people thought that prisons had become schools for crime that turned young prisoners into hardened criminals. They left prison and committed more crimes. The separate system was designed to stop this.'*

Level 4 Explains more than one specific reason [7]

- 3 (c) 'Prisons became more harsh during the nineteenth century.'
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 this is right. They wanted to make going to prison a really horrible time so they made them more harsh to do this.'
- Level 2 Identifies reasons/examples of why/how it was more harsh or it was not more harsh [3]**
Specific contextual knowledge demonstrated but no explanation.
Answers might include: more harsh – use of solitary confinement, use of hard labour, separate system, use of pointless work, corporal punishment reintroduced, use of whipping and electric shocks; not more harsh – use of hulks ended, sentences reduced for good behaviour, attempts to reform prisoners, gaolers no longer charged fees to prisoners, improvements included running water, cleaner conditions, doctors, conditions for women improved.
- Level 3 Identifies reasons/examples of why/how it was more harsh and why it was not more harsh [4]**
Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains why/how conditions were more harsh or were not more harsh [5-6]**
eg 'I think conditions in prisons got a lot more harsh. This was because a lot of people thought that crime was rising. This was because newspapers reported things like the Garotting Crisis. This made the people in charge of prisons make them harsher. Hard labour was introduced. They whipped prisoners and even gave them electric shocks if they were not working hard enough.'
- Level 5 Explains why/how conditions were more harsh and in other ways or at other times in the nineteenth century were not more harsh [7]**
- Level 6 Supports an argument about 'how far' [8]**
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.

- 4 (a) Briefly describe the impact of religion on crime and punishment.

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: heresy, trial by ordeal, witchcraft, attitudes towards prisons in nineteenth century.

eg *'The impact of religion was that it influenced ideas about crime and punishment such as when people were thought to be witches. It also led to things like trial by ordeal which God decide if someone was guilty.'* [3]

- 4 (b) Explain why some periods have seen rapid changes in crime and punishment.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.

eg *'This is because there has been much more change in some times in history than in others. There are times when everything has changed.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons/factors must be identified and linked to a particular period eg industrialisation and the nineteenth century, fear that crime was increasing and changes in seventeenth and eighteenth centuries.

OR

Level 2 Describes a period of rapid change [2-4]

Level 3 Explains one specific reason for a chosen period [5-6]

eg *'Periods like the nineteenth century saw a lot of change because this was when there was a lot of industrialisation. The development of large cities meant that old fashioned ways of doing things would no longer work. The old type of watchmen were no good and this is why a police force was developed. A police force was needed to cope with crime in the new cities.'*

Award 6 marks for one reason explained and another identified.

Level 4 Explains more than one specific reason for chosen periods [7]

- 4 (c) 'Individuals have had more impact than governments on developments in 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

- | | | |
|----------------|--|--------------|
| Level 1 | General assertions | [1-2] |
| | Valid, but general answers. No specific contextual knowledge. eg <i>'I agree with this. It is people who have caused the most important changes to happen. This can be seen right through the history of crime and punishment.'</i> | |
| Level 2 | Identifies reasons/examples for individuals or government | [3] |
| | Specific contextual knowledge demonstrated but no explanation. Answers might include: individuals – John Howard, Elizabeth Fry, William I, Robert Peel; government – Saxon kings and wergilds, government's reforms of prisons in nineteenth century, government introducing customs duties led to increase in smuggling. | |
| Level 3 | Identifies reasons/examples for individuals and government | [4] |
| | Specific contextual knowledge demonstrated but no explanation. | |
| Level 4 | Explains reasons/examples for individuals or government | [5-6] |
| | Eg <i>'I think that governments were far more important because they had more power to get things done. For example it was the government in 1829 that set up the first police force. An individual would not have been able to do this. The government had the money to do it and gradually police forces spread across the whole country in the nineteenth century.'</i> | |
| Level 5 | Explains reasons/examples for individuals and government | [7] |
| Level 6 | Supports an argument about 'how far' | [8] |
| | 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. | |

ELIZABETHAN ENGLAND

- 5 (a) Study Source A. What impression was this portrait meant to give of Mary?
Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers that describe the source without giving any impressions [1]

Level 2 Unsupported but valid impressions [2]
eg 'Defeated', 'sad', 'weak'.

Level 3 Answers that are based on the provenance of the source/contextual knowledge but fail to use the content of the source [3-5]
eg 'This portrait would not give a very good impression of Mary because it was painted when she was a prisoner in England. She was a prisoner because she had been involved in plots against Elizabeth. The portrait was probably painted by someone who was on Elizabeth's side and so it would not be supporting Mary.'

OR

Level 3 Valid impressions supported by reference to content of source [3-5]
eg 'I think this source was meant to make Mary look weak and feeble. She is dressed in black to make sure she does not look glamorous. She looks worried and weak. She does not look very attractive and this portrait was painted to make sure people did not like her.'

