

GCSE

History A (Schools History Project)

Unit **A954B/12**: Study in Development and Study in Depth: with
Britain, 1815-1851

General Certificate of Secondary Education

Mark Scheme for June 2017

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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.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Used in the detailed Mark Scheme (to include abbreviations and subject-specific conventions).

Subject specific - insert details in table making sure that the annotation matches the image that appears on scoris®. Your Chair of Examiners will be able to help.

Annotation	Meaning
	Vague
	Tick
	Noted but no credit given
	Repeat
	Knowledge
	Example/Reference
	Development
	Cross
	Benefit of doubt
	Unclear
	Level 3
	Level 2
	Level 1
	Blank page

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. Why was this source published at this time? Use the source and your knowledge to explain your answer.</p> <p>Level 5 (7 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the source and sound knowledge and understanding of Jenner's smallpox vaccination and early opposition to it. They evaluate the purpose of the source (in terms of intended impact) and they use their knowledge and understanding of the context to explain why it was published then. Source use to show purpose (to stop vaccination) and context at that time.</p> <p>Level 4 (6 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the source and some knowledge and understanding of Jenner's smallpox vaccination and early opposition to it They evaluate the purpose of the source (in terms of intended impact) and they use their knowledge and understanding of the context to explain why it was published. Source use to show purpose to stop vaccination plus general context to explain why it was published</p> <p>Level 3 (4-5 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the context of Jenner's smallpox vaccination to explain the message of the source in context. Source use to show message (against vaccination) plus context (Context can be specific or general the key here is that the candidate has not explained purpose)</p> <p>Level 2 (2-3 marks)</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 was published in 1807 because Jenner had discovered a vaccine against smallpox a few years before. Jenner's vaccination was quickly accepted and in 1802 Jenner received a large grant of money as a reward. Smallpox was one of the greatest killers at the time and the vaccine could save thousands of lives. However, it involved injecting people with matter from cowpox and this put a lot of people off and led to opposition. This cartoon is obviously published by the opposition. Some people thought that it was wrong to inject into people matter from a sick cow and that it would give the patients other diseases. This fear can be seen in the cartoon where other diseases such as leprosy and pestilence are written on the monster which represents vaccination. The cartoon shows patients being fed into the monster and coming out of the other end dead. This is saying that vaccination will kill you. The cartoon was published to stop people being vaccinated. Jenner and others were going round the country vaccinating lots of people. This cartoon is trying to put a stop to that and to encourage people to oppose it.</i></p> <p>Specific context at that time</p> <ul style="list-style-type: none"> Opposition to the mass use of vaccination Innoculators/doctors and their opposition to vaccination Doctors afraid of losing money Jenner could not explain why it worked Some people badly copied Jenner's methods and patients died Jenner not valued by many due to his status as a country doctor <p>General context</p> <ul style="list-style-type: none"> Lack of knowledge of germ theory Lack of understanding about vaccination and why it worked Religious opposition – belief that disease is a punishment from God Fear of the new

Q	Answer	Marks	Guidance
	<p>Candidates demonstrate some understanding of the source and limited knowledge and understanding of Jenner's smallpox vaccination They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of the source without setting it in context. Context or message or purpose</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response. Only uses details from the source</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
1 (b)		8	
	<p>Q: Study Source B. ‘Vaccination was still opposed in the second half 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) Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that vaccination was still opposed in the second half of the nineteenth century. Source plus context for one side (to show vaccination still opposed) AND context for other side (to show vaccination not opposed) = L4/7 Both sides plus source evaluation = L4/8</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 vaccination was still opposed in the second half of the nineteenth century. Source plus context for one side OR context for the other side</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 vaccination was still opposed in the second half of the nineteenth century. Identifies reasons – one reason = 3 marks or only evaluates the source or makes inferences from source</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 support this interpretation. It shows that in the 1880s there was still opposition to vaccination. The author of the source argues that vaccination was an evil and that it harmed people. He is especially opposed to vaccination being compulsory for infants. This was introduced in 1853 and was unpopular with the poor especially when fines were introduced for parents who refused to have their children vaccinated. Many of the poor saw vaccination as the middle classes interfering with a working-class way of life where inoculation was still popular. The author sees vaccination as an attack on individual liberty. However, the author is writing to an anti-vaccination magazine and this, and his strong language, shows that he was clearly biased. He might not be representing the views of most people. There was also a lot of support for vaccination. This is why the government made it compulsory in 1853. They realised what a dreadful killer smallpox was and that something had to be done. Most doctors supported its use and by 1900 the number of deaths from smallpox was almost nil. There were also many other vaccines developed in this period.</i></p> <p><i>Overall, although there was still opposition to vaccination, especially by the poor, Pasteur's work on chicken cholera, which explained how vaccination worked, led to more vaccines being developed and to other vaccines being developed and accepted</i></p>

