



SPECIMEN

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

A954/13

Development Study with The American West,
1840–1895

Morning/Afternoon

Specimen Paper

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.

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

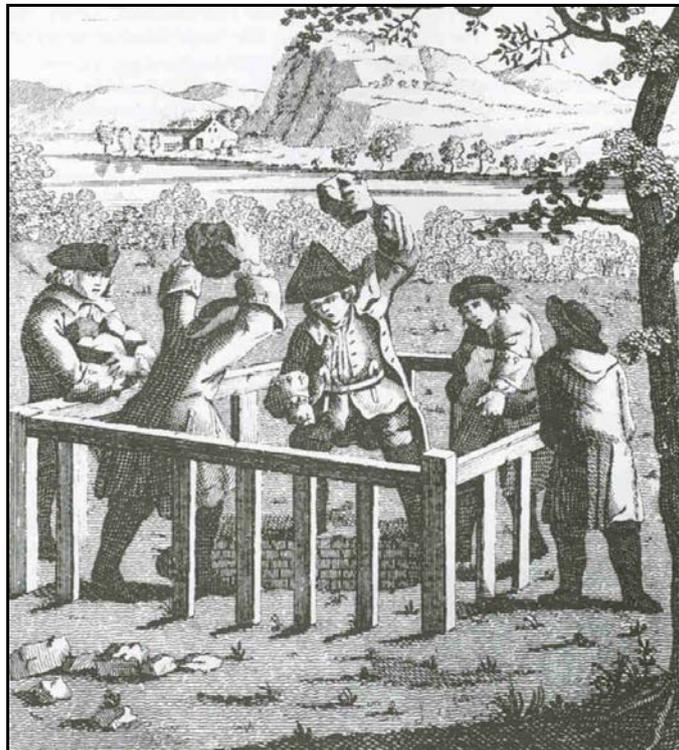
Source A

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.
- (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**The American West, 1840–1895**

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.

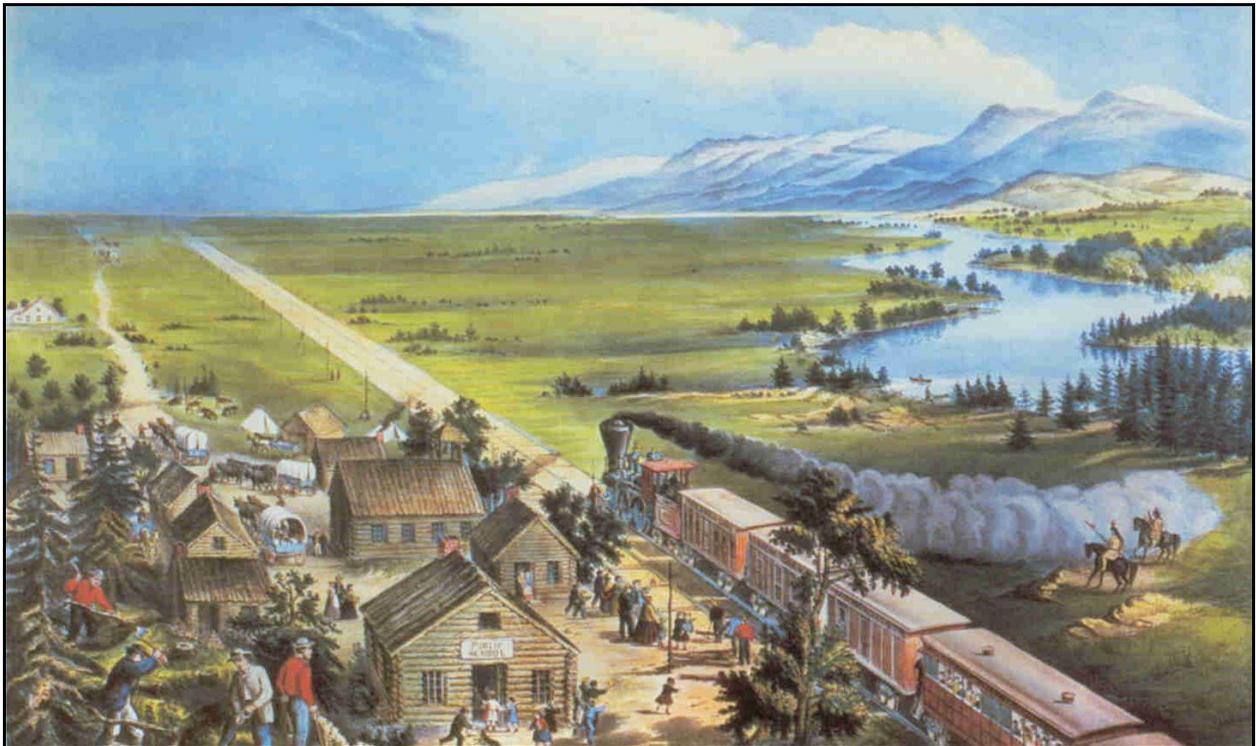
Answer Question 9 and ONE other question.