Level 4 Both options at Level 3 [6]

- 5 (b) Study Sources B and C. Does Source B make you surprised by Source C? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- | | | |
|----------------|--|--------------|
| Level 1 | Unsupported assertions These answers will not demonstrate any contextual knowledge. For example, the sources are simply paraphrased, or unsupported assertions are made about being surprised/not surprised. | [1] |
| Level 2 | Answers based on a misreading of Source C | [2-3] |
| Level 3 | Answers that explain surprise/no surprise – based only on Source C – no use of Source B <i>Eg, 'I am not surprised the Elizabeth is sad because Mary was her relative and she was a Queen. Elizabeth was reluctant to have her executed for both these reasons.'</i> | [4] |
| Level 4 | Answers that express surprise/no surprise – based on comparison of the two sources – no contextual development These answers will probably either explain eg (not surprised) that in B Parliament asks for Mary to be punished and in C she will be, or in B Mary has been plotting so in C she will be punished; or (surprised) in B Parliament is asking for Mary to be punished/Mary is guilty – but Elizabeth in C is very reluctant to punish Mary. | [5] |
| Level 5 | Answers that use contextual knowledge to explain why Source B makes them surprised/does not make them surprised by Source C These answers will be along the lines of those suggested in Level 3 but will be developed/explained through use of contextual knowledge. | [6] |
| Level 6 | Answers using contextual knowledge to explain why there is scope to be both surprised and not surprised | [7] |

- 5 (c) Study Source D. Why do you think this medal was made soon after 1588? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Describes the medal, makes unsupported assertions [1]

Level 2 Identifies/explains the defeat of the Armada – no message, no purpose [2-3]

eg 'This medal was made then because the Armada had just been defeated and it is about that.'

These answers might provide a lot of detail about the defeat of the Armada but they fail to explain message or purpose of the medal.

OR

Level 2 Identifies purpose [3]
e.g. hope, pride

Level 3 Contextual answers that explain the message of the medal [4-6]
These answers will suggest a valid message eg God was on the Protestant side, and explain this in context.

Level 4 Contextual answers that explain the purpose of the medal [7]
These answers will suggest a valid purpose eg to increase support for Elizabeth

- 6 (a) Briefly describe the problems Elizabeth faced at the beginning of her reign.

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.

Problems might include: vagrancy, religious divisions and issues, she was a woman, finances, decline of cloth industry, inflation, relations with France and Spain. Do not allow Mary, Queen of Scots

Eg *'Elizabeth faced the problem of religion. England had been both Protestant and Catholic in recent years and the country was divided. Elizabeth had to decide which way to go and this would be a difficult decision.'* [3]

- 6 (b) Explain why the Puritans were dissatisfied with Elizabeth's religious settlement of 1559. [7]

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.

eg *'They did not like it because it did not make the changes that they wanted to see. It did not go far enough for them.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons include: bishops, vestments, decorations in churches, music in churches, a balance between Catholicism and Protestantism, bread and wine still taken, Catholic remnants left, had returned from exile in Europe with radical ideas, hatred of Catholicism.

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.

Eg *'Puritans were dissatisfied because they had wanted the Church to be reformed and to move away completely from the Catholic ideas of Mary's reign. Elizabeth did not want to upset the Catholics too much and so her religious settlement was a compromise. This upset the Puritans because they had wanted all Catholic ideas to be swept away and they were not.'*

Level 4 Explains more than one specific reason [7]

- 6 (c) 'The Elizabethan government dealt with the Catholics more successfully than it dealt with the Puritans.' 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 'No, I think this is wrong. The Catholics caused much more trouble than the Puritans and caused the government a lot more trouble. The government struggled to deal with Catholics who were causing trouble. They did not fear the Puritans so much.'
- Level 2 Identifies specific examples/reasons for success or lack of success – Puritans or Catholics** **[3]**
 Specific contextual knowledge demonstrated but no explanation. Examples might include: Puritans – some expelled from the church, some arrested and punished, struggle with Grindal, work of Whitgift, pamphlets like the Marprelate Tracts, Stubbs, Mps such as Strickland and Cope, less trouble after 1590; Catholics – dealing with rebellions and plots, work of Jesuits, use of spies and informers, policy of leniency at first, stricter laws passed later eg large fines, few new converts, Catholics dying out by end of reign.
- Level 3 Identifies specific examples/reasons for success or lack of success – Puritans and Catholics** **[4]**
 Specific contextual knowledge demonstrated but no explanation.
- Level 4 Explains specific examples/reasons for success or lack of success – Puritans or Catholics** **[5-6]**
 eg 'I think Elizabeth's government dealt with the Puritans more successfully. This is because through strict policies and punishments the Puritans were also defeated towards the end of the reign. In the last ten years of the reign they hardly caused any trouble and this shows that Elizabeth had defeated them.'
- Level 5 Explains specific examples/reasons for success or lack of success – Puritans and Catholics** **[7]**
- Level 6 As for Level 5 but in addition explains why on balance the government had more success with one group than the other** **[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 an Elizabethan theatre.

