

GCSE

History A (Schools History Project)

Unit **A954A/11**: Study in Development and Study in Depth: with Elizabethan England

General Certificate of Secondary Education

Mark Scheme for June 2015

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

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Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Sources A and B. What can you learn from these two sources about medicine in the Middle Ages? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and knowledge and understanding of medicine in the Middle Ages in order to produce a response explaining in detail what can be learned from the two sources together through inference and contextual knowledge about medieval beliefs about causes/treatment of illness.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the source(s) and knowledge and some understanding of medicine in the Middle Ages in order to produce a response explaining what can be learned from the sources separately through inference and contextual knowledge about one medieval belief about causes/treatment of illness.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates describe the source(s) and show limited knowledge and understanding of medieval beliefs about causes/treatment of illness.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source(s) 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>You can learn a lot about people's beliefs about what caused disease. Source A shows that they still believed in the Four Humours. The patient is being made to vomit by the doctor to get rid of some yellow bile, one of the humours that has got out of balance. It was believed that the humours must be kept in balance to keep a person healthy.</i></p> <p><i>Source B comes from the time of the Black Death. It shows flagellants whipping themselves because they thought that the Black Death was a punishment from God for their sins. They are punishing themselves in the hope that God will be more merciful.</i></p> <p><i>These two sources together show that people in the Middle Ages believed in natural and supernatural causes and treatments. The Four Humours were based on natural beliefs while the flagellants believed in supernatural causes. These two types of beliefs lived side by side in the Middle Ages.</i></p>