Q	Answer	Marks	Guidance
	<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>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (a)		5	
	<p>Q: Briefly describe how Rome was kept healthy in ancient times.</p> <p>One mark for identification of each valid example of how Rome was kept healthy</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>aqueducts provided clean, fresh water</i> • <i>public baths</i> • <i>sewers took away the waste</i> • <i>cesspits were emptied every night</i> • <i>burying bodies within the city was banned</i> • <i>Emphasis on prevention</i> • <i>Government officials to control standards</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p>Q: Why were the Ancient Greeks able to make progress in medicine? Explain your answer Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of the reasons why the Greeks were able to make progress. 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 period. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of why the Greeks were able to make progress. They produce a single-causal response that demonstrates understanding of the past. . Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge and understanding of why the Greeks made progress. They produce a basic response. . Identifies reason(s) one ID = 2 marks OR DESCRIBES GREEK IDEAS WITHOUT EXPLAINING WHY THE GREEKS MADE PROGRESS</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge and understanding of the progress made by the Greeks.</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 Greeks were able to make progress in medicine because of the work of their philosophers. They were interested in how the world around them worked and they came up with theories about this. They thought that the world was made up of four basic elements. This led to Hippocrates' idea that the body was made up of four humours and illness was caused when the humours were out of balance. This was progress because it was a natural explanation of disease rather than supernatural.</i></p> <p><i>Once the Greeks had a natural explanation of disease they understood the importance of studying the body carefully for symptoms such as the patient's pulse and colour. This then led to them making progress in developing natural treatments such as blood-letting and vomiting, and ideas about having a balanced diet. These treatments were designed to bring the humours back into balance. These were advances on praying and using supernatural charms and laid the basis for future development in medicine. The step from supernatural to natural approaches to medicine was a very important one.</i></p> <p>Level 2/3 mark example Asclepius encouraged people to eat healthily and exercise as they had a gym there.</p>

	<p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		
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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 52 to allocate SPaG marks.
	<p>Q: ‘Galen was a turning point in the history of medicine.’ 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 Galen was a turning point in the history of medicine. 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. Argues both sides to show Galen was and was not a turning-point</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 Galen was a turning point in the history of medicine. 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. Argues both sides but one side may be stronger than the other leading to a general conclusion.</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 Galen was a turning point. This is because of the impact of his work. He carried out many experiments and dissected apes and pigs. From this work he discovered new ideas about how the nervous system and the heart worked. He also found out a lot of new information about the structure of the body. His final idea was that opposites should be used to keep the humours in the body in balance. For example it was good to use pepper if the body was cold. Galen was a turning point because his ideas were accepted for hundreds of years afterwards. His books became bibles for doctors and virtually all medical treatment was based on his ideas. When medical students dissected bodies, they used Galen's books to tell them what was in the body instead of looking for themselves. He basically shaped and dominated all medicine until the Renaissance.</i></p> <p><i>In another way, Galen was not a turning point. This is because his ideas were not completely new. They were based on Hippocrates' ideas. A turning point is when something is taken in a completely new direction but Galen did not do this. Hippocrates had already developed natural theories and treatments and Galen's ideas were based on these. His use of opposites was no more than a development of Hippocrates' Theory of Four Humours and his insistence on first-hand experience was just a development of the Hippocrates' clinical method of observation.</i></p> <p><i>Overall, although Galen's ideas dominated medicine until 1500, he was not a turning point because he just developed Hippocrates' ideas, he did not send medicine off in a new direction. In some ways he prevented development in medicine through the Middle Ages because his ideas were accepted as the absolute truth and not challenged.</i></p>

Q	Answer	Marks	Guidance
<p>2 (c)</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 Galen's work 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/why not Galen was a turning point in the history of medicine. 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 work of Galen. General answer</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>Level 2 Identifies reasons OR describes the work of Galen without showing how his work was, or was not, a turning point.</p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (a)		5	
	<p>Q: Briefly describe the role of women in medieval medicine.</p> <p>One mark for each valid role 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>looked after the health of their families</i> • <i>developed treatments based on herbs</i> • <i>wise women sold medicines and charms</i> • <i>acted as midwives</i> • <i>looked after the sick in hospitals</i> • <i>wise woman examined you (1)</i> • <i>Role of nuns</i> • <i>Women as faith healers</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p>Q: Explain how Vesalius' work was progress in medicine.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain ways in which Vesalius' work was progress. They produce a multi-example response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain how Vesalius' work was progress. They produce a single-example response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of how Vesalius' work was progress on the past. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the work of Vesalius.</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>Vesalius' work was definitely progress compared to what had gone on before. Vesalius spent a lot of time dissecting and studying human bodies. Galen had based most of his study on the bodies of animals. By using human bodies Vesalius was able to show that Galen had made mistakes about the body. For example, the jawbone is not made of two bones and blood does not travel through pores in the septum. These discoveries were very important because up until then everybody had simply accepted Galen and some of his ideas were wrong. Vesalius' work was progress because doctors now had a better understanding of the human body.</i></p> <p><i>His work was also progress because it taught doctors to use new methods. Up until then doctors had relied on Galen for everything and they had not bothered to look for themselves. Vesalius taught them to carry out dissections for themselves and to question Galen if they found something that disagreed with him. This led to much more human dissection and to new discoveries about the body such as Harvey's circulation of the blood.</i></p> <p>Level 3. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2. . Identifies reason(s) one ID = 2 marks OR DESCRIBES VESALIUS'S WORK WITHOUT EXPLAINING WHY THIS WAS PROGRESS IN MEDICINE</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 52 to allocate SPaG marks.
	<p>Q: 'Paré's work was a turning point in the history of medicine.' 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 Pare was a turning point in the history of medicine. 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. Argues both sides to show Paré was and was not a turning-point.</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 Pare was a turning point in the history of medicine. 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</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 is some ways Pare was a turning point. The usual way of treating gunpowder wounds in battle had been to use boiling oil to clean the wound and to cauterise after amputations. They were both very painful and many patients died from pain or fever. Pare changed both of these methods. He used ligatures instead of cauterisation. This involved tying the veins and arteries to stop the bleeding. This was a lot less painful. He replaced the burning oils with soothing ointments. This was again less painful and led to more men recovering. So he was a turning point because he changed the way men suffering from wounds in battle were treated.</i></p> <p><i>In another way, he was not a turning point. He did not come up with any new theories about the causes of disease or about how the body works and so did not change the direction of medicine in the way that Hippocrates did. Nor were either of his treatments new. Ligatures had been used before and the soothing ointments he used were actually from Roman times. The mixture of egg, oil of roses and turpentine had been used since Roman times to heal wounds.</i></p> <p><i>Overall, I do not think Pare was a turning point. Although he did become famous and his treatments became widely used, they were not really new ideas but based on ones that had been round for hundreds of years. There was also a problem with his ligatures - the threads used often infected the wound and this meant that the patients sometimes died of infection.</i></p> <p>Level 4. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p>