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: raised stage, the pit for the poor (groundlings), the galleries for the rich, no curtains, little scenery, most of the theatre open to the sky.

eg *'Elizabethan theatres were not like theatres today. They stage was raised up above most the audience who stood on the ground. The richer people would be in galleries looking down on the stage.'* [3]

7 (b) Explain why the English navy was able to defeat the Armada.

Target: AO 1 and 2**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

eg *'They were able to do this because they were much better and much stronger. The Armada did not stand a chance.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons include: had long-range guns, the Spanish could not reload their guns quickly, Spanish ships were slower, less manoeuvrable, the English tactics, the lack of a safe port in northern waters, the weather, the wind.

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.

eg *'The English were able to defeat the Armada because their ships were much better. They were faster and could fire at the Spanish ships without getting close to them. The Spanish ships were larger but slower and they also had a lot of slower merchant ships to carry all their supplies.'*

Level 4 Explains more than one specific reason [7]

- 7 (c) 'The theatre was more important to Elizabethan England than the voyages of exploration.' 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 eg <i>'I don't agree with this. The voyages were far more important to England. I don't think you can compare the theatre with them at all.'</i> | [1-2] |
| Level 2 | Identifies specific reasons for agreeing or disagreeing Specific contextual knowledge demonstrated but no explanation. Examples include: agree – gave enjoyment to a lot of people, produced the work of Shakespeare, contributed to a golden age of culture in England; disagree - establishment of colonies, improved the quality of the navy and sailors, helped defence, trade help make England richer. | [3] |
| Level 3 | Identifies specific reasons for agreeing and disagreeing Specific contextual knowledge demonstrated but no explanation. | [4] |
| Level 4 | Explains specific reasons for agreeing or disagreeing eg <i>'I disagree with this statement. The voyages of exploration were far more important. Through the voyages of exploration England was able to increase its trade. It set up trading companies and imported silk and tea and timber. This all helped England become richer.'</i> | [5-6] |
| 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 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. | [8] |

BRITAIN 1815-1851

- 5 (a) Study Source A. How useful is this source in explaining why the Speenhamland system was unpopular with some people? 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 or unsupported assertions or misunderstandings [1]

These answers will either simply repeat the information in the source – they will not explain why some people disliked the details in the source; or they will simply assert answers or they will show misunderstanding eg people did not like it because they were not given enough help.

OR

Answers that fail to explain useful or not useful. [1-2]

Level 2 Answers using contextual knowledge to explain why some people disliked what is described in the source [2-4]

eg 'This source is very useful for telling us why the Speenhamland system was unpopular. The source shows that poor people were given support and this was very expensive. The rate payers did not like it at all because they had to pay for all of this.'

OR

Level 2 Challenges the question and uses contextual support argue that Speenhamland was very popular [2-4]

OR

Level 2 Uses contextual knowledge to explain how the source is not useful ie. Explains other reasons why it was unpopular eg encouraged people to be lazy, have large families. [2-4]

OR

Level 2 Speenhamland not everywhere in the country. [2-4]

Level 3 Answers that explain any two types of Level 2 [5-7]

- 5 (b) Study Source B. Why was this cartoon published in the mid 1830s?
Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on surface information - no interpretation [1]
eg *'This cartoon was published to show that people were fed in the workhouses. This man is being given a meal.'*

Level 2 Answers that are based on the difference between the two illustrations – no contextual explanation, no contextual message/purpose [2]
eg *'This cartoon was published to show us that this man was being well fed at first. He has roast beef and lots of food. But in the second picture he has hardly anything to eat and so is worse off.'*

Level 3 Interprets one/or both illustration(s) in context but fails to understand overall message of the cartoon. [3-4]
eg *'I think this was published to show that people were treated really badly in the workhouses. The man is in a workhouse but is not being fed properly. He is only being given some bread. This shows that conditions in the workhouses in the New Poor Law were bad.'*

Level 4 Misunderstands overall view/purpose as anti NPL. [5]

Level 5 Understands overall view/purpose of the cartoonist but not explained [6]
These answers will assert that the cartoon was published to eg show how much better the New Poor Law was but will not explain.