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Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Study Source C. ‘There had been little development in ideas about disease in the period from the Middle Ages to the late nineteenth century.’ 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)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>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>This source does not support this interpretation for two reasons: the source is a biased account of germ theory and there were new ideas developed over the period. One of these was Pasteur’s germ theory which showed that germs cause disease and that germs are in the air all the time. Pasteur carried out experiments in the 1860s to prove this. However, not everyone accepted his ideas. For some the idea that germs were floating in the air all the time was ridiculous. Rossignol was one of these and even challenged Pasteur about his anthrax vaccine. Pasteur showed in a public test that his ideas were right. So Source C does not show that there was little development because it wrongly criticises germ theory which was a massive step forward. All medicine today is still based on it.</i></p> <p><i>However, it is true that before germ theory there were not many new ideas. Even in the nineteenth century some people still used the Four Humours and others believed God brought disease. Some, for example, thought that God caused smallpox as a punishment and therefore vaccination was wrong. There were some new ideas such as spontaneous generation which said that germs came from rotting matter while other people believed in miasma - gases given off by rotting flesh or vegetables.</i></p> <p><i>Overall, there were some new ideas, but not many developments in ideas about disease. The most important was the germ theory at the end of the period which Source C was wrong to criticise.</i></p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
2 (a)		5	
	<p>Q: Briefly describe the part played by religion in Ancient Egyptian medicine.</p> <p>One mark for each valid example of the part played by religion 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>gods like Horus and Bes caused disease or gave protection</i> • <i>doctors were often priests</i> • <i>they called for help from the gods through spells</i> • <i>they turned to gods for internal injuries or diseases where the cause was not obvious</i> • <i>they embalmed bodies for religious reasons which led them to learn about the structure of the body</i> • <i>they washed and kept clean for religious reasons.</i> • <i>Charms to keep away spirits (2)</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p data-bbox="237 336 954 392">Q: Why did the Romans use many Greek medical ideas? Explain your answer.</p> <p data-bbox="237 459 456 483">Level 4 (7 marks)</p> <p data-bbox="237 507 963 687">Candidates demonstrate comprehensive knowledge and understanding of why the Romans used many Greek medical ideas. 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 Greek and Roman periods.</p> <p data-bbox="237 708 483 732">Level 3 (4–6 marks)</p> <p data-bbox="237 756 963 871">Candidates demonstrate sound knowledge and understanding of why the Romans used many Greek medical ideas. They produce a single-causal response that demonstrates understanding of the past.</p> <p data-bbox="237 892 483 916">Level 2 (2–3 marks)</p> <p data-bbox="237 940 981 1027">Candidates demonstrate some knowledge and understanding of why the Romans used Greek medical ideas. They produce a basic response.</p> <p data-bbox="237 1048 439 1072">Level 1 (1 mark)</p> <p data-bbox="237 1096 976 1152">Candidates demonstrate limited knowledge and understanding of why the Romans used Greek medical ideas.</p> <p data-bbox="237 1173 456 1197">Level 0 (0 marks)</p> <p data-bbox="237 1220 770 1244">No response or no response worthy of credit.</p>	7	<p data-bbox="1124 336 1984 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="1124 432 2029 671"><i>One of the reasons for this is that the Romans gradually conquered much of the Greek empire. This meant that the Romans had access to Greek ideas and beliefs. One of these was the god Asclepios. The Romans borrowed gods from lots of different peoples and they did so with Asclepios. When Rome was suffering from a terrible plague the Romans were desperate for help. They asked the Greek priests at a Greek Asclepeion for help and a temple was built in Rome. Temples to Ascelpios were then built all over the Roman Empire.</i></p> <p data-bbox="1124 683 2029 895"><i>Another reason is that the Romans did not develop their own doctors. The head of each household looked after his family's health and doctors were not regarded as necessary. However, the influence of Greek ideas on the Romans gradually increased and more and more Greek doctors like Galen went to Rome. Wealthy Roman families began to employ Greek doctors and so their ideas about the causes of disease and treatments based on the Four Humours began to spread across the Empire.</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: ‘Greek medical ideas and practices prevented progress in medicine in the period between the Romans and the end of the Medical Renaissance.’ How far do you agree with this statement? Explain your answer.</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 that Greek ideas and practices prevented progress in medicine in the period from the Romans to 1700. 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 Greek ideas and practices prevented progress in medicine up to 1700. 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 of medicine through time up to 1700 in order to give one side</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 that Greek medical ideas did help prevent progress to some extent. This is particularly true of Galen. His ideas fitted in very well with Christianity because he believed that every person was made of the same elements as the universe as a whole. This matched the Christian idea that God created everything. This led to the Church supporting Galen's ideas. This meant that new ideas were not allowed and little progress was made in medicine because all the doctors had to follow Galen. They thought he had all the answers. Even dissections were used only to show students what Galen said about the body. When doctors were trained they simply learned Galen's ideas. This shows how Greek ideas stopped any progress in medicine for a long time.</i></p> <p><i>However, Greek ideas also had the effect of helping new ideas develop. At the time of the Renaissance there was a new interest in Greek ideas. They had been learning Galen's ideas through translations that were not very accurate. So they went back to the original writings and this encouraged people to take more interest in the natural world around them. They began to study the natural world, including the human body, very carefully. People like Leonardo da Vinci made lots of detailed drawings of how the body worked. They soon found Galen had made mistakes because he had mainly used animals for his work but he did encourage people to study human bodies if they could. When people like Vesalius started to do this they saw Galen's mistakes. This led to Vesalius producing his Fabric of the Human Body which gave people a much better understanding of the human body. This only happened because of Greek ideas.</i></p> <p><i>It is clear that Greek ideas encouraged and prevented progress in medicine. I think the help it gave was more important because it only held up progress for a few hundred years but when it helped it led to an enormous step forward that has led to modern medicine today.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>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 whether Greek ideas prevented medical progress since Roman times and up to 1700. 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 impact of Greek ideas on medicine since Roman times and up to 1700.</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>		<p>Must be based on Greek ideas – see above examples but other examples are also relevant as long as they are based on Greek ideas.</p> <p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
3 (a)		5	
