



SPECIMEN

**General Certificate of Secondary Education
History A (Schools History Project)**

Development Study with Britain, 1815–1851

Specimen Paper

A954/12

Morning/Afternoon

Time: 2 hours

Candidates answer on a separate answer booklet.

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name, centre number and candidate number on the answer booklet.
- Read each question carefully and make sure you know what to do before you start each answer.
- Write your answers, in black ink only, in the answer booklet.
- There are two sections in this paper:
Section A (Development Study)
Choose **one** of these options:
Either (a) Medicine Through Time (Pages 2–4)
Or (b) Crime and Punishment Through Time (Pages 6–8)
Then answer **Question 1 OR Question 5** and **one** other question from the option you have chosen.
Section B (Depth Study)
Answer **Question 9** and **one** other question.
- Write the numbers of the questions you have answered in the box on the front of the answer booklet.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for quality of written communication in the following questions:
Development Study, Questions 2(c), 3(c), 4(c), 6(c), 7(c) and 8(c).
Depth Study, Questions 10(c) and 11(c).
- Questions marked with a pencil (✎) will carry 3 additional marks for spelling, punctuation and grammar.

This document consists of **16** pages.

Section A: Development Study

In this section, answer questions from **EITHER**:

(a) Medicine Through Time **OR** (b) Crime and Punishment Through Time

(a) Medicine Through Time

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 1 and ONE other question.

- 1 Study the sources carefully and then answer the questions which follow.

Source A

An illustration of a man having his leg amputated around 1800.

Source B

Everything was soaked in carbolic, including hands, instruments and patients' skin. The whole area of the operation was covered in carbolic spray, which got into every part of the wound. Our faces and coat-sleeves often dripped with it.

It was a relief to us all when the spray was abandoned. It was costly and cumbersome and often broke down. Carbolic acid made sad work with our hands which were always rough and cracked.

An account of Lister's carbolic spray in use. The author was a doctor who worked with Lister in the 1870s.

1

(a) Study Source A.

What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer. **[7]**

(b) Study Source B.

'By the 1870s surgery had improved little since the time of Paré.' How far does this source support this interpretation? Use the source and your knowledge to explain your answer. **[8]**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 2 Ancient societies like those of the Egyptians and the Greeks made more progress in medicine than people in the Middle Ages.
- (a) Briefly describe the medical progress made by the Ancient Egyptians. [5]
- (b) Why was bloodletting widely used in the Middle Ages? [7]
- (c) How far do you agree that the Ancient Greeks made more progress in medicine than people in the Middle Ages? Explain your answer. [8]
-  Spelling, punctuation and grammar [3]
- 3 Both religion and chance have had an important impact on the development of medicine.
- (a) Briefly describe the impact of religion on Ancient Greek medicine. [5]
- (b) Explain ways in which chance has had an impact on the development of medicine. [7]
- (c) 'Since Roman times religion has hindered, rather than helped, medical progress.' Explain how far you agree with this statement. [8]
-  Spelling, punctuation and grammar [3]
- 4 Since the time of the Ancient Greeks there have been many ideas about the cause and the prevention of disease.
- (a) Briefly describe how the Romans tried to prevent disease. [5]
- (b) Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century. [7]
- (c) 'Between the time of the Ancient Greeks and the end of the nineteenth century there has been more continuity than change in ideas about the causes of disease.' Explain to what extent you agree with this statement. [8]
-  Spelling, punctuation and grammar [3]

Section A total: [38]

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Section A: Development Study**(b) Crime and Punishment Through Time**

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 5 and ONE other question.

Study the sources carefully and then answer the questions which follow.

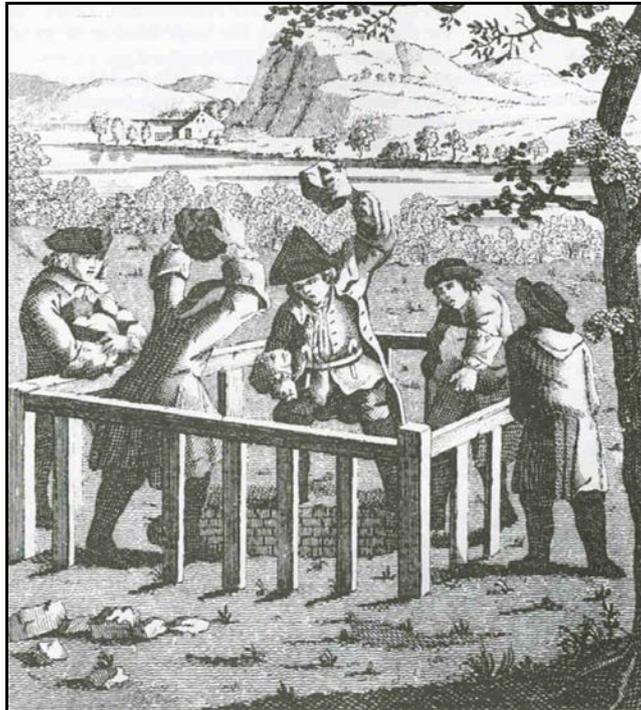
Source A

Cutting down growing trees.

Being out at night with a blackened face.

Stealing from a rabbit warren.

A list of some of the crimes that could be punished by the death penalty in the late eighteenth century.

Source B

An engraving, published in 1748, about the Hawkhurst Gang of smugglers. The engraving is called 'The Bloody and Inhuman Smugglers throwing down stones on the dying Body of Daniel Chater [an informer], whom they had flung into Lady Holt Well'.

5**(a)** Study Source A.

What are the reasons why these eighteenth century crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer. **[7]**

(b) Study Source B.

'Smugglers were violent and feared.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. **[8]**

Choose ONE of the following three questions.