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

Source A

It is almost wholly unfit for cultivation, and of course uninhabitable by people who depend on agriculture. The scarcity of wood and water will prove an impossible obstacle in the way of settling the country.

Major Stephen Long's description of the Plains in 1820.

Source B

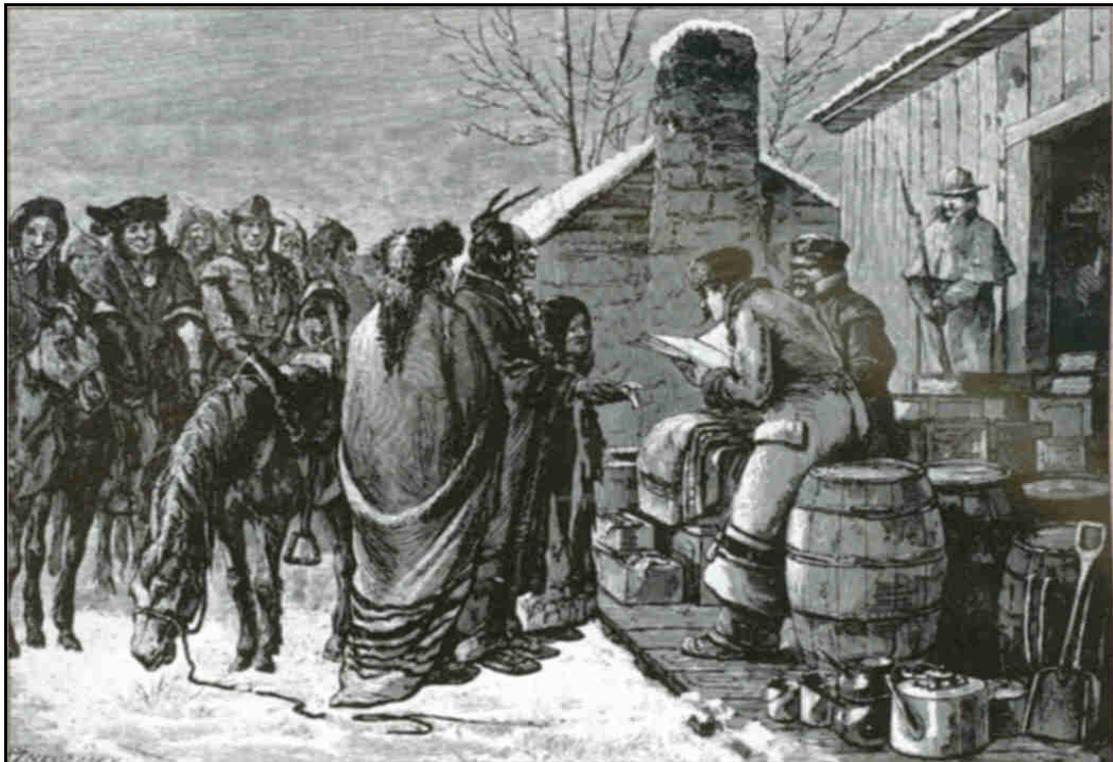
An illustration called 'Across the Continent Westward the Course of Empire Takes its Way', published in 1868.

Source C



A painting called 'Seeking New Hunting Grounds'.

Source D



An engraving showing Indians living on a reservation in the late nineteenth century being given free rations.

9

(a) Study Sources A and B.

Why do these sources show such different attitudes towards the Plains? Use the sources and your knowledge to explain your answer.

[7]

(b) Study Source C.

How useful is this source in telling you about how the Indians managed to survive on the Plains? Use the source and your knowledge to explain your answer.

[6]

(c) Study Source D.

'Indians were treated well on the reservations.' Using the source, explain how far you agree with this interpretation.