	<p>Q: Briefly describe treatments in medieval hospitals.</p> <p>One mark for each valid treatment 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>treatments based on the Four Humours - purging, bleeding</i> • <i>most were houses of religion so their main job was to care for patients spiritually, patients spent their time praying</i> • <i>they were fed and kept clean</i> • <i>the poor were given a few nights shelter by almshouses</i> • <i>leper houses kept lepers separate from the rest of society</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p>Q: How did the Church help the development of medicine in the Middle Ages? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain the ways in which the Church helped the development of medicine 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 period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain how the Church helped the development of medicine in the Middle Ages. 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 the Church helped 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 the Church helped the development of medicine in the Middle Ages.</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 Church helped the development of medicine in several ways. One important way was through the monasteries. They built hospitals because it was the duty of monks to look after the sick. They would also study and grow herbs for treating their patients. The monasteries also were wealthy enough to build themselves good public health facilities to provide clean water, drains, privies and wash houses. Often the best public health in the Middle Ages was to be found in monasteries.</i></p> <p><i>The Church also helped by preserving the medical writings of the Greeks and Romans like Galen and Hippocrates. When the Roman Empire collapsed the study of medicine was wiped out and many old ideas were lost. However, the libraries in the monasteries and cathedrals kept copies of Greek and Roman writers and this helped preserve their ideas so that they were not lost. The monks copied and studied the ideas and ensured that these ideas could be studied again later such as in the Renaissance when there was a new interest in Greek and Roman ideas.</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: How far do you agree that the Medical Renaissance had little impact on how patients were treated in the period up to 1914? Explain your answer.</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 that the Medical Renaissance had little impact on how patients were treated in the period up to 1914. 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 the Medical Renaissance had little impact on how patients were treated in the period up to 1914. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, 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>	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 partly disagree with this because some of the ideas in the Medical Renaissance did have an impact on how patients were treated. Pare's ideas led to doctors slowly giving up the use of cauterising for wounds. He used ligatures instead to stop the bleeding after an amputation. However it did take a long time for his ideas to be accepted. His work also showed that soothing oils were much better at cleaning wounds than burning oils. He carried out an experiment that showed the patients who had had the ointments used on them recovered better. He put his ideas into his books and this gradually spread the ideas. It is also important to point out that although Harvey's discovery of the circulation of the blood had no immediate effect it did make successful blood transfusions possible around 1900 and it also led to the understanding of different blood groups.</i></p> <p><i>However, many of the discoveries in the Renaissance like those of Vesalius and Harvey did not lead to new treatments straight away. One of the reasons for this is that their ideas were about the structure of the body and how it works. They did not actually come up with new ways of treating patients. Vesalius' ideas about the structure of the body challenged Galen and so there was opposition to his ideas for some time. Harvey's work on the circulation of the blood was very important but not immediately. This was because doctors still did not know about different blood groups and this stopped them from carrying out successful transfusions.</i></p> <p><i>It is clearly the case that these discoveries had little impact on the treatment of patients because we can still see old treatments like bleeding and purging and even supernatural ideas about the causes of the Plague being used. However, overall I would disagree with the statement because in the long term all the modern methods like blood transfusions and complicated surgery would not be possible without the discoveries made in the Renaissance.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914 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 examples of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914. 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 impact of the Medical Renaissance on the treatment of patients in the period up to 1914.</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>		<p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
4 (a)		5	
	<p>Q: Briefly describe attempts to solve the problem of pain during operations between 1790 and before the work of Simpson in the late 1840s.</p> <p>One mark for each valid example of attempts to solve pain. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 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>Humphrey Davy and the use of laughing gas in 1790s - not followed up</i> • <i>Horace Wells and use of laughing gas for extraction of teeth in the 1840s</i> • <i>John Warren uses ether to remove a tumour</i> • <i>Robert Liston uses ether to remove a leg</i> • <i>other methods - hypnosis, drugs like opium, get patients drunk.</i> • <i>Putting them to sleep (= 1mark for general answer)</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (b)		7	
	<p>Q: Explain how war helped the development of medicine in the period 1800 to 1918.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how war helped the development of medicine in the period 1800-1918. They explain at least two examples that demonstrate 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 one example of war helping the development of medicine in the period 1800-1918. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of war helping development in medicine in the period 1800-1918. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of war helping development in medicine in the period 1800-1914.</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>War helped medicine develop in the nineteenth century in several ways. First, it encouraged Pasteur and Koch to make new discoveries about germs and vaccines. Pasteur and Koch were French and German and these two countries were great rivals at that time. In 1870 they fought a war against each other. Both Pasteur and Koch wanted to make discoveries for the national glory of their country. As soon as one made a discovery the other went one step better. For example Koch made discoveries about which germ caused a particular disease but Pasteur went on to develop vaccines for these diseases.</i></p> <p><i>Another example is during the First World War. There were many soldiers very badly wounded and doctors needed to be able to store blood so that they could give the soldiers transfusions at the Front. When it was stored it often clotted. However, the desperate need to store blood drove them to discover a way of using sodium citrate to stop the blood from clotting. They were soon able to refrigerate it and could transport it to, and use it at, casualty stations near the Front.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) 	<p>Q: 'The most important development in medicine in the twentieth century was the introduction of the National Health Service.' 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 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 NHS was the most important development in the twentieth 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 to reach a conclusion.</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>The introduction of the National Health Service was very important indeed. This was because before it was introduced most people could not afford health care. They could not even afford to go to the doctors when they were ill. This was because doctors and hospitals charged people for treatment. Only some people had health insurance. The situation was made worse in the 1930s when lots of people were out of work. This meant they could not pay their insurance contributions. The situation was desperate as the death rate of infants grew higher and higher. Little was done until the Second World War. Evacuation made well-off people see how unhealthy the working classes were and a National Health Service was planned. It was important because it gave people health care free. It was paid for by taxes. Hospitals were nationalised and doctors joined the NHS. Millions of people now saw a doctor for the first time and the health of the nation was dramatically improved. This is why it was important.</i></p> <p><i>Another development that was vital was the development of penicillin. Doctors had nothing to protect people against deadly staphylococcus germs that killed a lot of people. When Fleming discovered penicillin and it was later mass produced, it became very important in the Second World War. Over a quarter of a million soldiers were treated and saved. After the war it was developed more and it was now used to treat a whole range of diseases such as syphilis. There are not many people in this country that have not had penicillin at some stage in their lives. However, I think the NHS is far more important because without it most people would not be able to afford penicillin and so it would not have had the effects it has had.</i></p> <p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>