You must answer ALL parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

- 6** Some attitudes about crime and punishment have changed over the years.
- (a) Briefly describe ways in which the Romans punished criminals. [5]
- (b) Use your knowledge of the Middle Ages to explain why the story of Robin Hood was popular at that time. [7]
- (c) 'The treatment of criminals in the nineteenth century was different from their treatment in the Middle Ages.' Explain how far you agree with this statement. [8]
-  Spelling, punctuation and grammar [3]
- 7** Preventing lawlessness and disorder has always been a major concern of the authorities.
- (a) Briefly describe how criminals were caught in the Middle Ages. [5]
- (b) Explain why Sir Robert Peel was able to set up a police force in the late 1820s. [7]
- (c) Were the Middle Ages more lawless and violent than the nineteenth century? Explain your answer. [8]
-  Spelling, punctuation and grammar [3]
- 8** There have been many different ways of breaking the law over the centuries and many different reactions from the authorities.
- (a) Briefly describe the Gunpowder Plot of 1605. [5]
- (b) Explain why the authorities acted as they did towards the demonstrators at Peterloo in 1819. [7]
- (c) How far was the treatment of conscientious objectors in the Second World War the same as in the First World War? Explain your answer. [8]
-  Spelling, punctuation and grammar [3]

Section A total: [38]

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Section B: Depth Study

Britain, 1815–1851

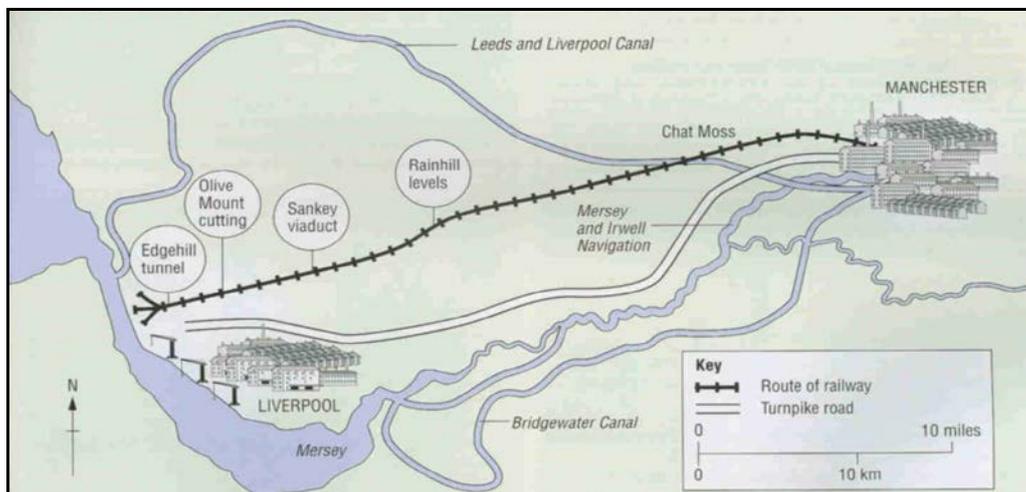
Some of the questions require you to use sources. In these questions you will need to use your knowledge of the topic to interpret and evaluate the sources. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

You should spend about 1 hour on this section.

Answer Question 9 and ONE other question.

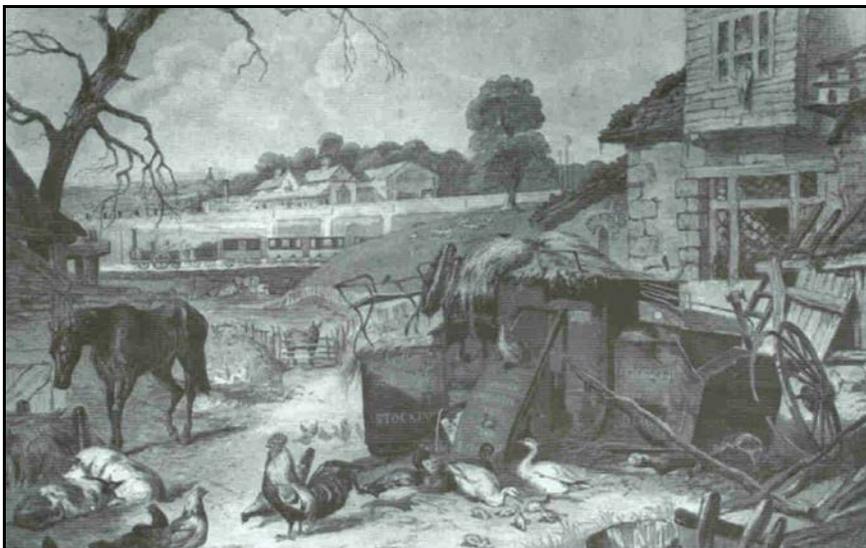
9 Study the sources carefully and then answer the questions which follow.

Source A



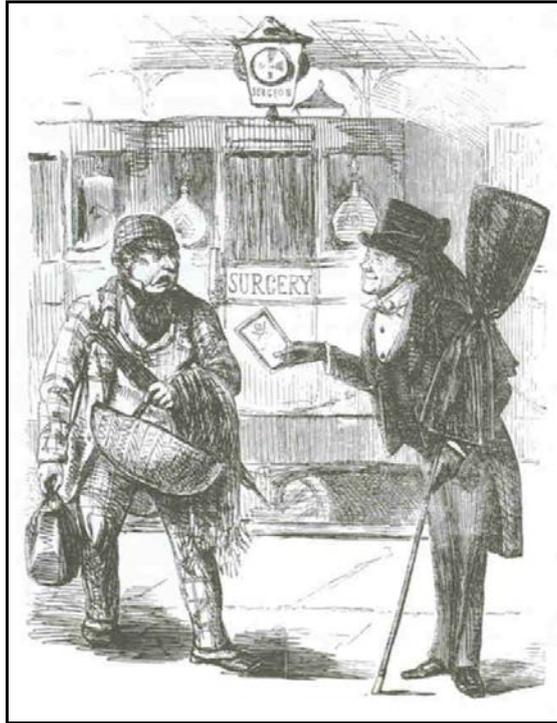
A map of the route of the Liverpool and Manchester Railway.