[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** Both Joseph Smith and Brigham Young made important contributions to the development of the Mormons.
- (a) Briefly describe the main beliefs of the Mormons. [5]
 - (b) Explain the many difficulties Mormons faced under Joseph Smith's leadership. [7]
 - (c) Which was Brigham Young's most important contribution to the Mormons: deciding to go west and organising the journey, or organising the community at Salt Lake? Explain your answer. [8]
-  Spelling, punctuation and grammar [3]
- 11** The American government faced many problems in establishing law and order in the West.
- (a) Briefly describe the problems of law and order in mining towns. [5]
 - (b) Explain why there was so much conflict between the American government and the Plains Indians. [7]
 - (c) The cattlemen and the homesteaders were often in conflict with one another. Who was more to blame, the cattlemen or the homesteaders? 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

The American West, 1840–1895:

Source A: From *The American West: Schools Council History 13–16 Project*, Holmes McDougall, p 9, 1977

Source B: From *The American West* by C. Shephard and D. Martin, John Murray 1998, p 50 © Museum of the City of New York / Bridgeman Art Library, London

Source C: *The American West 1840–1895* by Mike Mellor, CUP 1998, p 15 © Peter Newark's Western Americana

Source D: *Native Peoples of North America* by Susan Edmonds, CUP 1993, p 57 © Peter Newark's Western Americana

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY A

A954/13

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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	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="250 427 470 456">Level 4 (7 marks)</p> <p data-bbox="250 475 936 657">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="250 683 501 711">Level 3 (4–6 marks)</p> <p data-bbox="250 730 936 849">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="250 874 501 903">Level 2 (2–3 marks)</p> <p data-bbox="250 922 981 1008">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 1034 456 1062">Level 1 (1 mark)</p> <p data-bbox="250 1082 990 1129">Candidates demonstrate limited knowledge and understanding of why bloodletting was widely used in the Middle Ages.</p> <p data-bbox="250 1145 470 1174">Level 0 (0 marks)</p> <p data-bbox="250 1193 784 1222">No response or no response worthy of credit.</p>	7	<p data-bbox="1142 331 2002 395">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 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 in the Middle Ages. 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>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
2 (c) 	<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 for why the Ancient Greeks did/did not make more progress in medicine than people in the Middle Ages 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 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) 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) 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) 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) 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) 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
3 (c) 	<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) 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) 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) 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) Candidates demonstrate limited knowledge of why there was so much opposition to the smallpox vaccination.</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>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.</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 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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>Candidates show very limited knowledge about these types of crimes.</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 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.</i></p> <p><i>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 Middle Ages. They produce a response that demonstrates some understanding of the past.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>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>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) 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) 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) 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) Candidates demonstrate limited knowledge of Robert Peel and the police force in the 1820s.</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>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 understanding of the past.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>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>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 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>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>

Q	Answer	Marks	Guidance
8 (c) 	<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)</p> <p>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)</p> <p>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> <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>11 (8 + 3)</p> <p>8</p>	<p> 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> <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.</i></p> <p><i>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.</i></p> <p><i>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>

8 (c) 	<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 – The American West, 1840–1895

Q	Answer	Marks	Guidance
9 (a)		7	
	<p>Q: Study Sources A and B. Why do these sources show such different attitudes towards the Plains? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the sources and knowledge and understanding of differing attitudes towards the Plains. They interpret the sources and use the date and purpose of the sources to evaluate why the sources show different attitudes.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the sources and knowledge and understanding of differing attitudes towards the Plains. They interpret the sources and use the date or purpose of the sources to explain why the sources show different attitudes.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the Plains. They describe the sources and produce a simple response.</p> <p>Level 1 (1 mark) Candidates describe the sources 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>The sources show different attitudes towards the Plains as the two sources are from different dates, almost 50 years apart. At the time of the first source Americans did not know very much about the Plains and regarded the land as useless because the weather is dry and much of the soil was not very fertile. They had good, fertile land to live on, on the east coast. In the second source, a new impression had been created about the Plains. The US government wanted people to settle there and so advertisements appeared showing the Plains to be full of potential and opportunity. Source B shows this with the railway and the settlement (houses, wagons etc) which suggest success and prosperity. On the other hand, Source A was written to tell people back in the East what the Plains were like.</i></p>