Q	Answer	Marks	Guidance
<p>4 (c)</p> 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the introduction of the NHS, or of one other development, 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 introduction of the NHS or another development was the most important development in the twentieth 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 developments in the twentieth 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 Sources A and B. Why do these two sources give different impressions of law enforcement? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and sound knowledge and understanding of law enforcement in the early nineteenth century. They interpret the sources and use contextual knowledge to evaluate why the sources give different impressions.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the sources and some knowledge and some understanding of law enforcement in the early nineteenth century. They interpret the sources and use the sources to explain why they give different impressions.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates show limited knowledge and understanding of law enforcement in the early nineteenth century. They use surface information of the sources to produce a simple response with some attempt to explain the different impressions.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the sources 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>These two sources give different impressions because they describe the police before and after Peel's reforms and the setting up of the Metropolitan Police Force. Source A describes the watchmen who were used at this time. They had been first used when towns were not so big but they were now useless. The towns were industrial and large and had much more crime. The watchmen also often had day jobs to go to so they did not do much good during the night. As the source shows they were too old or too unwell to do an effective job. All they ended up doing was calling out the time. The Fielding brothers realised how useless they were and set up the Bow Street Runners to patrol the streets.</i></p> <p><i>When Peel became Home Secretary he realised that a proper police force was needed. In 1829 he set up the Metropolitan Police Force in London. They were a proper professional force with uniforms. Source B contains some of the instructions given to Peel's policemen. It is clear that they were meant to be much more efficient than the watchmen. This can be seen by the fact that they had to know their beat well and the people living on it. They also had to visit every part of their beat every ten minutes. This gives a very different impression from Source A because they are meant to be a big improvement. They have been introduced because the watchmen were not effective.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p>Q: Study Source C. ‘After 1829 the police were a success through the rest of the nineteenth century.’ 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)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the police were a success for most of the nineteenth century.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>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 agree with this interpretation to some extent. The police certainly had an uncertain start. When they were set up in 1829 many people were very suspicious of them. People feared that they would interfere with their freedom and that they would be very costly. The first policemen were not well paid and this meant that the quality of the first recruits was poor. They were often drunk and did not stay in the force for long. They were also unpopular because of their violent actions against demonstrations such as in Hyde Park in 1855.</i></p> <p><i>However, as Source C shows they gradually became popular with the public. Instead of being called 'Crushers' they became known as 'Bobbies' which shows that they were beginning to be seen differently. Source C shows the policeman to be kindly and helpful and the people around trust the policeman to look after the lost little girl. However, the picture is very sentimental and has clearly been drawn to put the police in the best possible light. This is why a lost little girl has been used. But just because this source is suspect does not mean that the police were not a success as the nineteenth century went on. In the second half of the century the crime rate began to fall and the police were so popular that other parts of the country set up their own forces. So overall, I mostly agree with the interpretation although the police were not completely successful as Jack the Ripper showed.</i></p> <p><i>Failure to capture Jack the Ripper = ID</i></p> <p><i>Allow explanations based on police failings to capture Jack the Ripper e.g police were unsuccessful because they decided not to use bloodhounds as they were mocked in the press for using dogs.</i></p>



