

**Entry Level History**  
**R435**

**MARK SCHEME**

For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following:

### Descriptor

On the borderline of this level and the one below  
Just enough achievement on balance for this level

Meets the criteria but with some slight inconsistency

Consistently meets the criteria for this level

### Award mark

At bottom of level

Above bottom and either below middle or at middle of level (depending on number of marks available)

Above middle and either below top of level or at middle of level (depending on number of marks available)

At top of level

### AO1 Levels of Response Grid

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]	Marks
Level 5	Response demonstrates some accurate knowledge and understanding that is relevant to the specific question. This is used to construct a reasonably detailed account or narrative, with several examples or a range of details about a couple of examples given.	5
Level 4	Response demonstrates some accurate knowledge and understanding that is relevant to the specific question. This is used to construct an account or narrative, with more than one example or several details about one example given.	4
Level 3	Response demonstrates some accurate knowledge and understanding that is relevant to the specific question. This is used to construct a basic account or narrative.	3
Level 2	Response demonstrates basic knowledge and limited understanding that is relevant to the specific question. This is presented as a very basic account or narrative.	2
Level 1	Response demonstrates very basic knowledge that is relevant to the wider topic area of the question. This may be presented in an unstructured way rather than as an account or narrative.	1
Level 0	No demonstration of any knowledge relevant to the topic area.	0

**AO2 Levels of Response Grid**

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second order historical concepts such as causation, consequence and significance, change and continuity over time. [5]	Marks
Level 5	There is a reasonable response to the question using understanding that is relevant to the issue in the question to explain the importance/difference/change etc. as appropriate to the question. The response explains several aspects or gives several additional details on one aspect of explanation.	5
Level 4	There is a reasonable response to the question using understanding that is relevant to the issue in the question to explain the importance/difference/change etc. as appropriate to the question. The response explains more than one aspect or gives additional detail on one aspect of explanation.	4
Level 3	There is a reasonable response to the question using understanding that is relevant to the issue in the question to explain the level of importance/difference/change etc. as appropriate to the question.	3
Level 2	There is a basic response to the question. This goes beyond assertion and demonstrates some understanding that is relevant to the issue in the question.	2
Level 1	There is an attempt at a very basic response to the question. This may be little more than assertion but will go slightly beyond just 'yes', 'no' 'I agree/disagree' etc. to try to respond to the question. There is some very basic understanding that is relevant to the topic area.	1
Level 0	No demonstration of any relevant knowledge or understanding or any attempt to answer the question. 'Yes', 'No' 'I agree/disagree' without any further support should be awarded 0.	0

**AO3 Levels of Response Grid**

Assessment Objectives	AO3: Analyse, evaluate and use sources contemporary to the period to make substantiated judgments, in the context of historical events studied. [5]	Marks
Level 5	Response analyses the source by using a range of relevant details from the source content and/or provenance to answer the question about timing/message/purpose.	5
Level 4	Response analyses the source by using more than one relevant detail from the source content and/or provenance to answer the question about timing/message/purpose.	4
Level 3	Response analyses the source by using a relevant detail from the source content and/or provenance to answer the question about timing/message/purpose.	3
Level 2	Response gives a basic answer to the question about timing/message/purpose and this is supported with some generalised reference to the source content or provenance.	2
Level 1	Response attempts a very basic and generalised answer to the question about timing/message/purpose. This may not be supported by any direct reference to the source, but the response suggests some implicit consideration of it has taken place in order to produce the answer.	1
Level 0	No analysis of the source or attempt to answer the question.	0

## MARK SCHEME

Please note: Indicative content is only indicative unless otherwise stated so credit any correct or reasonable answer.