Level 6 Explains cartoon in context of Old and New Poor Laws (so explains why then) but fails to explain overall message/purpose of the cartoon [7]
eg *'This cartoon was published to show that conditions in the workhouses in the New Poor Law were much worse than under the Old Poor Law. The cartoon seems to say that the poor were treated too well under the Old Poor Law but the new workhouses were terrible places and here the poor were treated much worse.'*

OR

Level 6 As for Level 4 but also explain the point of view/purpose of the cartoonist ie he approves of the changes [7]

- 5 (c) Study Source C? What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1 Surface descriptions of the source [1]**
 eg *'The message of this source is that poor people were eating bones. The people on the right have a good dinner.'*
- Level 2 Unsupported, but valid, assertions [2]**
 eg *'The message is that what was going on in the workhouses was terrible.'* Not in context of Poor Law = L2
- Level 3 Explains the message of one illustration – contextual knowledge and/or details from the source used to explain [3-4]**
 eg *'The message is that the poor were being treated very badly by the New Poor Law. They were forced to go into workhouses and these were terrible places. They were so bad that in one they had to pick bones to stay alive because they were not being fed enough.'*
- Level 4 Explains the overall message – either contextual knowledge or details from the source used to explain answer [5]**
 eg *'The message of this source is that the poor in the workhouses were being treated very badly. They were not being fed properly. This was happening at the same time as the people in charge of the workhouses were having enormous dinners. There were a lot of complaints of corruption – that the people in charge were doing well at the expense of the poor.'* This is the point that this cartoon is making.'
- Level 5 Explains the overall message - both contextual knowledge and details from the source used to explain answer [6]**

- 6 (a) Briefly describe the work done by children in factories and mines.

Target: AO 1 and 2

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. Include here answers that do not particularly apply to children.

Answers might include: long hours, cleaning machines while they operated, loss of limbs, pushing/pulling trucks of coal, carrying baskets of coal.

eg *'They had to work very hard. In the factories the children worked as scavengers. They had to clean the machinery as it worked. They could get caught in it and lose an arm or a leg.'*

[2]

- 6 (c) 'Everyone agreed that working conditions in factories and mines had to be reformed.' 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 eg <i>'I think I agree with this. I think that by this time there was a great feeling building up that something had to be done because the conditions in the factories were so terrible.'</i> | [1-2] |
| Level 2 | Identifies reasons for agreeing or disagreeing Specific contextual knowledge demonstrated but no explanation. Examples include: for reform – the conditions, moral arguments (women workers neglecting homes, women/children drinking, behaving immorally), government had to act because the owners would not do anything, reform would leave to more productivity; against reform – families needed the money from the children's and women's work, factories had to make a profit, government had no right to interfere (laissez faire), the reports on mines/factories were inaccurate | [3] |
| Level 3 | Identifies reasons for agreeing and disagreeing Specific contextual knowledge demonstrated but no explanation. | [4] |
| Level 4 | Explains specific reasons for agreeing or disagreeing eg <i>'I disagree with this. The factory owners did not agree. They opposed reforms. They argued that their factories belonged to them and that the government had no right to interfere with them. They also said that the children and women who worked long hours wanted to do so. If they did not want to do it they wouldn't do it. Another argument was that if they introduced the reforms the factories would make less money and profits would go down. This would hurt the workers and the country as a whole.'</i> | [5-6] |
| Level 5 | Explains specific reasons for agreeing and disagreeing | [7] |
| Level 6 | As for Level 5 but in addition explains whether they agree more than they disagree 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. | [8] |

7 (a) Briefly describe the work done by the navvies.

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. Included here are answers that only write about the life style of the navvies.

Examples include: dug cuttings, moved earth and boulders, blasted tunnels, lined tunnels with clay bricks, built viaducts, killed in accidents eg rock/tunnel collapse. eg *'The navvies did all the hard work. They were the ones who blasted through solid rock to make the tunnels for the railways.'* [2]

7 (b) Explain why some people opposed the development of the railways.

Target: AO 1 and 2**Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.
eg *'They opposed the railways because they thought they would bring a great deal of trouble. They thought they would be worse off with the railways.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.
Reasons include: stage-coach owners, canal owners, landowners and farmers, frightening cattle, fear of navvies, accidents

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.
Eg *'Landowners sometimes opposed the development of the railways because they might go through their land. They did not want a railway going through their estates and saw it as an attack on their property.'*

Level 4 Explains more than one specific reason [7]

- 7 (c) 'The group that benefited most from the railways was the working class.' 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 got a lot from the railways. Their lives changed a lot and this would not have happened without the railways.'
- Level 2 Identifies specific reasons for agreeing or disagreeing** **[3]**
 Specific contextual knowledge demonstrated, but no explanation.
 Examples include: agree - employment e.g building the engines, demand for coal and steel, and railways towns like Swindon, seaside holidays possible, fresh food and better diet, benefits to Chartists; disagree – owners of industry benefited, newspapers transported, investors in the railways.
- 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 think I agree. The railways meant that fresh food could be transported quickly. This meant that things like fresh meat, fruit and eggs could be sold in the big towns. Many people ate this fresh food for the first time in their lives and this meant that many of the working classes had a better diet than they had in the past and so were healthier.'
- Level 5 Explains specific reasons for agreeing and disagreeing** **[7]**
- Level 6 As for Level 5 but in addition explains whether on balance they think they agree or disagree more** **[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.