Source B



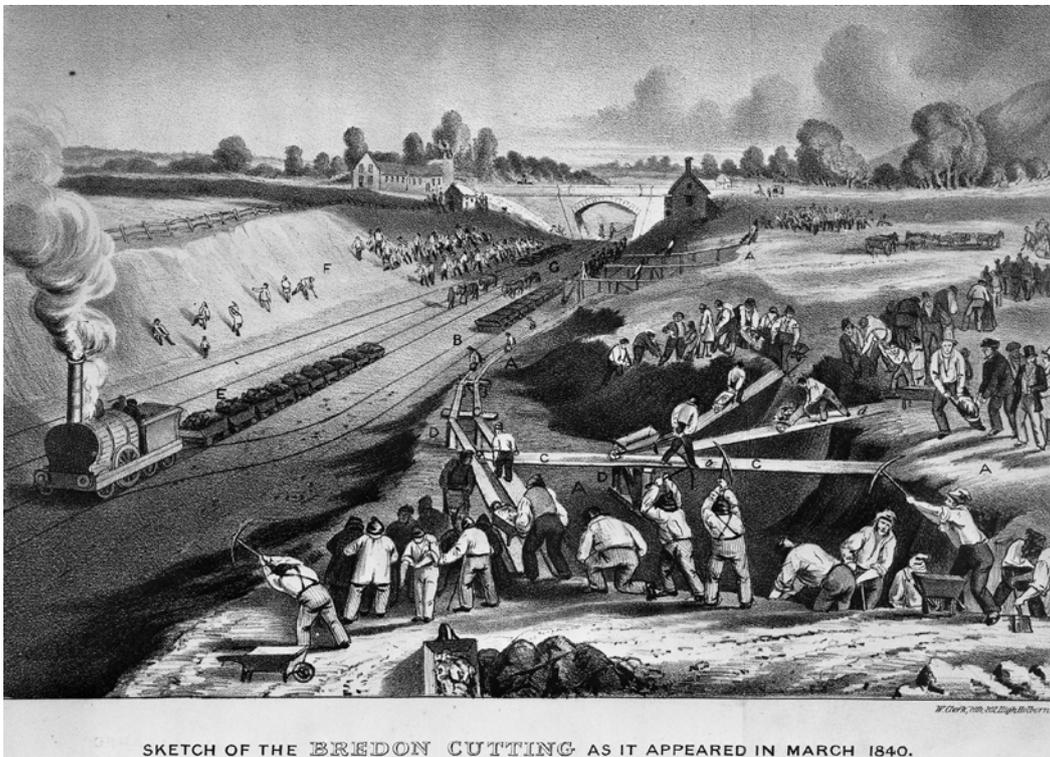
A painting from 1850 called 'Past and Present Through Victorian Eyes'.

Source C



A cartoon entitled 'Railway Undertaking', published in 1852. The undertaker is saying to the passenger, 'Going on this train, sir? Then allow me to give you one of my cards.'

Source D



A drawing published in 1840 of navvies at work.

9

(a) Study Source A.

Why did the builders of the Liverpool and Manchester Railway face many difficulties? Use the source and your knowledge to explain your answer. [6]

(b) Study Sources B and C.

How far do these two sources agree about the railways? Use the sources and your knowledge to explain your answer. [7]

(c) Study Source D.

Use the source and your knowledge to explain how far you agree with the interpretation that navvies were hard-working and well behaved. [7]

Choose **ONE** of the following two questions.

You must answer **ALL** parts of the question you choose.

Remember to explain your answer as fully as possible and support it with specific detail.

10 By 1832 many people were arguing that the electoral system was in need of reform.

(a) What were the main weaknesses of the electoral system before 1832? [5]

(b) Explain the arguments that were used to oppose electoral reform. [7]

(c) How far did the 1832 Reform Act satisfy those who had supported electoral reform? Explain your answer. [8]

 Spelling, punctuation and grammar [3]

11 By 1834 many people were arguing that the systems of poor relief were in need of reform.

(a) Briefly describe how the poor were helped before 1834. [5]

(b) Explain the arguments that were used to support the reform of the Old Poor Law. [7]

(c) How far did people at the time think the New Poor Law was a success? Explain your answer. [8]

 Spelling, punctuation and grammar [3]

Section B total: [43]

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Copyright Acknowledgements:

Sources:

Medicine Through Time:

Source A: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 142

Source B: From *The Development of Medicine for OCR GCSE* by Colin Shephard, Hodder 2003, p 151

Crime and Punishment Through Time:

Source B: From *Crime and Punishment: A Study Across Time* by Roger Whiting, Stanley Thornes 1986, p 77

Britain 1815–51:

Source A: From *Britain 1815–51* by Dave Martin, John Murray 2000, p 121

Source B: From *Britain 1815–51* by R. A. Rees, Longman 1990, p 134 © Ironbridge Gorge Museum Trust

Source C: From *Changing Britain 1815–51* by Greg Hetherington, Hutchinson, 1998, p 84 © The Mansell Collection