Section A – Crime and Punishment Through Time


Q	Answer	Marks	Guidance
6 (a)		5	
	<p>Q: Briefly describe how the Romans kept law and order in the countries they conquered.</p> <p>One mark for each valid way in which Romans treated people in the countries they conquered.</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>Roman laws were introduced</i> • <i>legionaries were used to police villages and towns</i> • <i>uprisings like Boudicca's were put down harshly</i> • <i>conquered kings were taken back to Rome</i> • <i>governors were appointed. They travelled the province hearing complaints and acting as a judge</i> • <i>use of civitates</i> • <i>magistrates were elected</i> • <i>use of client kingdoms.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p>Q: Explain how medieval manorial courts imposed law and order.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of how medieval manorial courts imposed law and order. They produce a multi-example response that demonstrates thorough understanding of manorial courts and how they worked 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 how manorial courts imposed law and order. They produce a single-example response that demonstrates understanding of how manorial courts worked.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of manorial courts and how they imposed law and order. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of how manorial courts imposed law and order.</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 manorial court was under the control of the lord of the manor. Many were in rural areas. Most of the people would either work for him or hold land from him so they had to do as he said. The court was often run by the lord's Steward. The court was held several times a year and all the villagers had to attend. If they did not then they would be fined. The jury was made up of 12 of the villagers and they would collect all the evidence and then decide if somebody was guilty. This meant that the whole village was involved or represented. This all made sure that everybody would obey the court because it was the community sorting out the problems. This helped it keep law and order.</i></p> <p><i>The court would also punish people to keep law and order. Most of those found guilty of offences at the manorial court would be fined but when a person committed a crime against the village as a whole, such as selling underweight bread, they were usually punished by spending time in the stocks. If people committed serious crimes they should have been sent to the king's courts. However, some lords of the manor preferred to deal with these crimes in the manorial court and a few people were even executed or mutilated.</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: Were punishments harsher in the eighteenth or the nineteenth century? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to compare harshness of punishments in the eighteenth and nineteenth centuries. 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 punishments in the eighteenth and nineteenth centuries. 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 punishments were harsher in the eighteenth or nineteenth centuries. 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>Punishments were very harsh in the eighteenth century. This was because of the Bloody Code. This was introduced because people were worried about the increase in crime. They also wanted to protect property and stop crimes like poaching. The death penalty was introduced for all kinds of crime and by the end of the eighteenth century there were over 200 offences that had the death penalty like stealing sheep or horses. The government thought this would act as a deterrent, especially the fact that the executions were carried out in public.</i></p> <p><i>It could be argued that punishments in the nineteenth century were less harsh. This is because early in the century the Bloody Code was abolished and the number of offences that carried the death penalty was reduced. Instead, prison was used a lot more. However, the punishments in prisons were still very harsh. Two systems that were used were the silent and separate systems that prevented prisoners from talking to each other and spending long periods in solitary confinement. This sent some of them mad. There was also hard labour, whipping and electric shocks. The idea was to make prisons as terrifying as possible to act as a deterrent. At the same time there were people like Elizabeth Fry who were improving prison conditions.</i></p> <p><i>The answer to this question is not straightforward. In the eighteenth century many people thought the Bloody Code was unfair and juries stopped finding people guilty because they thought the death penalty was unfair for the offence. Amazingly the number of executions actually went down. So I think that punishments in the nineteenth century were more harsh because many of those in the eighteenth century were not being carried out.</i></p> <p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>

Q	Answer	Marks	Guidance
6 (c) 	<p>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 examples of punishments being harsh. 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 punishments in the eighteenth or nineteenth centuries.</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 women suspected of being witches were questioned and punished.</p> <p>One mark for each valid example of how women suspected of being witches were questioned and punished.</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>hanging</i> • <i>the swimming test</i> • <i>torture e.g. depriving suspects of sleep</i> • <i>Hopkins looked for the Devil's marks on women's bodies</i> • <i>imprisoned</i> • <i>burning</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Why did people in the sixteenth and seventeenth centuries believe in witches? Explain your answer.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge to explain why people believed in witches. 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 people believed in witches. 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 people believed in witches. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of why people believed in witches.</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 are several reasons why people believed in witches at this time. People believed in witches because people did not have natural ways of explaining why many things happened such as a bad harvest or a child dying. They turned to supernatural explanations like witches to explain these things. Everybody believed in the Devil and so it made sense to them to believe in witches who were the Devil's followers.</i></p> <p><i>The sixteenth and seventeenth centuries were periods of great instability and religious change. There was the Reformation but there were still many Catholics in the country. In the sixteenth century England had changed between being Protestant and Catholic several times. Some of the new Protestant beliefs said that the Devil and his servants were trying to draw people away from God. So as more people became Protestant more of them believed in witches. Some of them even thought that Catholics were agents of the Devil.</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: Did the treatment of women by the law improve in the period 1600 to 1900? 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 women by the law improved between 1600 and 1900. 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 treatment of women by the law improved between 1600 and 1900. 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 the treatment of women by the law between 1600 and 1900 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 the 1600s and 1700s there were ways in which women were not treated fairly. This was especially the case when a man and a woman got married. The woman ceased to exist legally and was under the authority of the husband. This led to much unequal treatment. For example, if a husband and a wife were accused of drunkenness then only the woman would be sent to the stocks. When adultery took place women were more likely to be punished because adultery might lead to illegitimate children. There was a great stigma about this then and the local community might have to pay for the children to be brought up. This would be blamed on the woman. The ducking stool was used for punishing women who argued in public but it was not used for men. Behind all this was the idea that women should behave more properly and that they were inferior to men. If a woman murdered her husband she was burned to death as a sign that this kind of murder was worse because she had acted against the ruler of the household.</i></p> <p><i>In the nineteenth century women were not at first treated fairly by the law. They were still regarded as the property of their husbands. When a woman got married all her wealth went to her husband and if she worked her wages belonged to her husband. Men could divorce their wives for adultery but women could not. If they divorced the man would get the children. Women were also not allowed to be magistrates. However, things did begin to change later in the nineteenth century. Women could divorce their husbands for violence and they could keep the money they earned. In the 1880s the law was changed so that women kept their own property when they married. Married women were at last separate beings according to the law.</i></p> <p><i>Overall, although there was not much improvement for a long time, by 1900 women, although not equal, were being treated more fairly.</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 examples of the treatment of women improving or not improving between 1600 and 1900. 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 women by the law 1600 to 1900. 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>		DO NOT FORGET SPAG OUT OF 3 MARKS


Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p>Q: Briefly describe the work of one individual who had an impact on crime and punishment.</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>Credit can be given for one individual only.</i></p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Fry and prison reform, shocked by what she saw at Newgate prison, responsible for reforms - rules for women to obey, female warders, schools in prison for women and children, regular work for them in prison</i> • <i>William I introduced trial by battle and the forest laws but kept many of the old Saxon laws, also introduced the idea of the king's peace so fines were paid to the king.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8		7	
(b)	<p>Q: Explain how wars have had an impact on crime and punishment.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of the impact of wars on crime and punishment. They explain at least two examples that demonstrate 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 the impact of war on crime and punishment. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the impact of war on crime and punishment. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the impact of war on crime and punishment.</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 First World War had an impact on crime and punishment because it created a new crime. In the war conscription was introduced and all men between the ages of 18 and 41 had to join the armed forces. Some men were not willing to fight because they were against using violence. Many of them were Quakers. Some of them helped doing jobs like ambulance drivers but others refused to do anything. They were put in prison and they lost the right to vote.</i></p> <p><i>Another example is when the Roman Empire was destroyed by invasions and war. Angles and Saxons settled in Britain and much of the Roman system of law and order was lost. The Saxons introduced their own systems that included the hue and cry and the wergild which means the blood price. This was the price a guilty person had to pay to victims as a punishment for a crime. So the destruction of the Roman Empire by war led to these changes.</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: Which had the more important impact on crime and punishment, religion or government? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether religion or government had the greater impact on crime and punishment. 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 whether religion or government had a greater impact on crime and punishment. 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 impact on crime and punishment of religion or government. They produce a one-sided answer and explain the impact of one factor. They produce a response, not always fully developed, 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>Religion has had an important impact on crime and punishment. For example the idea of trial by ordeal in the Middle Ages was based on the belief that God would decide if someone was guilty or not if a jury could not decide. Trial by battle introduced by William I is another example of God deciding. This was also the case with witchcraft and the swimming test where it was God that decided who was guilty. This shows how much people depended on religion to find out if someone was guilty or not. Another way in which religion was important is the crime of heresy. For a long time people had to obey the religious ideas that the government and the Church enforced. In the Middle Ages this was Catholicism. If people had other beliefs they would be guilty of heresy and would be punished, probably executed.</i></p> <p><i>Government has also had an important impact on crime and punishment. Governments have often decided what was a crime and what types of punishments should be used. For example, it was the government that introduced the Bloody Code in the eighteenth century and increased the number of offences that carried the death penalty. This had a great impact on people. It was also government that introduced harsh punishments for vagrants in Elizabeth's reign. The silent and separate systems in prisons in the nineteenth century were also introduced by governments. Because governments have so much power and can change the law they have had an important impact on crime and punishment.</i></p> <p><i>In the Middle Ages religion and government were almost the same thing and it is difficult to say which was more important. The government supported the church. But in more recent times religion has become less important and it has been governments which have had a more important impact.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
	<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 examples of the impact of religion and government on crime and punishment 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 impact of religion and government on crime and punishment.</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>		<p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (a)		7	
	<p>Q: Study Source A. Why was this debate taking place at that time? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6-7marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the problems of vagrancy and poverty, the context and suggested solutions, to explain why this debate was taking place in Elizabeth's reign.</p> <p>Level 3 (4-5 marks) Candidates demonstrate some understanding of the source and knowledge and understanding of the problems of vagrancy and poverty to explain why this debate was taking place in Elizabeth's reign.</p> <p>Level 2 (3-4 marks) Candidates demonstrate limited understanding of the source and knowledge and understanding of the problems of vagrancy and poverty.</p> <p>Level 1 (1-2 marks) Candidates describe the sources and produce a 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>This source is from a debate taking place in the House of Commons about what should be done about vagrancy. Poverty and vagrancy was a big problem at this time especially because of the poor harvests. The authorities were worried that wandering groups of vagrants would disturb the peace and cause disorder. For the first part of Elizabeth's reign the poor and vagrants were simply harshly punished. People believed that everyone who was poor was sinful and lazy. However, gradually some people realised that this was not helping the problem. Some people could not help being poor like the sick and single mothers and young orphaned children. This is what Mr Sands is arguing. He is arguing that the poor should be provided with some work. He say this will stop them from wandering. The authorities liked people to stay in their home parish and got worried when people started to move around because they were difficult to keep track of. He also says that this had been tried in Worcester. Often places like Norwich that had big problems with the poor and beggars carried out useful experiments which were later copied by the government. Knollys shows that the government was ready to copy local ideas like Bridewells and a compulsory rate to pay for them. These were later introduced by the government.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Study Source B. What is the message of this source? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (5-6marks) Candidates demonstrate sound knowledge and understanding of the period and of vagrancy in particular. They interpret the source by explaining the main message and produce a sound response in context.</p> <p>Level 3 (3-4 marks) Candidates demonstrate some knowledge and understanding of the period and vagrancy and some understanding of the source to explain valid sub-messages in some context.</p> <p>Level 2 (2 marks) Candidates demonstrate limited knowledge and understanding of the period and of vagrancy. They show some surface understanding of the source. They produce a simple response.</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>	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>This source clearly shows disapproval of vagrants. The message of this source is that people have got to be very careful about vagrants. It is saying that vagrants are all after your money and will trick you out of it. Vagrancy was a big problem at this time. They moved around the country in large groups and often terrorised villages and stole food and belongings. The source shows that there are different types of vagrants. Counterfeit Cranks pretended to be lame and some would even suck soap so that they would foam at the mouth. Doxies carried everything they had stolen on their backs in a sack and caught chickens with a hook with bait on it. Priggers were horse thieves. The source's message is that people should look out for these people and be careful. It also suggests that they should be punished more harshly and this is why it shows an empty gallows. The artist clearly thought there should be a vagrant on the gallows.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source C. 'Rising prices was the main cause of poverty in Elizabethan England.' Use the source and your knowledge to explain how far you agree with this interpretation.</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 rising prices was the main cause of poverty in Elizabethan England.</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 rising prices was the main cause of poverty in Elizabethan England.</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 rising prices was the main cause of poverty in Elizabethan England.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about the causes of poverty in Elizabethan England.</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>Rising prices were an important cause of poverty in Elizabethan England. The source shows this. It says that prices of corn were going up in Norfolk because corn was being moved to other parts of the country for the gentry. This meant that in Norfolk less corn was left for the ordinary people to buy and prices were going up. This was making the people very angry and was leading to riots. Corn was a basic type of food for people as it was used for bread. This source seems reliable because it is written by the Sheriff to the government because he is worried about the riots. Although the Sheriff would be one of the gentry he does not seem to be on their side. It wasn't just corn that was going up in price, all types of food were going up, making people poor. Also this source is not really representative of the whole reign because bad harvests were far more of a problem in the 1590s.</i></p> <p><i>However, I do not think that rising prices was the most important reason for people being poor. Prices were going up for a reason and it is these reasons that were the basic cause of poverty. Bad harvests made prices go up and in Elizabeth's reign there were some very bad harvests especially in the 1590s which led to a scarcity of food, and so prices went up. The population was increasing because the death rate was going down due to fewer diseases killing people. This also sent prices up because there were more people after the food. This increase in population also meant that there were more people looking for jobs and so more were unemployed which led to poverty.</i></p> <p><i>There were other causes of poverty like the closure of the monasteries and enclosures but I think the rise in food prices was very important although it was the factors that caused this rise that were more important like bad harvests and the rise in population.</i></p>