- 5 (b) Study Sources B and C. Which source would be more useful to an historian studying the American West? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Descriptions of the sources or unsupported assertions [1]
 eg 'I think that Source B would be more useful because it has a lot more in it.'

Level 2 Answers based on the amount of information in the source(s) [2-3]
 eg 'I think Source B is much more useful because it shows you what their houses were like and how they lived. It shows lots of people and how they got food to eat. Source C just shows one woman so it is not so useful.'

OR

Level 2 Answers based on provenance only [2-3]
 These answers will be based on the provenance of the sources but will not use contextual knowledge or refer to purpose of the sources.
 eg 'I think that Source C is more useful because it is a photograph and this shows you what really happened. Source B is a drawing from somebody that did not live in the west.'

OR

Level 2 Uses contextual knowledge to explain what the sources do not tell us about AW [2-3]

Level 3 Answers that write about the realism or lack of it – no contextual knowledge or purpose [4-5]
 eg 'I think Source C is more useful because it looks realistic. It shows how things were really were. It does not try to glamorise it. Source B makes it all look wonderful and it was nothing like this. Everyone looks happy, which is nonsense. It is unrealistic.'

OR

Level 3 Uses sources for information plus uses contextual knowledge to explain what sources do not tell us [4-5]

Level 4 Answers that use contextual knowledge to check the reliability/accuracy of the source(s) [5-6]
 eg 'I think Source C will be more useful because it shows what it was really like. It shows what life was really like for women on the homesteads. he is collecting buffalo dung which they used for burning on their fires. The lives of women on the homesteads was very hard and they had to do hard work like this all day. She does not look very happy.'

OR

- 5 (c) Study Source D. How far does this source explain why the homesteaders were able to solve their farming problems? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Unsupported assertions that there were other reasons why they were able to overcome their problems [1]

Level 2 Answers that go no further than using the information in the source [2]
 eg 'Yes this shows that barbed wire worked well because it was cheap and was not knocked down by the wind or the snow. So farmers could rely on it. This was why it solved their problems.'

OR

Level 2 Identifies other problems or other problems barbed wire solved – no explanation [2]

Level 3 Contextual knowledge used to explain what problems barbed wire did or did not solve or why they were able to solve other problems [3-4]
 Answers might explain how barbed wire kept the cattle of the cattlemen off homesteaders' land so their crops were not destroyed and solved the problem of lack of timber; or might explain how other problems were solved – lack of water and pumps, the hard earth and sod-busters, lack of rain and dry farming, hard conditions and new types of crops.

Level 4 Contextual knowledge used to explain what problems barbed wire solved and what problems it did not solve or why they were also able to solve other problems [5-6]

6 (a) Briefly describe the conditions on the Plains.

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.

Conditions might include: dry, short and tall grassland, or desert, or sagebush, few rivers, little wood, extremes of weather, the strong winds, buffalo, prairie dogs, jack rabbits, gophers.

eg *'The conditions on the Plains were very hard. It was either scorching hot with no rain or there were freezing blizzards.'* (3) **[5]**

6 (b) Explain why many white Americans thought the Plains Indians were savages?

Target: AO 1

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.

eg *'They thought this because they did not like them very much and they thought that they were not civilised.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.

Reasons include: ignorant of them, believed propaganda from various sources, they were very different from them and they did not understand them, they were not Christian, Indian practices such as scalping, nomadic life style, exposure, wanted their land.

Level 3 Explains one specific reason [5-6]

Award 6 marks for one reason explained and another identified.

eg *'They thought they were savages because of what they did. When an Indian was old and was in danger of holding up the rest of the tribe he was left behind to die. This made sense as the Indians were nomadic and they accepted this would happen to them. However, white Americans thought this was a barbaric practice and this is why they thought that they were savages. It was seen as cruel and was not something white Americans did.'*

Level 4 Explains more than one specific reason [7]

- 6 (c) Was the Battle of the Little Big Horn really a victory for the Plains Indians?
Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