Source D: From Ironbridge Gorge Museum, Bredon Cutting, 1840, © Elton Collection

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY A

A954/12

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 81

SPECIMEN

This document consists of 44 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. What dangers faced patients during and after operations at the beginning of the nineteenth century? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates show sound understanding of the source and knowledge and understanding of medicine at the beginning of the nineteenth century in order to produce a response evaluating in detail the multiple dangers faced by patients during and after operations at the beginning of the nineteenth century.</p> <p>Level 3 (4–5 marks) Candidates show some understanding of the source and knowledge and some understanding of medicine at the beginning of the nineteenth century in order to produce a response explaining one danger faced by patients during and after operations at the beginning of the nineteenth century.</p> <p>Level 2 (2–3 marks) Candidates describe the source and show limited knowledge and understanding of the dangers faced by patients during and after operations at the beginning of the nineteenth century.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>One danger facing patients during and after operations at the beginning of the nineteenth century was pain. It looks like the operation is really painful – the patient in Source A is being held down and he is screaming. This is because they had no anaesthetics and so the patient had to put up with terrible pain. Some people died of the pain. Another danger was infection. There was no understanding of germs and thus no antiseptics. Operating tools were not kept sterile as shown in the picture where they are lined up on a wooden work bench. Everyone in the picture is wearing normal clothes, not gowns and masks. So if the patient survived the operation they may well have died afterwards of infection.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Study Source B. ‘By the 1870s surgery had improved little since the time of Paré.’ How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that by the 1870s surgery had improved little since the time of Paré.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that by the 1870s surgery had improved little since the time of Paré.</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that surgery had improved little since the time of Paré.</p> <p>Level 1 (1–2 marks) Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>There are ways in which I agree with this interpretation. Some progress had been made in surgery by the 1870s. In Paré’s time, in the sixteenth century, people who had surgery faced a lot of pain and a great danger of infection because of methods such as cauterisation. This was where boiling oil was used to treat and seal wounds on the battlefield. Paré developed an antiseptic ointment made from eggs and oil of roses which helped to prevent infection. However, this new method was not commonly used until much later. But Lister, in Source B, was trying to find a way of stopping infection completely. His carbolic spray did work and did cut down the death rate during and after operations so there was progress. However the source also shows that there was a lot of opposition to the spray from doctors and nurses because it was very unpleasant for them to use. The fact that the source was written by a doctor who worked with Lister means that he did have first-hand experience of how difficult the spray was to use. This increases the reliability of this source as evidence that improvement since Paré was not so great. However this doctor, like many other doctors at the time, clearly was unsympathetic towards the spray and therefore we cannot necessarily trust his judgement of it.</i></p> <p><i>Surgery had improved in other areas by the 1870s because anaesthetics had been developed. James Simpson had discovered chloroform in the mid-nineteenth century. This made it possible for patients to have painless operations. On the other hand, one of the big problems in surgery was the loss of blood and this had not been solved by the 1870s. Although blood transfusions were carried out, doctors did not understand about blood groups and so these transfusions were usually unsuccessful. This prevented complicated operations from being carried out successfully. To sum up, there are some ways in which I agree with the interpretation because although there were improvements there were often problems with the improvements and there was still much to be done.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (a)		5	
	<p>Q: Briefly describe the medical progress made by the Ancient Egyptians.</p> <p>One mark for each valid example of medical progress identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>knowledge of anatomy and physiology</i> • <i>close examination of patients</i> • <i>diagnosis</i> • <i>blockage theory</i> • <i>they had doctors</i> • <i>recorded treatments/diseases</i> • <i>keeping clean.</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p data-bbox="250 331 999 360">Q: Why was bloodletting widely used in the Middle Ages?</p> <p data-bbox="250 402 470 430">Level 4 (7 marks)</p> <p data-bbox="250 450 936 632">Candidates demonstrate comprehensive knowledge and understanding of why bloodletting was widely used in the Middle Ages. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the Middle Ages.</p> <p data-bbox="250 673 501 702">Level 3 (4–6 marks)</p> <p data-bbox="250 721 936 839">Candidates demonstrate sound knowledge and understanding of why bloodletting was widely used in the Middle Ages. They produce a single-causal response that demonstrates understanding of the past.</p> <p data-bbox="250 880 501 909">Level 2 (2–3 marks)</p> <p data-bbox="250 928 981 1015">Candidates demonstrate some knowledge and understanding of why bloodletting was widely used in the Middle Ages. They produce a basic response.</p> <p data-bbox="250 1056 456 1085">Level 1 (1 mark)</p> <p data-bbox="250 1104 990 1158">Candidates demonstrate limited knowledge and understanding of why bloodletting was widely used in the Middle Ages.</p> <p data-bbox="250 1200 470 1228">Level 0 (0 marks)</p> <p data-bbox="250 1248 784 1276">No response or no response worthy of credit.</p>	7	<p data-bbox="1142 331 2002 392">This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p data-bbox="1142 434 2051 737"><i>Bloodletting was widely used in the Middle Ages because of the Theory of the Four Humours. This was accepted by everybody as the way to explain why people became ill. This was because the humours got out of balance. One way of getting the humours back into balance was to bleed people so that the excess blood was lost and the person became better. A second reason was the control of the Church. Many people continued to believe Galen's ideas, including his support for the Four Humours Theory, because his ideas fitted in with the idea of there being one God, who had made all the parts of the body fit together perfectly. So for centuries, Christians did not dare to challenge Galen's ideas.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: How far do you agree that the Ancient Greeks made more progress in medicine than people in the Middle Ages? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree that the Ancient Greeks made more progress in medicine than people in the Middle Ages. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound understanding in order to explain both sides of the argument about whether the Ancient Greeks made more progress in medicine than people in the Middle Ages. They produce a fully developed response that demonstrates good understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about whether the Ancient Greeks made more progress in medicine than people</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Greeks' way of life helped them. It allowed the wealthy classes to spend their time being educated. They were very interested in the natural world around them and began to develop theories of how the world worked. One of these ideas was the theory of the Four Humours which provided a natural explanation for why people became ill and how they could stay healthy. The Greeks made much more progress than the people in the Middle Ages because the Christian Church held things back in the Middle Ages. It taught that illness could be caused by devils or by God as a punishment. God had to be prayed to, to make people better because he was the only one powerful enough to do this. However, there was a lot of progress made in medicine in the Middle Ages in monasteries. They provided clean, pure water for the monks so that they did not catch disease and established some very important hospitals. These hospitals provided care and treatment for a lot of the community living nearby.</i></p> <p><i>The Greeks made more progress because they introduced the idea that disease had natural causes, and the treatments being used in the monastic hospitals were based on Greek ideas, like the Four Humours.</i></p>

Q	Answer	Marks	Guidance
<p>2 (c)</p> 	<p>in the Middle Ages. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons for why the Ancient Greeks did/did not make more progress in medicine than people in the Middle Ages. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of progress in medicine from the Ancient Greeks to the Middle Ages.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (a)		5	
	<p>Q: Briefly describe the impact of religion on Ancient Greek medicine.</p> <p>One mark for each valid impact of religion on Ancient Greek medicine identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>belief in Asclepius and his daughters</i> • <i>aspects of temple medicine</i> • <i>praying to the gods</i> • <i>patients visited by Asclepius and the snake</i> • <i>faith healing</i> • <i>human dissection banned</i> • <i>Oracle of Delphi.</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p>Q: Explain ways in which chance has had an impact on the development of medicine.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain the ways in which chance has had an impact on the development of medicine. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain the ways in which chance has had an impact on the development of medicine. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the ways in which chance has had an impact on the development of medicine. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the ways in which chance has had an impact on the development of medicine.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Chance had an impact on medicine in several ways. For example, when Fleming went on holiday and left plates of germ cultures behind, he returned to find that spores had entered his laboratory and mould had grown on the germ cultures. This mould had the ability to kill the staphylococcus germs and was later used to produce penicillin which saved the lives of millions of people.</i></p> <p><i>Another example is Pasteur. Pasteur discovered his vaccine for chicken cholera because he left one of his team, Charles Chamberland, to inoculate some chickens with some germs. But Chamberland forgot and then left the laboratory for the summer. When Chamberland came back he finally inoculated the chickens, expecting them to die, but they didn't, even when injected with fresh germs. Pasteur realised that the old germs must have protected the chickens, just like in Jenner's vaccine.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: ‘Since Roman times religion has hindered, rather than helped, medical progress.’ Explain how far you agree with this statement.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree with the statement. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain both sides of the argument about whether religion has hindered rather than helped medical progress. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis, with some insight, of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of religion and medical progress since Roman times in order to give one side of the argument. They produce a response that</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Since Roman times religion has actually both hindered and helped medical progress.</i></p> <p><i>It slowed progress down because the Church supported Galen’s ideas. This was because they fitted in with Christian ideas about there being one creator. They did not allow anyone to criticise or improve his ideas. So those of his ideas that were wrong were simply believed by everyone and no progress was made. However, the Church also helped medical progress. They built monasteries which were really good systems of public health. They piped in clean fresh water, had proper drains and even proper toilets. So monasteries were often very healthy places. Through the monasteries, the Church established the first hospitals for people in their local community.</i></p> <p><i>Overall, religion slowed things up. Very few people lived in monasteries and the benefits of their public health systems did not spread to the towns where conditions were awful. But stopping people investigating Galen’s ideas stopped all progress in medicine for hundreds of years. There was no dissection of humans because people thought that Galen had described the body correctly. So the whole progress of medicine was brought to a full stop.</i></p>