Q	Answer	Marks	Guidance
3 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of Paré’s work 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/why not Pare was a turning point in the history of medicine. They produce a basic response. OR describes the work of Paré without showing how this work was, or was not, a turning point.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the work of Pare. General answer</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 the development of plastic surgery in the first half of the twentieth century.</p> <p>One mark for each valid example of a development in plastic surgery.</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>the work of McIndoe in the Second World War reconstructing faces and hands</i> • <i>The First World War and the setting up of special units at the front</i> • <i>The work of Gillies in the First world War - set up a special unit to restore the appearance of soldiers</i> • <i>skin grafting</i> • <i>face transplants</i> • <i>repairing the skin by joining up the nerves</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (b)		7	
	<p>Q: Explain why the lack of effective blood transfusion was important in the nineteenth century.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how why the lack of effective blood transfusion was important in the nineteenth century. They explain several reasons 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 reason why the lack of effective blood transfusion in the nineteenth century was important in the nineteenth century. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the lack of blood transfusion in the nineteenth century was important. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of blood transfusion in the nineteenth century. General answer</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 lack of good blood transfusions mattered because one of the biggest problems with operations was the loss of blood. When patients were being operated on they could easily bleed to death. This was understood as a problem but attempts to transfer animal blood and even human blood did not work because they did not know about different blood groups. The blood would clot and the patient would die. Ligatures were used to tie up the blood vessels after the operation but these were of no help during the operation.</i></p> <p><i>Another reason was that later in the century progress was made with dealing with pain and infection during operations through the use of anaesthetics and antiseptics. However, for these advances to lead to much safer operations the problem of bleeding had to be overcome. Surgeons would operate as quickly as they could because of bleeding and the best surgeons were often regarded as those that were quickest. However, this speed led to lots of mistakes and deaths. This was a problem until proper blood transfusions were developed.</i></p> <p>Level 3. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2. OR DESCRIBES HOW BLOOD TRANSFUSIONS WORK WITHOUT EXPLAINING WHY THEY WERE IMPORTANT IN THE NINETEENTH CENTURY</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 52 to allocate SPaG marks.
	<p>Q: 'Lister's work was a turning point in the history of medicine.' How far 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 how far that Lister was a turning point in the history of medicine. 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. Argues both sides to show Lister's work was and was not a turning-point leading to a clinching 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 Lister's work was a turning point. 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>In some ways Lister's work was not a turning point. He merely developed and used the work of other people. It had been known for a long time that it was important to keep wounds and patients clean. Even the Greeks used wine to cleanse wounds and Florence Nightingale did a lot to encourage cleanliness in hospitals. Semmelweiss made doctors wash their hands and the death rate in puerperal fever fell. Finally, Lister used some of Pasteur's ideas about germs in the air to come up with his antiseptic approach. Without these ideas Lister would not have developed antiseptic medicine. It should also be remembered that his methods were opposed by many doctors and they took time to be accepted.</i></p> <p><i>On the other hand, infection was a dreadful problem in operations killing many patients. This became worse after anaesthetics were developed because surgeons were carrying out more complicated and deeper surgery making the problem of infection even worse. Lister realised that the germs were in the air but also realised the crucial point that it was not the air that was the problem but the microbes in it. He developed the use of a carbolic spray to kill the germs as well as antiseptic ligatures and washing instruments and surgeons hands in carbolic. These developments were a real turning point because death rates fell immediately and Lister's methods led to other developments such as aseptic surgery and the use of face masks and complicated systems to get rid of all germs in the operating theatre.</i></p> <p><i>Overall, I do not think Lister was a turning point. He was very important but especially after Pasteur's discovery that germs were in the air, someone else would have come up with Lister's methods. People like Semmelweiss were already looking at the issue even before Pasteur. Pasteur's germ theory was the turning point, not Lister.</i></p>