- Level 1 General assertions [1-2]**
eg *'No I don't think it was. The indians were much worse off after the battle and then they never recovered. It might have been better for them if the battle had not taken place.'*
- Level 2 Identifies specific reasons why it was or was not a victory [3]**
Specific contextual knowledge demonstrated but no explanation of the reasons. Reasons might include: victory - Indians out thought and out manoeuvred the US army, won the battle itself, Custer killed, army wiped out, a terrible blow to pride of army; not a victory - American public horrified, bit g plan for revenge planned, recruits rushed to join, the army hunted the Indians down over next four years, all defeated and returned to reservations, the Battle of Wounded Knee.
- Level 3 Identifies specific reasons why it was and was not a victory [4]**
Specific contextual knowledge demonstrated but no explanation of the reasons.
- Level 4 Explains specific reasons why it was a victory or was not a victory [5-6]**
eg *'I do not think it was really a victory for the Indians. The news of Custer's defeat came when the Americans were celebrating national independence so the news was a terrible blow to their pride as a nation. This made them determined to get revenge and defeat the Indians which they did. The Indians won the battle but they did not win the war. The battle signed their death warrants as it made the government determined to finish them off.'*
- Level 5 Explains specific reasons why it was, and was not, a victory [7]**
- Level 6 As for Level 5 but in addition explains whether on balance it was a victory or not for the Indians [8]**
These answers do not have to be fully developed as far as the reasons 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 problems faced by settlers on their journey across the Plains.

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: Indians, weather -dust storms, blizzards, diseases such as cholera, lack of water, damage to the wagons from the rough ride, crossing rivers, mosquitoes.

eg *'The main problem they faced was the Indians. They were crossing Indian land. Some Indians attacked the wagon trains but others demanded payments to let the settlers cross their lands.'* (2) **[5]**

- 7 (b) Explain why law and order became a serious problem in the West.

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions Valid, but general answers. No specific contextual knowledge. eg <i>'It became a serious problem because there was lots of violence and a lot of people were suffering from this. It was clear that something had to be done.'</i> | [1] |
| Level 2 | Identifies specific reasons Specific contextual knowledge demonstrated but no explanation. Reasons include: rapid growth or mining towns, took time to provide law officials for newly settled areas, claim jumping, stealing gold in mining towns, drinking led to violence, gambling and prostitutes, vigilantes, homesteader-cattlemen violence, | [2-4] |
| Level 3 | Explains one specific reason Award 6 marks for one reason explained and another identified. Eg <i>'Law and order was a problem because vast new areas were being settled but it took time to appoint a proper government and to get sheriffs and marshals appointed. A town was only allowed a sheriff when it got to a certain size. The marshals were appointed by the US government but they had to cover enormous areas. This is why law and order was a problem.'</i> | [5-6] |
| Level 4 | Explains more than one specific reason | [7] |

- 7 (c) How far were the problems the Mormons faced at Salt Lake worse than the problems they faced in the East? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

- Level 1 General assertions [1-2]**
eg 'I think the problems they had at Salt Lake were much worse. They were very difficult and the Mormons struggled. However, they did manage to overcome them in the end.'
- Level 2 Identifies specific examples/reasons for Salt Lake or in the East [3]**
 Specific contextual knowledge demonstrated but no explanation. Salt Lake – very dry, severe climate, grasshoppers, lack of labour, US took control of Salt Lake Valley, relations with the US government, polygamy, refused independence, Mountain Meadows massacre; in the East – attacks by gentiles, attitude of Mormons towards gentiles, success of Mormons, plan to run for President, collapse of Smith's bank, driven out of Kirtland and Missouri, Smith put in prison, murder of Smith.
- Level 3 Identifies specific examples/reasons for Salt Lake and in the East [4]**
 Specific contextual knowledge demonstrated but no explanations.
- Level 4 Explains specific examples/reasons for Salt Lake or in the East [5-6]**
eg 'I think the problems at Salt Lake were worse. The Mormons moved to Salt Lake because it was outside the US and so they would be left alone to live their lives as they wanted. But soon after they go there the US took control of the Salt Lake Valley area. This then led to lots of trouble with the US government especially over the issue of polygamy which was against US law.'
- Level 5 Explains specific examples/reasons for Salt Lake and in the East [7]**
- Level 6 As for Level 5 but in addition explains overall why one set of problems was more difficult 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 difficult than the other must be explained and be valid – allow original, unusual but valid attempts.

GERMANY 1919-1945

- 5 (a) Study Sources A and B. How useful are these two sources as evidence about how life in Nazi Germany changed? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Answers based on surface information – no consideration of change** [1]

eg 'I think that sources are useful because they tell you about total war and the cars that people had.'

'I do not think these sources are very useful because they do not contain much information about people's lives. They only tell us about things like cars.'

OR

Level 2 **Valid statement about change – no valid source use** [2-3]

OR

Level 2 **Answers that interpret, explain one or both sources but fail to address the issue of change** [2-3]

eg 'I do not think these sources are very useful. Source A is propaganda and cannot be trusted. The Nazi government promised people cars like these but most did not get them.'

OR

Level 2 **Evaluates through undeveloped provenance** [2-3]

Level 3 **Answers that produce a surface comparison – no contextual knowledge** [4]

eg 'I think these sources are very useful in telling us about change because Source A tells us that they are having a good standard of living and have got new cars. Source B on the other hand tells us that things have changed. Because of the war they will not be making cars any more. They will concentrate on weapons for the war.'