Q	Answer	Marks	Guidance
<p>3 (c)</p> 	<p>demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons whether religion hindered/helped medical progress since Roman times. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of religion and medical progress since Roman times.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (a)		5	
	<p>Q: Briefly describe how the Romans tried to prevent disease.</p> <p>One mark for each valid example of how Romans tried to prevent disease identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>public baths</i> • <i>sewers</i> • <i>siting of towns</i> • <i>provision of clean, fresh water</i> • <i>aqueducts.</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (b)		7	
	<p>Q: Explain why there was so much opposition to smallpox vaccination throughout the nineteenth century.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why there was so much opposition to the smallpox vaccination. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why there was so much opposition to the smallpox vaccination. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why there was so much opposition to the smallpox vaccination. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why there was so much opposition to the smallpox vaccination.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There was so much opposition to smallpox vaccination throughout the nineteenth century for many reasons. In the middle of the nineteenth century most people did not understand about vaccines. They did not realise that they had to be injected with the smallpox disease in order to prevent against getting the illness in the future. They were frightened and suspicious of the medical advancement. During the 1850s, vaccination against smallpox became compulsory and many people did not like this. They did not see why the government should force them to have their children vaccinated. This caused a lot of opposition against government interference in their lives. Also, there was religious opposition. Some clergy claimed that smallpox was a punishment from God for leading an immoral life, and they did not like the fact the vaccine came from animal cells. The clergy thought that the only cure was to lead a pure life.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: ‘Between the time of the Ancient Greeks and the end of the nineteenth century there has been more continuity than change in ideas about the causes of disease.’ Explain to what extent you agree with this statement.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree with the statement. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument that there has been more continuity than change in the ideas about the causes of disease. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think there has been much more change than continuity between the time of the Ancient Greeks and the end of the nineteenth century in ideas about the causes of disease. Some beliefs have stayed the same for much of this time, for example, the Romans believed that bad air spread disease. They always made sure they built towns away from swamps because they thought that the bad air and smells from swamps caused disease. At the beginning of the nineteenth century people still believed bad air caused disease. Even when John Snow showed that cholera was spread by water and not air a lot of people did not believe him. However, when Pasteur came along and proved that disease was spread by germs most people had to accept it. This was a revolution and opened up new kinds of treatments, like drugs and vaccinations. Overall, this is why I think there has been more change than continuity. Although, there were periods of little change such as in the Middle Ages, if you compare the nineteenth century with the Ancient Greeks overall there has been an enormous amount of change such as the understanding that disease is caused by germs instead of by gods.</i></p>