Q	Answer	Marks	Guidance
4 (c) 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of Lister's work 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/why not Lister was a turning point. 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 Lister's work. General answer</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>		<p>Level 2. OR describes the work of Lister without showing how this work was, or was not, a turning point.</p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		8	
	<p>Q: Study Source A. 'Transportation was a harsh punishment.' 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 transportation was harsh. Source plus context for one side (to show transportation was a harsh punishment) AND context for other side (to show transportation was not a harsh punishment) = L4/7 Both sides plus source evaluation = L4/8</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 transportation was harsh. Source plus context for one side OR context for the other side</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 transportation was harsh. Identifies reasons – one reason = 3 marks or only evaluates the source or makes inferences from source</p> <p>Level 1 (1–2 marks) Candidates describe the source and produce a simple response.</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 seems to be disagreeing with the interpretation because it is saying that criminals did not think transportation was a harsh punishment. It says that convicts in Australia wrote home saying that their conditions in Australia were good. However, in a way the source supports the interpretation because the government is saying that criminals do not realise how bad the treatment of convicts actually was. The source talks about 'real suffering'. I am not sure whether to trust this source because it is from the government and is trying to persuade people that transportation was harsh and is using the fact that criminals did not really know this as an excuse. But overall, I would say this source supports the view that transportation was harsh. The idea that transportation was not harsh enough as a punishment was held by a lot of people at time. They believed stories that convicts were treated easily and could end up making their fortunes there. This led to the charge that it was not a deterrent. This was not accurate. Some convicts did get early release for good behaviour but this shows that transportation was working because it had reformed them. However, many convicts were treated very harshly in Australia. The conditions in prison settlements like those on Van Diemen's Land were awful and many were whipped, worked hard and poorly fed. The myth that being transported to Australia was a good thing might have come from the fact that in 1851 gold was discovered in Australia and thousands flocked there. However, the truth was that conditions in Australia were awful and many people in England feared being transported like the Tolpuddle Martyrs because they never saw their families again.</i></p>

Q	Answer	Marks	Guidance
	Level 0 (0 marks) No response or no response worthy of credit. Candidates describe the sources and produce a very limited response.		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p>Q: Study Source B. How useful is this source as evidence about prisons in the nineteenth century? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6-7 marks) Candidates demonstrate a sophisticated knowledge and understanding of the period, of prisons in the nineteenth century and of the source. They produce a sound evaluation of the source for utility by making sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response which includes some consideration of the limitations of the source. Uses source and context to explain why the source is both useful and not useful = L4/6 PLUS source evaluation = L4/7</p> <p>Level 3 (4-5 marks) Candidates demonstrate a sound knowledge and understanding of the period, of prisons in the nineteenth century and of the source. They produce some evaluation of the source for utility by making valid inferences from the source in context and produce a developed response. Uses source and context to explain why source is useful OR not useful</p> <p>Level 2 (2-3 marks) Candidates demonstrate some knowledge and understanding of prisons in the nineteenth century. They extract information from the source and use this as evidence of its usefulness or they explain its limitations.</p> <p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</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 is useful in some ways. It shows prisoners in a prison chapel. This shows that they are being given religion and a chance to repent for their sins. No doubt the service is being used to teach them to reform and lead better lives in the future. You can also see that the silent system is in use in this prison. This was designed to stop prisoners communicating with each other and therefore stop them from corrupting each other. This can be seen by the fact they are all separated from each other. This system would also have been used elsewhere in the prison. When prisoners worked they were not allowed to talk to each other. So in these ways the source is useful. It shows that there were attempts to reform prisoners. However, the source makes it all look so neat and well organised that it may have been produced to give a good impression to the public to show what orderly and well run places prisons were.</i></p> <p><i>Prisons were also very harsh. This source does not tells us about the separate system where prisoners were kept separate all the time. This was a harsh punishment and drove some prisoners mad. The silent system was not quite so harsh because at least they could see other prisoners. Nor does the source show the hard pointless work the prisoners had to do such as oakum picking and the treadwheel. These were meant to be really dreadful experiences to break the prisoners or to put them off committing other crimes when they left prison. So the source is useful for telling us something about how prisons tried to reform prisoners but not much about how they punished them.</i></p> <p>Level 2. Identifies reasons – one reason = 3 marks or only evaluates the source or makes inferences from source</p>

Q	Answer	Marks	Guidance
	Level 0 (0 marks) No response or no response worthy of credit.		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (a)		5	
	<p>Q: Briefly describe the work of church courts in the Middle Ages.</p> <p>One mark for each example of the work of church courts.</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>to try priests</i> • <i>to try accusations of witchcraft</i> • <i>to try anyone claiming benefit of clergy</i> • <i>they could not impose the death sentence</i> • <i>their purpose was to reform people and reconcile them with God rather than punish them</i> • <i>they dealt with cases involving morals e.g. sexual offences</i> • <i>trial by ordeal (bread/priests)</i> • <i>Sanctuary</i> <p>Trial by ordeal (other) –general mark only- no more to be awarded for further developments.</p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p>Q: How did the fall of the Roman Empire affect law and order? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a multi-example response that demonstrates thorough understanding of systems of law and order at the time through explanation and analysis of the relevant key concepts and features of the period. Explains more than one affect</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of the fall of the Roman Empire affected systems of law and order. They produce a single-example response that demonstrates understanding of systems of law and order at the time. Explains one reason. Thorough answer e.g. two aspects on same affect = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a basic response. Identifies reason(s) one ID = 2 marks or describes Roman systems of law and order without explaining how the fall of the Roman Empire affected law and order.</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>When Angles and Saxons invaded Britain and Roman rule collapsed many people fled from the towns and Roman buildings, roads and courts fell into disrepair. The system of law and order that the Romans had established was destroyed. Those people who were Roman citizens had been dealt with by Roman law and there were proper courts and trials. These were mainly established in towns and were often to settle disputes. In the provinces the native laws were often still used. All this was swept away and destroyed by the invasions and fall of the Empire. For a time in England there was little law and order.</i></p> <p><i>The invaders like the Angles and Saxons had their own systems of law and order which they brought with them. So practices such as hue and cry, tithings, wergild and trial by ordeal were introduced. The wergild was the price that a guilty person had to pay as a punishment for a crime while the hue and cry involved the villagers chasing and catching criminals. These were all very different systems from those of the Romans showing how much the situation was changed by the fall of the Romans.</i></p>