Level 4 **Answers that use contextual knowledge to explain changes in this period**

OR

Level 4 **Answers that use contextual knowledge of other changes over this period** [5]

These latter answers will focus on the limitations of the sources and will argue that they do not tell us much about the changes that took place and that there were other changes. These will be explained.

- Level 5** **Answers that evaluate the sources and use this to consider the value of the sources as evidence about change** **[6]**
- eg 'I think these sources are very useful for telling us about change in Nazi Germany. In Source A the Nazis were promising people lots of things like new cars. Lots of people got cars for the first time in their lives. But things changed a lot by the time of Source B. In 1943 Germany was at war and the war was going as well as it had been. This was why the Nazis turned to total war. Anything that did not help the war effort was stopped. This meant that luxuries like cars and sweets were no longer produced or sold. There was also a great shortage of workers because so many men had gone into the army. They ran out of German workers and had to use women and even prisoners and Jews in camps to do much of the work to produce the weapons for the war. So things did change a lot over this period.'*

- 5 (b) Study Source C. Why was this source published? 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 was published to show boys hiking and carrying flags.'*

Level 2 Answers that assume it was published to convey information but contextual knowledge is used in the explanation [2-3]
eg *'This source was published to tell people about the Hitler Youth. It shows all the activities they got up to in the Hitler Youth. You can see boys marching and going on hikes and having a good time. The Hitler Youth was designed to turn the young into Nazis. They learned how to be fit and how to be loyal to Germany. This source was published to tell people about the Hitler Youth.'*

OR

Level 2 Answers based on the assumption that the Nazis were already in power or claims that C was published to persuade children to join the army [2-3]

Level 3 Answers that assert a valid message [3]
This will be – the Hitler Youth was good, exciting.

Level 4 Answers that assert a valid purpose [4]
This will be to persuade young Germans to join the Hitler Youth.

Level 5 Answers that use source detail or contextual knowledge to explain the message of the source (4 for source, 5 for contextual knowledge) [4-5]
These answers will explain that the message of the source is that the Hitler Youth was good or exciting. This will be explained in the context of the purpose/nature of the Hitler Youth, the context of 1932, or the context of the intended audience.

Level 6 Answers that use source detail or contextual knowledge to explain the purpose of the source (6 for source, 7 for contextual knowledge) [6-7]
These answers will explain that the purpose of the source was to persuade young Germans to join the Hitler Youth. This will be explained in the context of the purpose/nature of the Hitler Youth, the context of 1932, or the context of the intended audience.

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

Target: AO 1, 2 and 3

- Level 1** Writes about the source but fails to explain whether surprised or not [1]
- Level 2** Assertions of surprise / not surprise - no contextual explanations [2]
 These answers identify something in the source to be surprised about but fail to produce a contextual explanation.
 eg *'I am surprised that people were going against the Nazis.'*
- Level 3** Contextual explanation of why surprised people were opposing the Nazis or that the Nazis couldn't deal with it [3-4]
 eg *'I am very surprised by the source. These young people seem to be getting away with opposing the Nazis. I thought that the Nazis were in total control and did not allow any opposition. The SS and the Gestapo made sure of this. Opponents were put into concentration camps. So I am very surprised that these people are getting away with it.'*
- Level 4** Contextual explanation of why not surprised the Nazis want action to be taken [5]
- Level 5** Contextual explanation of why not surprised that the Nazis are having problems with young people [6]
 eg *'I am not surprised by this source. It tells about young people opposing the Nazis. I am not surprised by this because I know that during the war there were youth groups that did oppose the Nazis. The source is about people from the Swing Youth who liked to listen to the kind of jazz music that the Nazis did not approve of.'*
- Level 6** As for Level 5 but in addition provides a contextual explanation of why surprised by the source [7]

6 (a) Briefly describe the main terms of the Treaty of Versailles.

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.

Terms might include: lost land eg Danzig and the Saarland, lost overseas colonies, reparations, air force disbanded, army limited to 100,000 men, navy – only 6 battleships, no submarines, 15,000 sailors, Rhineland to be occupied, warguilt.

eg *'The main terms were that Germany was found guilty of starting the war and its army was reduced to 100,000 men.'* [3]

Wall Street Crash = 0

6 (b) Explain why there was hyper-inflation in the early years of the Weimar Republic.

Target: AO 1 and 2

Level 1 General assertions [1]

Valid, but general answers. No specific contextual knowledge.
eg *'There was hyper-inflation because prices were going up very quickly. This made it more expensive for everybody to live.'*

Level 2 Identifies specific reasons [2-4]

Specific contextual knowledge demonstrated but no explanation.
Reasons include: reparations, passive resistance in the Ruhr, printing of money.