Q	Answer	Marks	Guidance
4 (c) 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the causes of disease between the time of the Ancient Greeks and the end of the nineteenth century in order to give one side of the argument. They produce a response that demonstrates some understanding of the past. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why the causes of disease between the time of the Ancient Greeks and the end of the nineteenth century did/did not change. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the causes of disease between the time of the Ancient Greeks and the end of the nineteenth century.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 mark)</p> <p>No response or no response worthy of credit.</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		7	
	<p>Q: Study Source A. What are the reasons why these eighteenth century crimes could be punished by the death penalty? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates show sound understanding of the source and sound knowledge and understanding of crime and punishment in the eighteenth century in order to produce a multi-causal response evaluating why these crimes were punished by the death penalty.</p> <p>Level 3 (4–5 marks) Candidates show some understanding of the source and knowledge and some understanding of crime and punishment in the eighteenth century in order to produce a single-causal response about why these crimes were punished by the death penalty.</p> <p>Level 2 (2–3 marks) Candidates describe the source and show limited knowledge and understanding of why these crimes were punished by the death penalty.</p> <p>Level 1 (1 mark) Candidates show very limited knowledge about these types of crimes.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>These crimes listed in Source A could be punished by the death penalty because the laws in those days were passed by the landed classes. They wanted to protect their property. They regarded the rabbits in the warrens on their land as their property, particularly as many warrens were for farmed rabbits and stealing was against the law. They saw poaching as theft and they did not want people making their faces black because this is what they did when they were poaching at night so they would not be seen. Another reason is that the eighteenth century was the time of the Bloody Code. This introduced very harsh punishments for minor offences because people thought that the crime rate was rising quickly.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p>Q: Study Source B. ‘Smugglers were violent and feared.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that smugglers were violent and feared.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that smugglers were violent and feared.</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that smugglers were violent and feared.</p> <p>Level 1 (1–2 marks) Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I partly agree with this interpretation because the source does show smugglers murdering an informer. However, the engraving was clearly meant to turn people against smugglers and support punishment for them, hence the persuasive language in the title: ‘The Bloody and Inhuman Smugglers’. The source also shows the smugglers killing the informer in a particularly brutal way by throwing stones onto him as he is down in the well. The shock and horror of this crime would also mean that people would turn against them.</i></p> <p><i>However, some smugglers at the time were violent. For example, the Hawkhurst Gang in the source, who were a notorious band of smugglers, carried out raids on government customs houses along the south coast of England. They took goods like tea, coffee, brandy and rum. They did kill revenue officers and informers. Some intimidated jurors. The interpretation that smugglers were violent and feared is therefore to some extent accurate. But not all eighteenth century smugglers were like this. Some were just ordinary people who did not have enough to live on and needed to make some money by getting goods from overseas and not paying duties on them. Many people did not regard smuggling as a crime because they thought the government should not have money from duties. In many communities everybody was involved in smuggling in one way or another. Even landowners and vicars would be taking goods from the smugglers – so there was no way that they were afraid of them.</i></p> <p><i>Overall I disagree with this interpretation because the majority of smugglers were not violent or feared.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (a)		5	
	<p>Q: Briefly describe ways in which the Romans punished criminals.</p> <p>One mark for each valid way in which Romans punished criminals identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>burning at the stake</i> • <i>fighting in the arena</i> • <i>the death penalty</i> • <i>noblemen were exiled</i> • <i>whipping</i> • <i>confiscation of property</i> • <i>repaying cost of stolen goods</i> • <i>crucifixion.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p>Q: Use your knowledge of the Middle Ages to explain why the story of Robin Hood was popular at that time.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of why the story of Robin Hood was popular in the Middle Ages. They produce a multi-causal response that demonstrates thorough understanding of outlaws and the Middle Ages through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of why the story of Robin Hood was popular in the Middle Ages. They produce a single-causal response that demonstrates understanding of outlaws and the Middle Ages.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the Middle Ages and why the story of Robin Hood was popular in the Middle Ages. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of why the story of Robin Hood was popular in the Middle Ages.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The story of Robin Hood was popular in the Middle Ages because he was an outlaw. Outlaws were people who had defied the law by fleeing instead of being taken to court and were often popular heroes. They were seen by some people as the real Saxons standing up against Norman laws, or foreign laws. Many ordinary people hated the forest laws which were introduced by the Normans. These were laws that stopped anyone hunting or taking wood from the King's forests. People needed this timber and hunting deer would give them some meat to eat which they did not normally have. So the story of Robin Hood was popular because people liked to hear about someone breaking these laws. They could see Robin as a Saxon hero against the Normans. Also, people enjoyed hearing about rich and powerful people suffering. Kings like Henry VI did not punish nobles who broke the law and let them get away with violence. Another reason is that the story told of Robin being outlawed by King John who was the brother of King Richard I. When Richard was away on crusade John ruled the country and was very unpopular. Robin's story was popular among the people because it showed Robin getting the better of the bad King John.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: ‘The treatment of criminals in the nineteenth century was different from their treatment in the Middle Ages’. Explain how far you agree with this statement.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree with the statement. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether treatment in the nineteenth century was different to that in the Middle Ages. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about whether treatment in the nineteenth century was different to that in the</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The treatment of criminals in the Middle Ages was different to their treatment in the nineteenth century in some ways, but not all.</i></p> <p><i>In the nineteenth century the government increased the number of prisons and people were sent there instead of being executed. Prisons were meant to reform the prisoners and to do this they introduced the separate system which stopped prisoners mixing and spreading bad habits. They would spend most of their time in their cells where they would work and say their prayers. This was different from the Middle Ages where prisons were not used as a punishment but just to hold someone while they waited for their trial.</i></p> <p><i>However, there were similarities as well. In the nineteenth century, physical punishments were still being used. From 1850, prisoners faced more hard labour and there were harsh punishments like whipping. This can be likened to using the stocks, whipping and pillory in the Middle Ages.</i></p> <p><i>Overall, the treatment of criminals in the nineteenth century was very different to that of the Middle Ages. The whole purpose of prisons had changed. Even when physical punishments were still being used, they were being used for a different reason. The hope was that this would reform the prisoners. The idea of public humiliation was gone.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>Middle Ages. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why the treatment of criminals in the Middle Ages was/was not different to that in the nineteenth century. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of criminals in the Middle Ages and in the nineteenth century.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (a)		5	
	<p>Q: Briefly describe how criminals were caught in the Middle Ages.</p> <p>One mark for each valid example of how criminals were caught in the Middle Ages identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>tithings</i> • <i>hue and cry</i> • <i>sheriffs</i> • <i>constables.</i> <p><i>Allow trial by ordeal.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Explain why Sir Robert Peel was able to set up a police force in the late 1820s.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why Robert Peel was able to set up a police force in the 1820s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why Robert Peel was able to set up a police force in the 1820s. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of Robert Peel and the police force in the 1820s. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of Robert Peel and the police force in the 1820s.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Robert Peel was able to set up a police force in the late 1820s for several reasons. The first reason was because many people were afraid of popular protests and even revolution. This was soon after the French Revolution and they were afraid the same thing would happen in Britain, especially after riots like the Luddites and Peterloo. Rich people thought that a police force would protect their property and wealth and keep law and order. Troops had been used at demonstrations such as Peterloo and this had been unpopular. The English were always worried about the army becoming too powerful and taking away their liberties. A police force would mean that problems like this could be dealt without resorting to the military. There was also a real problem with law and order. As towns like London and Manchester grew, there was much more crime and the old systems of law and order, like constables, were inadequate. Even the only police force that existed, the Bow Street Runners, could not cope, although Peel did copy some of its ideas. Also, the government was starting to get more involved in reform generally in Britain. People were gradually getting used to the idea of paying taxes for public services and so government was able to raise more money in taxes to pay for a police force.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: Were the Middle Ages more lawless and violent than the nineteenth century? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether the Middle Ages were more lawless and violent than the nineteenth century. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of law and order to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the Middle Ages were more lawless and violent than the nineteenth century. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of law and order to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of lawlessness and violence in the Middle Ages and the nineteenth century in order to give one side of the argument. They produce a response that demonstrates some</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In some ways but not all, the Middle Ages were more lawless and violent than the nineteenth century.</i></p> <p><i>The Middle Ages were more lawless because it was in the nineteenth century that a proper police force was set up. By the time of the late nineteenth century, as the pay of the police got better and the quality of recruits improved they became more effective in catching criminals, especially when the detective branch was set up. By the end of the century the crime rate had gone down and people were glad to see the police around. They were so successful that police forces were introduced all over the country.</i></p> <p><i>In many ways the Middle Ages were not as lawless and violent as the nineteenth century. In the nineteenth century new industrial cities developed containing thousands of people, many of them living in poverty. This led to an increase in crime which the authorities found very difficult to respond to. In the Middle Ages, most people lived in a small village where everyone knew everyone else and methods like the hue and cry and tithings were adequate for most crimes.</i></p> <p><i>In conclusion, I think that the nineteenth century saw a growth in crime so this did lead to more lawlessness in big cities than in the Middle Ages. But it also led to solutions for this new situation, like the development of prisons and the development of the police force. So eventually the nineteenth century solved many of these problems and it was not more lawless than the Middle Ages.</i></p>