Section B – Elizabethan England


Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: Briefly describe how the Privy Council helped Elizabeth govern England.</p> <p>One mark for each valid example 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>gave the Queen advice e.g. over what to do about Mary</i> • <i>represented different shades of opinion so Elizabeth heard a wide range of views e.g. there were Puritans in the Council</i> • <i>met regularly</i> • <i>members chosen from the most powerful people in the country - nobles, gentry and the Church</i> • <i>Cecil (Burghley) was the most important person on the Council and served her well</i>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Why did Elizabeth think it important that she should visit different parts of England? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of why Elizabeth thought it important to visit different parts of the country. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of why Elizabeth thought it important to visit different parts of the country. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why Elizabeth thought it important to visit different parts of the country. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why Elizabeth thought it important to visit different parts of the country.</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>In Elizabeth's time there was no television or mass media and most people could not read or write with very few of them able to travel to London. This meant that most people could not see the Queen. However, it was important that people stayed loyal to her and so Elizabeth made progresses to parts of the country. This gave people a chance to see her and develop a feeling of loyalty to her. This meant they would be more ready to accept bad harvests and high prices when they happened. This was helped by the fact that she would give out alms as she went along.</i></p> <p><i>It was especially important that Elizabeth kept the support of the landed classes because they ran the country for her and kept law and order. During her progresses she would stay at the houses of noblemen and gentry. This was a great honour for them and would win their loyalty to Elizabeth. This was especially important at a time when the country was divided over religion and there was also a chance of rebellion like the Northern Rebellion. Progresses helped Elizabeth keep the support of important people. If there was a rebellion she could then rely on them.</i></p>