	<p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of systems of law and order at the time. General answer</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		
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Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (c) 		11 (8 + 3)	<p> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.</p>
	<p>Q: 'Little changed in crime and punishment during the Middle Ages.' 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 judge how far crime and punishment changed. 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. Argues both sides to show how crime and punishment did and did not change leading to a clinching 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 crime and punishment changed. 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. Argues both sides but one side may be stronger than the other leading to a general 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>There were some really significant changes in crime and punishment during the Middle Ages. Many of these changes were brought in by the Normans after their conquest of England in 1066. Forest Laws were introduced to allow the Norman lords to hunt and trial by battle was introduced but the most important change was the idea of the king's peace. This said that all crimes were crimes against the king and the peace of the land instead of being against individuals. This meant that anyone who committed a crime was going against the king and would be dealt with by his officials. It also meant the end of the wergild. Later in the Middle Ages trial by ordeal was abolished and the jury system was introduced to decide if the accused was innocent or guilty. The king's peace was enforced by sheriffs and royal courts were set up around the country as well as royal judges who travelled around the country.</i></p> <p><i>However, some things did not change so much. The hue and cry was still being used at the end of the Middle Ages because there was no proper police force. Tithings were still used - if a member of a tithing was accused of a crime the others had to bring him to court or they would all pay compensation. This again was because of a lack of a police force. Although juries were used throughout the Middle Ages the way they worked did change. Many of the punishments such as execution, and mutilation stayed the same throughout the period.</i></p> <p><i>Overall I think the changes were more important than they things that stayed the same. The fundamental things that changed the whole basis of crime and punishment were the idea of the king's peace and the fact that crimes were no longer a private matter but were against the king. This gradually led to the spread of the king's power, courts and officials all over the country.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how far crime and punishment changed. 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 continuity/changes in crime and punishment. They produce a basic response. Identifies reasons OR describes crime and punishment during the Middle Ages without saying what changed or did not change.</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 crime and punishment in the Middle Ages. General answer</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 the methods used by smugglers in the eighteenth century.</p> <p>One mark for each valid example of the methods used by smugglers.</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>using isolated parts of the coast</i> • <i>hiding smuggled goods in secret places</i> • <i>meeting ships from Europe and rowing the goods ashore</i> • <i>selling the goods locally or to duffers who took them to London to be sold</i> • <i>attacking revenue men</i> • <i>involving the local community</i> • <i>whole towns involved</i> • <i>violence/intimidation/murder are similar so can only reach 1 unless developed with examples</i> • <i>Horse transport</i> • <i>Using boats</i> • <i>Involvement of local worthies</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Explain why the authorities in the eighteenth century thought that poaching was a serious crime. Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why the authorities thought that poaching was a serious crime. 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 the authorities thought that poaching was a serious crime. They produce a single-causal response that demonstrates understanding of the past. . Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the authorities thought that poaching was a serious crime. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why the authorities thought that poaching was a serious crime.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p><i>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</i></p> <p><i>One reason for this was that the rich landowners had parks where they kept game for hunting. It was only the rich that were allowed to hunt by law and they regarded the animals as their property. Their families had hunted for hundreds of years and it was a matter of tradition for them. This meant that a poacher was stealing their property. As the government at this time was dominated by the landowning classes they were able to pass laws protecting their property and part of this was to pass harsh laws against poaching.</i></p> <p><i>Another reason was that the poachers thought that the laws against poaching were unfair. They thought that they had a natural right to hunt. They thought that the animals they hunted belonged to everyone and they did not regard themselves as criminals. The landed classes thought that this was a very dangerous attitude. There was a lot of class conflict at this time and the landowners thought that these attitudes were a form of social rebellion with the lower classes threatening their rights and their privileges.</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 52 to allocate SPaG marks.
	<p>Q: 'Punishments under the Bloody Code were harsher than those in the Middle Ages.' 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 how far punishments under the Bloody Code were harsher than those in the Middle Ages. 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. Argues both sides to Bloody Code was and was not harsher than punishments used in the Middle Ages leading to a clinching 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 punishments under the Bloody Code were harsher than those 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 law and order to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</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 on the whole punishments under the Bloody Code were harsher. This was because the government was worried about what they saw a rise in crime. They thought that harsh punishments would act as a deterrent. They also wanted to protect property and this is why many of the harshest punishments were for crimes against property. Under the Bloody Code laws were passed to protect property but the most important change was the increase in the number of offences for which you could be hanged. They increased from about 50 to over 200 and included stealing from a shop and stealing a sheep or even damaging Westminster Bridge. Public hangings were also used to act as a deterrent. At this time Britain had the harshest system of law and order in Europe.</i></p> <p><i>Punishments in the Middle Ages were also harsh. People were executed and punishments like mutilation were used such as putting out someone's eyes. However, these were mainly for serious crimes unlike the death penalty under the Bloody Code. There were also punishments that were not so harsh like the wergild which was when compensation was paid to the victim. Sanctuary and benefit of the clergy could also be used.</i></p> <p><i>There is no doubt the punishments did become harsher under the Bloody Code. The only exception to this is the fact that juries began to refuse to find people guilty because of the harsh punishments. Otherwise, crimes that would be punished by the stocks or fines in the Middle Ages were punished by the death penalty under the Bloody Code.</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 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of punishments under the Bloody Code and in the Middle Ages 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 punishments under the Bloody Code and in the Middle Ages. They produce a basic response. Identifies reasons OR describes the Bloody Code without comparing it to punishments in the Middle Ages.</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 under the Bloody Code or in the Middle Ages. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. General response</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 treatment of conscientious objectors in the First World War.</p> <p>One mark for each valid description identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>court martialled</i> • <i>imprisoned in solitary confinement</i> • <i>hostile public opinion</i> • <i>made to do work such as farming, mining or hospital work</i> • <i>put in front of tribunals</i> • <i>Army medics</i> • <i>Hard labour</i> • <i>Field punishments e.g. tied to a wheel</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (b)		7	
	<p>Q: Explain how the treatment of juvenile offenders changed during the twentieth century.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of the treatment of juvenile offenders. They explain at least two examples of change that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts. Explains more than one example. Change can relate to a comparison between the 20th century and the 19th Century.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of the impact of the treatment of juvenile offenders. They explain one example of change that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the treatment of juvenile offenders. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of juvenile offenders. General answer</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>At first juvenile offenders were punished as if they were adults. They could be imprisoned with adults or even hanged. However in 1933 the idea of the age of criminal responsibility was introduced and was set at 8 years of age. This meant that under a certain age juvenile offenders were not responsible for their crimes. The age was low to start with but later was put up to 10 in the 1960s. In 1908 it was also decided that children under the age of 16 should not be hanged.</i></p> <p><i>Another important change was separate prisons. At first juvenile offenders were usually in the same prisons as adults. This was a mistake because it simply turned them into hardened criminals who were more likely to commit more crimes when they were released. The Children Act of 1908 led to borstals being built for young offenders where they were not mixing with adult prisoners. The Act also set up Juvenile Courts for young offenders. So the big change has been to stop treating them in the same way as adults.</i></p> <p>Level 2. . Identifies reason(s) one ID = 2 marks or describes the treatment of juvenile offenders without explaining how the treatment had changed.</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 52 to allocate SPaG marks.
	<p>Q: 'Developments in communications was the most important factor influencing crime and policing in the twentieth century.' 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 developments in communications had the greatest impact on crime and policing. 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. Argues both sides to show developments in communications were and were not the most important factor influencing crime and policing in the twentieth century leading to a clinching 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 over whether developments in communication had the greatest 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. Argues both sides but one side may be stronger than the other leading to a general conclusion</p> <p>Written work is legible and spelling, grammar and punctuation</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Developments in communication have had an important impact on policing in the twentieth century. Police now make use of telephones, cars, radio and computers to track down and catch criminals. Computers are used to set up databases of criminals and their records such as the National Computer Record to make it easy to identify them and track them down. A famous case of communications helping was when Dr Crippen fled to Canada by liner. The captain of the liner sent a radio message and Crippen was arrested when he arrived. The police began to use two-way radios so that they were also always in contact with the police station. Criminals have also used new communications. One of the biggest growth areas in crime became internet crime and the police have had to change their methods to try and keep up with this.</i></p> <p><i>However, other factors did have an impact on crime and policing. Changes in social attitudes have had a big impact and this has led to new crimes being created. The biggest change here is the idea of racial and other types of discrimination. The government passed a series of laws making discrimination based on race illegal. This meant that people could not be discriminated against in pubs, restaurants and hotels as well as other areas. It was also made illegal to pay women lower wages than men for doing the same job.</i></p> <p><i>I think that changes in social attitudes have had a bigger impact because they have changed basic behaviour and influence what is and what isn't a crime. They also affect how people should be punished. Changes in communications only affect how the police and the courts do their job, they do not make fundamental changes.</i></p> <p>Facebook and Twitter are 21st Century not 20th Century</p>