Q	Answer	Marks	Guidance
7 (c) 	<p>understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons whether the Middle Ages was/was not more lawless and violent than the nineteenth century. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of lawlessness and violence in the Middle Ages and the nineteenth century. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p>Q: Briefly describe the Gunpowder Plot of 1605.</p> <p>One mark for each valid description identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>punishments against Catholics increased by James I</i> • <i>high hopes of Catholics dashed</i> • <i>Guy Fawkes</i> • <i>Catesby and other conspirators plan to replace James I with one of his children</i> • <i>gunpowder in cellars under Parliament</i> • <i>planned for the opening of Parliament</i> • <i>the letter to Mounteagle</i> • <i>gunpowder and Fawkes discovered</i> • <i>other plotters killed or arrested</i> • <i>tortured</i> • <i>executed.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (b)		7	
	<p>Q: Explain why the authorities acted as they did towards the demonstrators at Peterloo in 1819.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of Peterloo and the attitudes and fears of the authorities and of their actions. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of Peterloo and of why the authorities acted as they did. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of Peterloo and the reaction of the authorities. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of Peterloo and the reaction of the authorities.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The authorities acted harshly towards the demonstrators because they were afraid that this type of demonstration could lead to upheaval and even to revolution. They all knew about the French Revolution in the 1780s which overthrew the social structure. They did not want this to happen there. There were a lot of demonstrators and this obviously worried the authorities. This is why the government passed the Six Acts which banned meetings of over 50 people. Another reason was that the yeomanry were on duty on the day. They were not full time soldiers but part time and they were made up of the middle classes who owned property and factories. They did not have the discipline of proper soldiers and also were worried about the threat to their property and the social order. They were also worried that Hunt, the main speaker, would whip the crowd up into violence. This is why they over-reacted and began to cut down women and children.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: How far was the treatment of conscientious objectors in the Second World War the same as in the First World War? Explain your answer.</p> <p>Level 5 (7–8 marks) Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the treatment of conscientious objectors changed in the two wars. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far the treatment of conscientious objectors changed in the two wars. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Conscientious objectors were people whose religious beliefs or pacifist beliefs did not let them kill people in a war. In some ways the treatment of conscientious objectors in the two world wars was very different. In the First World War they were generally regarded as cowards and about a third of them were put in prison where they were treated very badly. They were sometimes attacked by the public and after the war they were not given the vote. By the time of the Second World War attitudes had changed to some degree. Churchill believed that it was wrong to persecute them. Prison was only used as a last resort and they were usually given other work to do that helped the war like driving ambulances or carrying out medical work. Those that already worked on farms or in important factories were allowed to carry on with these jobs. People believed they could still do something useful. However, the treatment was in some ways similar. In both wars there was conscription so people were expected to fight for their country. In both wars they had to justify themselves in front of a tribunal and some of them were given alternative work to do. I think that the attitude of the government had changed but the attitude of the public had not. They still regarded these men as cowards and some lost their jobs or were attacked in public. Although conscientious objectors were treated rather better in the Second World War, the basic attitudes had stayed the same. Conscription meant that they were breaking the law in both wars and many of the public still saw them as cowards.</i></p>

	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the treatment of conscientious objectors during the wars. They only explain changes or continuity. They produce a response, not always fully developed, that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates demonstrate some relevant knowledge to identify the similarities and differences between the treatment of conscientious objectors in the wars and they produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of conscientious objectors in the wars.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		
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Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
9 (a)		6	
	<p>Q: Study Source A. Why did the builders of the Liverpool and Manchester Railway face many difficulties? Use the source and your knowledge to explain your answer.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate sound understanding of the source and knowledge and understanding of railways in Britain in order to evaluate why the builders of the Liverpool and Manchester Railway faced many difficulties. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of railways in Britain in order to describe the building of the Liverpool and Manchester Railway. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source superficially and produce a limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The builders of the Liverpool and Manchester Railway faced difficulties because the railway had to cross Chat Moss (seen on the map near Manchester) which was an area of peat-bog land. They could not simply build the railway line on this, it would have sunk. So they had to drain a lot of it and build strong foundations for the track. It was also difficult because there was opposition from powerful landowners, led by the Earl of Derby and the Earl of Sefton who owned the land that the railway would cross. George Stephenson was the civil engineer who led the English railway revolution. He proposed that the railways ran more efficiently on a low gradient. His men were attacked when they tried to survey the route. The problem was overcome by changing the proposed route. Also the Edge Hill tunnel, Olive Mount cutting and Sankey viaduct were all built to reduce gradient.</i></p>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
9 (b)		7	
	<p>Q: Study Sources B and C. How far do these two sources agree about the railways? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound understanding of the sources and knowledge and understanding of the introduction of the railways. They analyse and evaluate the two sources to produce a valid comparison.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some understanding of the sources and knowledge and understanding of the introduction of the railways to produce a valid interpretation of both sources.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate limited understanding of the sources and knowledge and understanding of the introduction of the railways to produce a valid interpretation of one of the sources.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the sources and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>These sources disagree quite a lot about the railways. Source C, from the mid-nineteenth century, is saying that it is dangerous and if you travel on it you will be killed. It shows an undertaker giving the passengers his card because they will need him. The cartoonist has added several features to the cartoon to show that railway travel was dangerous. The carriage door has the word ‘surgery’ on it and the name of the cartoon is ‘Railway Undertaking’ pointing the reader’s attention to the undertaker and death. The message is clear – do not travel on the railways. But Source B, from the same period, sees the railway as a good thing. It is saying it belongs to the future and will replace outdated things like stagecoaches. The stagecoach is shown as a discarded wreck left to rot in a farmyard, no longer needed. It is a sorry sight and makes a powerful message – that it is useless. Even the horse is unwanted. Readers are meant to see the contrast between this and the railway in the background which is steaming by. This cartoon represents the stagecoach as the ‘Past’ and the railway as the ‘Future’. So one is criticising the railway, while the other is praising it. These representations of the railways were published at this time because there was a lot of worry about railways from some people. Landowners opposed it because it went through their land and there were many serious accidents in the middle of the century. This is what Source C is referring to. On the other hand, the railways brought people fresh food and holidays at the seaside and this is why Source B sees it as the future.</i></p>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source D. Use the source and your knowledge to explain how far you agree with the interpretation that navvies were hard-working and well behaved.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that navvies were hard-working and well behaved.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that navvies were hard-working and well behaved.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that navvies were hard-working and well behaved.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about the life and work of the navvies.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source does support the interpretation in several ways. It tells us a lot about the work they did in building the railways. It shows them building a cutting for the railway. This involved moving enormous amounts of earth and it all had to be done by hand. However, the source is limited in its usefulness because it makes the whole scene look too neat and tidy. The navvies would have been filthy and exhausted and the drawing does not really convey this. It also does not show other aspects of their work like using dynamite to blast tunnels through solid rock. This was very dangerous work and some navvies were killed.</i></p> <p><i>However another reason why I don't agree with the interpretation is because navvies had a bad reputation. Many English people despised the Irish and lots of navvies came from Ireland and were often seen as brutes. People in nearby villages were afraid of them because they were often drunk which led to fights with local villagers, and there were always prostitutes hanging around their makeshift camps.</i></p> <p><i>Overall, I don't completely agree with the interpretation because they were not always hard-working and well behaved. There were many people in England who dreaded the thought of the navvies descending on their village. However, they were responsible for building the railways so they must have been hard-working to achieve this.</i></p>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: What were the main weaknesses of the electoral system before 1832?</p> <p>One mark for each valid weakness of the electoral system before 1832 identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>corruption and intimidation</i> • <i>pocket boroughs</i> • <i>unequal distribution of seats</i> • <i>large cities not represented</i> • <i>middle classes couldn't vote.</i>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Explain the arguments that were used to oppose electoral reform.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge in order to explain the arguments used to oppose electoral reform. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of electoral reform.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge in order to explain the arguments used to oppose electoral reform. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of electoral reform. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of electoral reform.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Different arguments were used to oppose electoral reform. Some people opposed reform because they said it would lead to revolution. They used the example of France where small reforms had led to revolution. It was better to make no changes at all as this would make sure that the country could not gradually slip into revolution. Once one change had been made, there would be no stopping it. This is what happened in France when small reforms were allowed at first but they led to something much greater. This was an argument that was put forward by the Tory Party who felt that Britain was booming. It was becoming the most powerful country in the world – so why would one want to change anything? Most opponents to reform, like the Duke of Wellington, were upper-class landowners, who were unwilling to change a system they controlled to their advantage. They didn't want to lose power. The system was designed to represent property. They argued that people who owned property had a permanent stake in the country and therefore should be represented in Parliament. If their stake was permanent, they had an interest in ruling the country well. They also argued that landowners represented their tenants in Parliament so why was there any need for reform?</i></p>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
10 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: How far did the 1832 Reform Act satisfy those who had supported electoral reform? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding to explain how far the 1832 Reform Act satisfied those who had supported electoral reform. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far the 1832 Reform Act satisfied those who had supported electoral reform. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the 1832 Reform Act and electoral reform to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The 1832 Reform Act satisfied some of the people who had supported electoral reform.</i></p> <p><i>Some people like the middle classes were pleased with the Reform Act. They were given the vote and the middle classes also started to become MPs. They had argued that as they produced most of the wealth of the country from their factories they should have the power.</i></p> <p><i>However, a lot of the demonstrations for reform had been carried out by the working classes and they were very disappointed when they did not get the vote. They were no better off than before. The new Parliament still showed no interest in looking after the poor and the working classes in its legislation and this was why years later they started the Chartists – to fight for the vote for the workers.</i></p> <p><i>So overall, it did not really satisfy the people that supported electoral reform. Although the franchise was extended and large cities were given MPs, the basic system remained unchanged. The landed classes still ran Parliament and there was still much corruption in elections.</i></p>