Section B – The American West, 1840–1895

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Study Source C. How useful is this source in telling you about how the Indians managed to survive on the Plains? Use the source and your knowledge to explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the Plains Indians to analyse and evaluate both how the source is useful and its limitations as evidence about the issue.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some understanding of the source and some understanding of the Plains Indians to explain how useful the source is and/or its limitations as evidence about the issue.</p> <p>Level 1 (1–2 marks) Candidates describe the source and produce a limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>These are examples of top level responses that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source is very useful for telling us how the Indians survived on the Plains because it shows how they have taken down their tepees and loaded them on sledges (travois) to be pulled behind the horses. This meant that they could move around easily which was important because they needed to keep up with the buffalo herds. It also shows how many horses they have. Horses allowed Indians to move westwards away from settlers and they allowed Indians to kill more buffalo.</i></p> <p><i>However, there are some things that this source does not tell us about how the Indians survived on the Plains. It does not tell you about the importance of the buffalo to the Indians. They got everything they needed from the buffalo and would not have survived without it. They made their tepees from its skin and used it for food and clothing. Many of the places on the Plains could be affected by high winds and the design of the tepees helped to ensure that they stayed safe and secure, so this is another way in which they were able to survive harsh conditions on the Plains.</i></p>

Section B – The American West, 1840–1895

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source D. ‘Indians were treated well on the reservations.’ Using the source, explain how far you agree with this interpretation.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that Indians were treated well.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Indians were treated well.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Indians were treated well.</p> <p>Level 1 (1 mark) Candidates describe Source D 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>I don't agree with this interpretation, although the source does support it in some ways. The source tells us a lot about the Indians' way of life by the end of the nineteenth century. It shows that they were being given free food. In many reservations they were taught how to farm the land and as can be seen in the source they were given tools. Their children were sent to school to learn English and the white man's ways of life.</i></p> <p><i>However all of this was being done to destroy the traditional Indian way of life, so this is not the same as being treated well. They were now dependent on the white man, rather than living freely and hunting for their own food on the Plains. The source shows them relying totally on the white man with rations and a record book distributing the food to the gathered Indians. The Plains Indians were normally hunters. They were against farming (which the white Indian agents encouraged) because it meant digging into the ground and destroying mother nature and also the soil was not always fertile. Also, we know that the reservations were smaller than Indians expected and they felt imprisoned. So overall although it might appear that the Indians were treated well on the reservations, most of this was being done to simply turn them into white men, and so I don't agree with the interpretation.</i></p>

Section B – The American West, 1840–1895

Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: Briefly describe the main beliefs of the Mormons.</p> <p>One mark for each valid main belief identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>they were chosen by God</i> • <i>they had to build Christ's kingdom on earth</i> • <i>the story of the gold plates</i> • <i>polygamy</i> • <i>opposed to slavery</i> • <i>against gambling and drinking.</i>

Section B – The American West, 1840–1895

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Explain the many difficulties Mormons faced under Joseph Smith's leadership.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain many difficulties faced by the Mormons under Joseph Smith's leadership. 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)</p> <p>Candidates demonstrate sound knowledge to explain many difficulties faced by the Mormons under Joseph Smith's leadership. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key concepts and features.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the Mormons and Joseph Smith's leadership. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the Mormons.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Mormons faced many difficulties under Joseph Smith's leadership due to the fact they had been so successful so quickly. This caused resentment among other communities. During the Mormons' time in Kirtland, Ohio, they worked hard and soon owned most of the businesses in the town like the bank and the shops. They soon outnumbered the gentiles. This made the gentiles afraid the Mormons were taking over and violence against the Mormons erupted. Many people put their money in the Mormons' bank. However, in 1837 the economic crisis forced many banks, including the Mormons', to close and savers lost their money. Smith was blamed for the bank's failure and a great amount of resentment was caused. Many people who were not Mormons had put their money into the bank and they were angry and upset. They blamed the Mormons who were chased out of Kirtland.</i></p> <p><i>However, things got worse. When the Mormons moved to Illinois they built the town of Nauvoo for themselves. They received a charter making it a separate city state. This allowed them to form their own army. The local people were very worried by this. They were concerned by the growing power of the Mormons, and especially of their army which they feared would take over the whole region. When Smith then announced that Mormons could have more than one wife, popular anger against the Mormons exploded. Many people thought that polygamy was against the Bible and Smith was thrown into prison. He was later killed by a mob. The Mormons were in great trouble.</i></p>