## Task 1: Thematic Study

## Option one: Crime and Punishment

Question		Answer		Marks	Guidance																																			
1	(a)	<table><tr><th>Picture</th><th>Crime</th><th>Punishment</th></tr><tr><td>Picture 1</td><td></td><td>✓</td></tr><tr><td>Picture 2</td><td>✓</td><td></td></tr><tr><td>Picture 3</td><td>✓</td><td></td></tr><tr><td>Picture 4</td><td></td><td>✓</td></tr><tr><td>Picture 5</td><td></td><td>✓</td></tr><tr><td>Picture 6</td><td>✓</td><td></td></tr><tr><td><b>Picture 7</b></td><td>✓</td><td></td></tr><tr><td>Picture 8</td><td></td><td>✓</td></tr></table>		Picture	Crime	Punishment	Picture 1		✓	Picture 2	✓		Picture 3	✓		Picture 4		✓	Picture 5		✓	Picture 6	✓		<b>Picture 7</b>	✓		Picture 8		✓	<table><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr><tr><td>1</td></tr></table>	1	1	1	1	1	1	1	1	One mark for each tick in the correct column as shown to the left, except the example shown in <b>bold</b> .
Picture	Crime	Punishment																																						
Picture 1		✓																																						
Picture 2	✓																																							
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Picture 4		✓																																						
Picture 5		✓																																						
Picture 6	✓																																							
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Question			Answer	Marks	Guidance
1	(b)	(i)	<p>For example:</p> <p>A highwayman was a robber who targeted travellers. (1)</p> <p>A highwayman was often an upper-class robber who targeted travellers who were not very well armed on stagecoaches, taking their money or jewellery. (2)</p>	2	<p>1+1 mark as outlined below.</p> <p>One mark for a valid description of the crimes and criminals. A second mark for a more developed definition of each crime or criminal.</p>
1	(b)	(ii)	<p>For example:</p> <p>Poaching was when people stole animals from landowners or gamekeepers. (1)</p> <p>Poaching was when often poor people or peasants stole animals such as rabbits from landowners or gamekeepers, because they were so hungry they had no option but to steal from others. (2)</p>	2	<p>1+1 mark as outlined below.</p> <p>One mark for a valid description of the crimes and criminals. A second mark for a more developed definition of each crime or criminal.</p>
1	(c)		<p>The earliest punishment is ... the stocks</p> <p>Then came ... burning</p> <p>Then came ... hanging</p> <p>The punishment still used today is ... prison</p>	4	One mark for each correct answer.

1	(d)	<p>Reasons candidates might suggest are:</p> <ul style="list-style-type: none"> <li>• These punishments are too harsh and no longer appropriate</li> <li>• These punishments do not fit the types of crimes committed</li> <li>• There is more focus on rehabilitation than punishment nowadays</li> <li>• People have campaigned to end some of these punishments.</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>
2	(a)	<p>Examples of differences include:</p> <ul style="list-style-type: none"> <li>• Prisoners together as opposed to solitary confinement</li> <li>• Prisoners working as opposed to doing exercise</li> <li>• Prisoners having the opportunity to relax as opposed to working all the time</li> <li>• Prisoners having access to natural light as opposed to being indoors</li> <li>• Prisoners being inside as opposed to outside</li> <li>• Prisoners being made to wear special helmets as opposed to uniforms.</li> </ul>	4	<p>1 mark for each difference up to a maximum of 4 marks.</p> <p>Accept any other reasonable differences.</p>



2	(c)	<p>Candidates might argue it was punishing because:</p> <ul style="list-style-type: none"> <li>• The loom was used for working hard on</li> <li>• There is little natural light</li> <li>• The room is reasonably cramped and bare</li> </ul> <p>Candidates might argue it wasn't punishing because:</p> <ul style="list-style-type: none"> <li>• There is a bed with a mattress, pillows and blankets</li> <li>• There is natural light</li> <li>• It is for one person so the prisoner would not have to share</li> <li>• There is a sink</li> </ul> <p>An example of a developed reason would be 'the room is reasonably cramped and bare so prisoners would find it uncomfortable and perhaps cold and lonely'.</p>	4	1+1 mark for each reason, maximum of <b>two</b> reasons given.
2	(d)	<p>Candidates might argue it was the same because:</p> <ul style="list-style-type: none"> <li>• Prisoners were all locked up and lost their freedom</li> <li>• Prison was punishing for criminals</li> <li>• Prison mostly kept people isolated from each other and had some serious effects on prisoners' wellbeing</li> </ul> <p>Candidate might argue that it was not the same because:</p> <ul style="list-style-type: none"> <li>• Some prisoners worked more than others and in different ways</li> <li>• Some prisoners had more freedom to move about than others</li> <li>• Some prisons were run differently to others</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>



## Option two: The People's Health

Question			Answer	Marks	Guidance
1	(a)		<p>One mark for each threat identified, e.g.:</p> <p>Filthy drains, overcrowding, clothes washed in drinking water, poor light, poor sanitation, rubbish, muck, mud.</p> <p>One further mark for each valid explanation, e.g.:</p> <p>Overcrowding meant people with diseases could spread them more easily, rubbish or muck could spread disease to the people, the drinking water could be contaminated with cholera and then people could become infected.</p>	6	1+1 for each threat and explanation, maximum of <b>three</b> threats.
2	(a)		For example: poor living conditions, scientific advancement, regular outbreaks of cholera.	2	1+1 for each reason.
2	(b)	(i)	For example: they viewed it as an important or increasing problem.	1	One mark for a valid reason.
2	(b)	(ii)	<p>One mark for identifying a correct view of MPs of people's health e.g. they viewed it as an important or increasing problem because more and more people were living in poor conditions that led to the spread of disease.</p> <p>One mark for explaining a valid reason e.g. because living and working conditions were very poor for many people; they were not responsible because they felt it was the job of individuals or local government to improve people's public health.</p>	2	1+1 for each explanation