Q	Answer	Marks	Guidance
10 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify the reasons for 1832 Reform Act and electoral reform. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the 1832 Reform Act and electoral reform.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe how the poor were helped before 1834.</p> <p>One mark for each valid example identified of how the poor were helped before 1834.</p> <p>Up to 3 marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>responsibility of the parish or township</i> • <i>Overseers collected poor rates from wealthy</i> • <i>Speenhamland system</i> • <i>Roundsmen system</i> • <i>workhouses</i> • <i>outdoor relief.</i>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Explain the arguments that were used to support the reform of the Old Poor Law.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge in order to explain the arguments used to support the reform of the Old Poor Law. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge in order to explain the arguments used to support the reform of the Old Poor Law. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the reform of the Old Poor Law and produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the reform of the Old Poor Law.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Different arguments were used to support the reform of the Old Poor Law. Some people said that the old system cost far too much money. One of the systems used at that time was the Speenhamland System. This made the amount of support paid to the poor dependent on the size of the family and on the cost of bread. This meant that as food prices rose, the poor were paid more and, as a result, the poor rates were going up all the time. It was the middle classes that had to pay all this and they also believed that the system encouraged people to stay unemployed and even to have large families because then they would get more money. They said that the reforms would lead to lower rates because of the principle of 'less eligibility'. They wanted the conditions in workhouses to be worse than the life of the poorest worker outside the workhouse. It was argued that this would discourage people going into the workhouse and that the cost would go down. Another argument was that of 'Utilitarianism'. Jeremy Bentham was the thinker behind this. He believed that laws should bring about the happiness of the greatest number of people. He also argued that when dealing with a problem like that of the Poor Law you start with the problem itself and ignore existing systems. You should look for new answers. This led many people to want to reform the old system of poor relief.</i></p>

Section B – Britain 1815–1851

Q	Answer	Marks	Guidance
11 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: How far did people at the time think the New Poor Law was a success? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding to explain how far people at the time thought the New Poor Law was a success. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far people at the time thought the New Poor Law was a success. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the New Poor Law to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Some people at the time thought the New Poor Law was a success, whilst others did not.</i></p> <p><i>The middle classes claimed it was a success because the poor rates went down. Under the Speenhamland system the rates had been very high because it gave more money to parents for having more children. It also encouraged people not to work. The New Poor Law abolished most outdoor relief, forced people into workhouses and made the whole system less expensive.</i></p> <p><i>However, in the north it was different. Here, all classes, even the factory owners, argued that it did not make sense to put people into workhouses for a few months while trade was bad. They also argued that these people were not being lazy. If there was a slump in trade they could not get jobs. There were riots across northern England.</i></p> <p><i>I would have to say that overall most people were against the New Poor Law because there were times when all classes were against it. For example, everybody thought the Andover workhouse was a disgrace. However only the middle classes supported it, all the working classes hated the workhouses.</i></p>

Q	Answer	Marks	Guidance
11 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify the successes of the New Poor Law. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the New Poor Law.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

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

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1 (a)	2	2	3		7
1 (b)	2	3	3		8
2/3/4 (a)	5	0	0		5
2/3/4 (b)	3	4	0		7
2/3/4 (c) 	3	5	0	3*	11
5 (a)	2	2	3		7
5 (b)	2	3	3		8
6/7/8 (a)	5	0	0		5
6/7/8 (b)	3	4	0		7
6/7/8 (c) 	3	5	0	3*	11
9 (a)	1	2	3		6
9 (b)	2	2	3		7
9 (c)	1	3	3		7
10/11 (a)	5	0	0		5
10/11 (b)	3	4	0		7
10/11 (c) 	3	5	0	3*	11
Totals	30	30	15	6	81

* Questions marked with a pencil () carry 3 additional marks for spelling, punctuation and grammar. Candidates choose two questions. They must select one from either 2/3/4(c) or 6/7/8(c) plus one **mandatory** question from 10/11(c).

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