Q	Answer	Marks	Guidance
	<p>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 of developments in communications on crime and policing. 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> <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 one factor on crime and policing 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 one factor on crime and policing. General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section B – Britain 1815-51

Q	Answer	Marks	Guidance
9 (a)		6	
	<p>Q: Study Source A. How is this source useful as evidence about the electoral system before 1832? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6 marks) Candidates demonstrate a sophisticated knowledge and understanding of the electoral system at the time and of the source. They produce a sound evaluation of the source for utility by making sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response.</p> <p>Level 3 (4-5 marks) Candidates demonstrate a sound knowledge and understanding of the period, and of the source. They produce some evaluation of the source for utility by making valid inferences from the source in context and produce a developed response.</p> <p>Level 2 (2-3 marks) Candidates demonstrate some knowledge and understanding of the time. They extract information from the source and use this as evidence of its usefulness. Context OR interpretations OR descriptions</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 is useful because it shows how the electoral system worked at the time. The borough that this MP represented was obviously a pocket borough. This is where there were few voters in the borough and its election was controlled completely by the landowner. The landowner had complete freedom over choosing who he wanted to be the MP. In other words, it was in his pocket. Francis says that there was only one voter and there were no other candidates. This was happening at the same time as large growing industrial towns like Manchester had no MPs of their own. The real usefulness of this source is based on its date. It is from the period just before the 1832 Reform Act so this source tells us some of the things that were being criticised by people who wanted parliamentary reform. Getting rid of pocket boroughs like this one was one of the aims of the reformers and of the Act. So this source is very useful in telling us what was wrong with the electoral system and why there was a growing demand for reform. However it does not tell us about other problems like large cities not having their own MPs or the lack of a secret ballot.</i></p> <p>L4.Sophisticated= source shows (i) what system was like (ii) why change was called for.</p> <p>L3. Sound= source shows either (i) or (ii)</p>