OR

Level 2 Tells the story [2-4]

Describes the effects of hyper-inflation or

OR

Level 2 A narrative of event 1919-1923 without getting to hyperinflation [2-4]

OR

Level 2 Explains reasons for inflation pre-1923 [2-4]

Level 3 Explains at least one specific reason [5-7]

Award 6 marks for one reason explained and another identified.
Eg *'Hyper-inflation was caused by the occupation of the Rhur by the French and the Belgians. The Germans reacted to this by refusing to cooperate with the French and this meant refusing to work. Because the Ruhr was an important industrial area for Germany this meant that Germany lost a lot of money. This made Germany poorer and led to inflation.'*

- 6 (c) 'The Weimar Republic 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 eg <i>'I agree with this. I think Weimar was a terrible failure. It did not achieve anything and did not last very long.'</i> | [1-2] |
| Level 2 | Identifies reasons for agreeing or disagreeing Specific contextual knowledge demonstrated but no explanation. Reasons include: agreeing – economy built on foreign loans, unemployment stayed high, high taxes, collapses in early 30s, political instability – weak coalition governments; disagreeing – cultural achievements – cinema, art architecture, more freedom for women, Germany accepted internationally, joined the League of Nations, economic recovery, political stability 1924-9, only collapses because of worldwide depression, defeats the Munich Putsch. | [3] |
| Level 3 | Identifies reasons for agreeing and disagreeing Specific contextual knowledge demonstrated but no explanation. | [4] |
| Level 4 | Explains specific reasons for agreeing or disagreeing eg <i>'I think the Weimar Republic achieved little. It might look as if its economy recovered but this was only because of loans from the USA like the Dawes Plan. Weimar was not really strong. This is shown when the Americans called the loans back and this did terrible damage to German industries. It led to massive unemployment and Weimar collapsed. This shows that it could not survive without foreign help.'</i> | [5-6] |
| 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 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] |

- 7 (a) Briefly describe the events in 1932-3 that led to Hitler's appointment as Chancellor.

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.

Events might include: July – Nazis do well in elections and become single biggest party, Hitler demanded to be appointed Chancellor, von Papen appointed, another election – Nazis did less well, power struggle between von Schleicher and Papen, Papen looks to Hitler for support, he persuades Hindenberg to appoint Hitler, they both think they can use/control him, January 1933 Hitler appointed.

eg 'What happened was that Hindenberg and von Papen thought they could manipulate Hitler and so they appointed him as Chancellor.'

[2]

(General weaknesses specifically weak government, depression, communist threat award a maximum of 3 marks – only 1 mark each, no marks for development)

7 (b) Explain why the Reichstag Fire was important to Hitler.**Target: AO 1****Level 1 General assertions [1]**

Valid, but general answers. No specific contextual knowledge.

*eg 'I think it was important because it let him get power. He would have been struggling if it had not happened.'***Level 2 Identifies specific reasons [2-4]**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: Hitler's position not secure in January 1933, blames Communists for the fire, imprisons thousands of Communists, persuades Hindenberg to pass decree that stops personal liberty, freedom of speech, freedom of the press, freedom of assembly, police now all powerful, did well in March elections, Enabling Act, TUs banned, other political parties banned.

Level 3 Explains one specific reasons [5-6]

Award 6 marks for one example explained and another identified.

*eg 'The Reichstag Fire was important to Hitler because his strongest enemies were the Communists. He was able to blame the fire on the Communists. He blamed it on a Communist called van der Lubbe. This made the Communists unpopular and helped Hitler and the Nazis do well in the March elections and the Communists did badly.'***Level 4 Explains more than one specific example [7]**

- 7 (c) 'The Night of the Long Knives was more important than the Enabling Act in Hitler's consolidation of power in 1933-4.' 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 that the Night of the Long Knives was far more important because this is what made Hitler safe and powerful. There was no one that could threaten him after this.'

Level 2 Identifies examples/reasons why Enabling Act or NLK important [3]

Specific contextual knowledge demonstrated but no explanation of examples. Examples include: Enabling Act - could make laws without approval of Reichstag, led to the Nazi revolution – other parties banned, books burned, censorship, TUs banned and German Labour Front set up; NLK - threat from SA and Rohm, SA's anti-capitalist policies, support of the German army, support of big business.

Level 3 Identifies examples/reasons why Enabling Act and NLK important [4]

Specific contextual knowledge demonstrated but no explanation of examples.

Level 4 Explains specific reasons why Enabling Act or NLK important [5-6]

eg 'I think the Night of the Long Knives was more important. This is because to succeed Hitler needed the support of the German army which was large and properly trained and very powerful. The SA was really a bunch of thugs but Rohm thought it could take over the army. Hitler had to choose between the army and the SA. When he chose the Army and shattered the SA he made himself more powerful as he now had the support of the powerful army generals. This was an important step forward for him.'

Level 5 Explains specific examples why Enabling Act and NLK important [7]

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

These answers do not have to be fully developed as far as 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.

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