Section B – The American West, 1840–1895

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: Which was Brigham Young’s most important contribution to the Mormons: deciding to go west and organising the journey, or organising the community at Salt Lake? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding to explain both of Brigham Young’s contributions to the Mormon movement. They produce a well 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 to explain both sides of the argument about both of Brigham Young’s contributions to the Mormon movement. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some 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 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of Brigham Young’s contribution to the Mormon movement. They produce a response that gives one side of the argument</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>Both Brigham Young’s decision to go west and organising the journey and his organisation of the community at Salt Lake were important contributions.</i></p> <p><i>I think Brigham Young’s decision to take the Mormons west to the Great Salt Lake was very important. The Mormons had suffered very badly in the east. Mormons were being hunted down and killed and Joseph Smith was murdered in an Illinois prison. It was clear that the remaining Mormons could no longer live alongside other Americans. They had to form a community of their own. This is why the decision to go to the Great Salt Lake was crucial. It was the most isolated area in the west. Nobody else wanted to live there and, at the time, it was part of Mexico not the USA. This meant that the Mormons would be left alone there to live as they wanted and nobody would interfere. This was crucial if the Mormon movement was going to survive. So Young’s decision to go west was the most important thing he ever did.</i></p> <p><i>On the other hand, his organisation of his followers there was also crucial. He was a good leader. He insisted on tight discipline. He arranged for the camp at Winter Quarters and had rest camps built along the way. This enabled them to survive the harsh winter.</i></p> <p><i>On the whole I would say that his biggest contribution was deciding to go west. At this time the Mormons were in danger of being wiped out by the Gentiles, they had been driven from town to town and Young’s decision to cross the Plains saved them from disaster. Once they got to Salt Lake they were saved and even if they had not been so successful there, they had still escaped from their enemies in the east.</i></p>

Q	Answer	Marks	Guidance
10 (c) 	<p>and demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify reasons about Brigham Young’s contribution to the Mormon movement. 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 Mormon movement.</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 – The American West, 1840–1895

Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe the problems of law and order in mining towns.</p> <p>One mark for each valid problem of law and order in mining towns 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>attracted criminals</i> • <i>theft of the gold</i> • <i>quarrels over claims</i> • <i>saloons and drunks</i> • <i>prostitutes</i> • <i>speed with which the towns developed – no law officers</i> • <i>problems of vigilantes.</i>

Section B – The American West, 1840–1895

Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Explain why there was so much conflict between the American government and the Plains Indians.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why there was so much conflict between the American government and the Plains Indians. 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 conflict between the American government and the Plains Indians. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key concepts and features.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the conflict between the American government and the Plains Indians. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the conflict between the American government and the Plains Indians.</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 conflict between the American government and the Plains Indians for several reasons. The American government wanted to settle the Plains with homesteaders and towns. This, they thought, was their manifest destiny. They thought that they had a duty to God to settle and civilise the West. This meant that nothing was going to stop them. Conflict with the Plains Indians was inevitable because of this belief. This was in part linked to another clash of ideas – over how land should be used. The Plains Indians thought that land could not be owned or sold, whilst the American government wanted to make money from it and believed that land ownership, fences and cultivation were entirely natural.</i></p>

Section B – The American West, 1840–1895

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: The cattlemen and the homesteaders were often in conflict with one another. Who was more to blame, the cattlemen or the homesteaders? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain who was more to blame in the conflicts between cattlemen and homesteaders. They produce a well 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 who was more to blame in the conflicts between cattlemen and homesteaders. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some 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 conflicts between cattlemen and homesteaders in order to give one side of the argument. They produce a response</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>Both the cattlemen and the homesteaders were to blame for the conflict with one another.</i></p> <p><i>The homesteaders were to blame because they put up barbed wire fences to fence off their land but this often meant that the cattle could not reach the water holes they needed. This led to conflicts when the ranchers cut the barbed wire. This was the homesteaders fault because the cattle needed the water and the cattlemen had been using these water holes long before the homesteaders arrived.</i></p> <p><i>The cattlemen were partly responsible because they took the law into their own hands. When the homesteaders began to move in the cattlemen used illegal methods to protect their power. For example, they employed vigilantes to catch and hang homesteaders who were causing them problems, like Jim Averill. This led to the Johnson County war with the homesteaders.</i></p> <p><i>They were both equally to blame. The cattlemen were protecting their way of life that they had followed for many years, while on the other hand, the homesteaders had been given their plots of land and were trying to make a new life for themselves. The two groups were bound to come into conflict with each other.</i></p>

Q	Answer	Marks	Guidance
11 (c) 	<p>that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify reasons for conflicts between cattlemen and homesteaders. 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 conflicts between cattlemen and homesteaders.</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)	2	2	3		7
9 (b)	1	2	3		6
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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