Section B – Britain 1815-51

Q	Answer	Marks	Guidance
9 (b)		7	
	<p>Q: Study Source B. Explain why this notice was published in the late 1830s. Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6-7marks)</p> <p>Candidates demonstrate sound understanding of the source and knowledge and understanding of the results of the Reform Act and the political situation in the late 1830s as well as the purpose of the source (intended impact).</p> <p>Level 3 (4-5 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the results of the Reform Act and of the political situation in the late 1830s to explain why the notice was issued at this time.</p> <p>Level 2 (3-4 marks)</p> <p>Candidates demonstrate limited understanding of the message of the source or of the situation at the time.</p> <p>Level 1 (1-2 marks)</p> <p>Candidates describe the source and produce a limited response. General 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>This notice was published in the late 1830s because of the failure of the Reform Act to give the reformers what they had wanted. As the notice shows they thought that nothing had changed. The landed classes still ran the country for their own good and ordinary people had no say. The demands made like a vote for all men and MPs being paid were the demands the Chartists made and so this is probably a branch of the Chartists. The demands were designed to allow ordinary men get elected as MPs. The 1832 Reform Act only gave the vote to the middle classes, not the workers and there were still rotten and pocket boroughs. Other reasons for this all happening in the late 1830s were the New Poor law, which was very unpopular, and the difficult economic conditions due to a trade slump. In 1836 William Lovett started the Chartists and made the demands in this notice. The Chartists planned to make these demands to Parliament in 1839 supported by a petition. The purpose of the notice was to get people to support the Chartists and to sign the petition.</i></p>

Section B – Britain 1815-51

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source C. 'The Chartists were a dangerous threat to law and order.' 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 the Chartists were a dangerous threat to law and order.</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 the Chartists were a dangerous threat to law and order.</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 the Chartists were a dangerous threat to law and order. Identifications from simple inferences, OR context only</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about the Chartists.</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>In many ways the Chartists were a dangerous threat to law and order, especially the physical force Chartists led by Feargus O'Connor. They believed in using force, having a general strike and even an armed uprising. The Chartists did use violence. In 1839 there was a battle between armed miners and troops in Newport. There was also the Plug Plot where workers removed the plugs from steam engines to shut down the factories and force other workers to go on strike. Source C shows special constables getting ready for the Chartist demonstration in 1848. It seems to suggest that they would need wooden clubs to defend themselves but I think it is making fun of them and the Chartists and suggesting that it was all a bit of a joke. It was published after the demonstration when the artist knew that far fewer demonstrators than expected turned up and there was no trouble. The government had sent in 100,000 special constables and it is making fun of that.</i></p> <p><i>The Chartist movement was split and the other side of the movement led by William Lovett held peaceful demonstrations and concentrated on sending petitions to Parliament. Many of the demonstrations were attended by skilled workmen and women and children and were not a threat to law and order. Many Chartists were involved in other peaceful activities such as setting up schools to educate the working classes. They even set up a land company to establish communities for workers to live in.</i></p> <p><i>Although the Chartists were split between violent and peaceful methods, the violent Chartists were in a minority. There might have been the odd time like in 1839 when the Chartists were a threat to law and order but for most of the time they were peaceful and were looking for peaceful reform which is why they sent petitions to Parliament.</i></p> <p>L4. Degree of threat by context (2 sided) + suggested by Source evaluation.</p> <p>L3. Degree of threat by context (1 sided) + source use</p>

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Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: Briefly describe the Swing Riots of the early 1830s?</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>by farm workers aimed at farmers</i> • <i>machine breaking, setting fire to haystacks, threatening letters, all led by the mythical Captain Swing</i> • <i>mainly in the south and east</i> • <i>caused by fall in wages and high food prices and use of threshing machines</i> • <i>demanded higher wages</i> • <i>many were transported</i> • <i>troops sent in</i> • <i>sent threatening letters to farmers</i>

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Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Explain why some people emigrated from Britain in this period.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of why people emigrated. 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 people emigrated. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why people emigrated. They produce a basic response. Identifications</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why people emigrated.</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>Many people emigrated from England because of the economic conditions. Farm workers in the south lost jobs because of enclosures and the introduction of more machinery. They hoped for a better life in the colonies where there would be more jobs. They were often helped to emigrate. Societies were set up to do this and even some Poor Law Unions decided it was cheaper to pay for the poor to emigrate than keep on paying poor relief every year. Some times every one in the parish contributed and sometimes the local landowners paid. Even the government helped groups such as orphans to emigrate.</i></p> <p><i>Another reason people emigrated was because of pull factors. The colonies like Australia and Canada needed workers, especially skilled ones. Young farm-workers, skilled craftsmen and mechanics were welcomed. They also wanted couples with children or single women who could have children to build up their population. Australia offered to pay for the journey for the right kind of people and put advertisements in local papers.</i></p>