Section B – Elizabethan England

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: ' Propaganda was more important than force in maintaining Elizabeth's control of England.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether propaganda or force was more important. 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 whether propaganda or force was more important. 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>	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 propaganda was very important to Elizabeth. One type of propaganda she used was portraits. Most people could not read but they could understand portraits. These portraits were then used for images on medallions and lockets that people would wear. It was very important that the right kind of images of Elizabeth were produced and so the government controlled these images. All artists had to show the Queen as beautiful, rich and powerful. This was especially important towards the end of her reign when she got older and weaker. Portraits were also used to tell people about, and celebrate, great victories like the defeat of the Armada. There is a portrait called the Armada Portrait. This shows that propaganda such as portraits was very important to keep the loyalty of the people.</i></p> <p><i>Force was also important and there were times when Elizabeth had to use it. For example when the Northern Rebellion took place Elizabeth sent an army to defeat the rebels. She also used force against Jesuits who were trying to convert people to Catholicism. She had them hunted down, tortured and executed. The most famous use of force is when her navy defeated the Spanish Armada. If this had succeeded then England would have fallen under the control of Spain.</i></p> <p><i>I think that in the end force was more important. Propaganda could achieve a lot but when it failed force was needed. Without force rebellions and the Spanish Armada could have succeeded and Elizabeth would have lost control of England.</i></p>

Q	Answer	Marks	Guidance
<p>10 (c)</p> 	<p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the importance of either propaganda or force 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 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify some advantages of propaganda and force. 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 period and of propaganda and force.</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>		<p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>



Section B – Elizabethan England


Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe the actions of the Earl of Essex that made him a problem for Elizabeth.</p> <p>One mark for each valid problem 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>demands one of his supporters be appointed Lord Deputy of Ireland, storms out when refused</i> • <i>his rivalry with the Cecils</i> • <i>disobeys orders when in Ireland to put down rebellion</i> • <i>the rebellion of 1601</i>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Why was the theatre seen as a problem during Elizabeth's reign? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why the theatre was seen as a problem. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why the theatre was seen as a problem. They produce a single-causal response that demonstrates understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the theatre and why it was a problem to produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the theatre.</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>.</p> <p><i>The theatre was seen as a problem by the Puritans. They were strict Protestants and objected to much that went on in theatres. They thought they were the work of the Devil. They thought it was wrong for men to be dressed as women and thought some of the things shown in the plays were indecent. They also associated the theatre with the Romans where Christians had been persecuted and Christ had been executed. They were also worried that the theatre stopped people from attending church and were horrified by the immoral behaviour that went on in the crowds. So they saw it as dangerous to people's morals and the saving of their souls.</i></p> <p><i>The government was also not very keen on the theatre. This was because the plays could be used to put forward dangerous political messages. Essex used them this way. They were also worried whenever large numbers of people were gathered together. This could spell trouble and even rebellion. The government was also concerned that plague could easily spread when there were large crowds squashed together.</i></p>

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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 do you agree that Mary Queen of Scots was a problem for Elizabeth because she did not deal with Mary very well? 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 way Elizabeth dealt with Mary was the cause of her being a problem. 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 way Elizabeth dealt with Mary was the cause of her being a problem. 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>	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>Elizabeth did not deal with Mary very well but there were other reasons why Mary was a problem for her. Firstly, Mary was a Catholic and many Catholics did not recognise Elizabeth as the rightful queen. This was made worse by the fact that Mary had a claim to the English throne. Many Catholics believed that she and not Elizabeth should be queen. When she arrived in England in 1568 she became even more of a problem for Elizabeth. There were some Catholics, especially in the north, ready to support Mary's claim to the throne. They did not wait long. In 1569 the Earl of Northumberland led a rebellion to put Mary on the throne. So Mary was a problem right from the start.</i></p> <p><i>However, Mary was still a problem for Elizabeth 18 years later. This was because Elizabeth was indecisive. She was under pressure from Parliament to have Mary executed especially since she had been involved in more plots but she could not make up her mind what to do. Elizabeth believed in the divine right of monarchs and if she had Mary executed this would be going against God's will. It might also encourage others to think it was all right to get rid of Elizabeth. So for a large part of her reign Mary was a problem for Elizabeth. And on top of all this there was Spain and France both Catholic countries that would be glad to see Mary as queen.</i></p> <p><i>Overall, I do not think that Elizabeth's indecisiveness was the main reason for Mary being a problem. She was a problem because of who she was. However, Elizabeth made the problem worse and allowed it to go on too long.</i></p> <p>DO NOT FORGET SPAG OUT OF 3 MARKS</p>

Q	Answer	Marks	Guidance
11 (c) 	<p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how far the way Elizabeth dealt with Mary was the cause of her being a problem. 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 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify whether reasons why the way Elizabeth dealt with Mary was the cause of her being a problem. 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 Elizabeth and Mary Queen of Scots.</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.

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

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