Section B – Britain 1815-51

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 19 to allocate SPaG marks.
	<p>Q: 'The New Poor Law introduced in 1834 was similar to the Old Poor Law.' 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 the Old and New Poor Laws were similar. 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 the Old and New Poor Laws were similar. 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>In some ways there were similarities. Both gave support to the poor and both were organised around parishes and based on a poor rate that was paid by the local ratepayers. This payment was compulsory in both. Both systems recognised that there were people who needed help and that something had to be done. Both systems also had workhouses into which some of the poor were put. They also both used outdoor relief.</i></p> <p><i>However, there were also fundamental differences. The first was in attitude. The old system was designed to help people by giving them food and money and most of the help was outdoor relief. But in the New Poor Law the aim was to force as many people as possible to find work. Much of the outdoor relief was replaced by workhouses which were made as unpleasant as possible to persuade people they would be better off finding work and supporting themselves. This new system was about saving money and keeping the rates low. The old system was not about this. Another difference was that under the Old Poor Law there were different systems locally like Speenhamland but the New Poor Law established a national system which was meant to be the same all over the county.</i></p> <p><i>Although there were similarities I think the two systems were basically different. This was because they had different attitudes. Systems like Speenhamland were genuinely trying to help people but the New Poor Law was based on the idea that many poor people were lazy and were avoiding work. It aimed at forcing them to work and cutting costs.</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 Old and New Poor Laws 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 similarities or differences between the Old and New Poor Laws. 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 the Poor Laws.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section B – Britain 1815-51

Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe the work of the Earl of Shaftesbury.</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>supported the Ten Hours Movement</i> • <i>helped the passing of the 1833 Factory Act</i> • <i>persuaded the government to set up the Royal Commission on working conditions in coal mines</i> • <i>chaired the Commission</i> • <i>responsible for the 1842 Mines Act which abolished female labour and that of boys under the age of 13.</i> • <i>Shaftesbury was president of the Ragged School Union, promoting the education of poor children.</i> • <i>Shaftesbury was heavily involved in reforming lunatic asylums in Britain helping to provide better care and treatment of the insane.</i>

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Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Why were working conditions in factories and mines left unchanged for so long? Explain your answer. Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain working conditions in factories and mines were left unchanged. 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 working conditions in factories and mines were left unchanged. 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 working conditions in factories and mines to produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of working conditions in factories and mines.</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>They were left unchanged for so long because of the opposition to reform. Many owners of factories and mines argued that if they could not employ children and if they had to shorten the working hours their profits would be hit. Children were cheap to employ and did not cost as much as adults. They argued that this could lead to fewer jobs for the workers and less wealth for the country as a whole. There was an argument that the workers themselves did not want to be stopped from working long hours because they needed the money.</i></p> <p><i>Another reason why little was done for a long time was the idea of laissez faire and freedom. The owners argued that the factories and mines belonged to them and they should be free to do what they wanted. They said the central government had no right to interfere with working conditions as it was not their business. They complained about governments interfering in everyone's business and said that the workers should have the freedom to decide for themselves if they wanted to work in mines and for long hours.</i></p> <p>L2. Identifications, or descriptions of bad conditions with no move to explain why they remained unchanged.</p>

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 19 to allocate SPaG marks.
	<p>Q: How effective were factory and mine reforms in this period? Explain your answer.</p> <p>Level 5 (7–8 marks) Candidates demonstrate comprehensive knowledge and understanding in order to explain whether the reforms were effective. 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. Both sides explained. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the reforms were effective. 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. Both sides explained 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>The reforms were not very effective at first because there were not enough inspectors for the mines of factories to make sure the reforms were being followed. There were only four inspectors for the factories and there was no way in which they could visit all the factories. This meant that factory owners could get away with ignoring the reforms. Another reason was that it was not compulsory to register births and so there was no evidence of how old many of the children were. This meant that parents and factory owners could lie about the children's age to make sure they could carry on working. Without proof of their age there was nothing that could be done about this.</i></p> <p><i>However, the reforms did achieve something. Gradually more inspectors were appointed for the mines and ex-miners began to be appointed so they knew what they were looking for. The most important point about the reforms is that they defeated the argument that the government should not intervene in matters like working conditions. Once this had been established further reforms followed and these were used to deal with the ways that owners had been getting round the reforms. Shift working was banned and later it was compulsory to register births so a child's age could be proved.</i></p> <p><i>There is no doubt at all that after a slow start the reforms did gradually shorten working hours and ban women and children from some types of work. The ways that owners could get round the reforms were gradually dealt with and so the reforms were, on the whole, effective.</i></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 whether the reforms were effective. 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 examples of the reforms being/not being effective. They produce a basic response. Identifications</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 factory and mine reforms. General responses</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	3	3		8
5 (b)	2	2	3		7
6/7/8 (a)	5	0	0		5
6/7/8 (b)	3	4	0		7
6/7/8 (c) 	3	5	0	3*	11
9 (a)	1	2	3		6
9 (b)	1	2	3		7
9 (c)	1	3	3		7
10/11 (a)	5	0	0		5
10/11 (b)	3	4	0		7
10/11 (c) 	3	5	0	3*	11
Totals	30	30	15	6	81

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

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