3	(a)	ii	1	Only credit a mark if candidates choose (ii)
3	(b)	<p>Example: He drew it to show how bad living conditions were by showing children playing in the dirt.</p> <p>He drew it to show how bad living conditions were by showing children playing in the dirt, which could lead to them developing infections or diseases.</p>	4	<p><b>1+1</b> for reason plus development, maximum of <b>two</b> reasons One mark for a valid reason and a further mark for development of the reason.</p> <p>If the candidate has given the wrong answer to question (a) they can still receive marks here for valid and reasonable reasons and development to back up their choice.</p>
3	(c)	For example: representing death or disease	1	One mark for any valid description of what the skeleton represents
3	(d)	<p>Valid messages of the Source include:</p> <ul style="list-style-type: none"> <li>- that dirty water and poor living conditions were affecting the people's health</li> <li>- that all people including children were being affected by poor sanitary conditions</li> <li>- that people now know that one of the main causes of poor health was dirty water.</li> </ul>	3	<p><b>1+1+1 mark</b> One mark for naming a valid message of the Source. Second and third marks are available for additional points of explanation or details.</p> <p>Credit any work by the candidate explaining a valid message of the Source.</p>
3	(e)	frightened desperate sad	1 1 1	
4	(a)	Common answers might include Chadwick and Snow, but also credit people like Gladstone and Disraeli.	2	<p>Credit any correct answer. Do <b>not</b> credit people who did improve public health outside the 1800–1880 period.</p>
4	(b)	<p>Examples include: Chadwick – recommended a national public health authority, pushed for important reforms (1) Snow – Linked cholera to infected water (1) Gladstone – introduced the 1872 Public Health Act (1) Disraeli – promised to provide ‘pure air, pure water and the inspection of unhealthy houses’ (1) <b>or</b> passed the 1875 Public Health Act (1)</p>	5	One mark for each valid way.

5		<p>Some reasons for the 1875 Act as an example:</p> <ul style="list-style-type: none"> <li>• it improved public health by appointing medical officers and sanitary inspectors</li> <li>• People could inspect places like slaughterhouses so people could see how bad people's health really was and try to make improvements.</li> <li>• Together with inspecting houses and streets this act went a long way to improving public health</li> <li>• for the first time local government was forced to act</li> </ul>	5	<p>Mark using AO2 Levels grid at the front of the mark scheme.</p>
6		<p>Examples include:</p> <ul style="list-style-type: none"> <li>• the responses to the plague did not change over time because lots of people kept dying</li> <li>• people tried lots of different treatments that didn't work</li> <li>• doctors were still believing in miasma as a theory</li> <li>• people still thought it had been sent by God to punish them</li> <li>• By the end of the seventeenth century people were beginning to understand contagion</li> <li>• there was no information about the role of rats and fleas, responses remained largely the same.</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p> <p>Credit can be given for arguing that there was much change over time, or little, or anywhere in between.</p>

## Option three: Migration to Britain

Question			Answer	Marks	Guidance
1	(a)			5	One mark for each tick in the correct column as shown to the left, except the example which is shown in <b>bold</b> .
			Statement		
			Reason		
			Consequence		
			People were being persecuted in their own countries		
			Names such as 'Fleming' became more common		
			<b>British ports became 'melting pots' of sailors and merchants from all over the world</b>		
			Some richer people wanted cheap labour and servants		
			People wanted better jobs and lives		
			Local authorities introduced restrictions on where different groups of people could live		

1	(b)			<table><tr><td>Their lives were in danger after Louis XV made their form of worship illegal in France, so came to England and many became very wealthy.</td><td>Huguenots</td></tr><tr><td>Descendants of nomadic tribes who set up their tents and carts in temporary camps on common land and in forests, working as pedlars, pot-menders, animal-dealers and herbalists.</td><td>Gypsies</td></tr><tr><td>Often wealthy they played a crucial part in English trade, their ships carrying English wool to northern Germany.</td><td>Hansa merchants</td></tr><tr><td>Started returning to England in 1656 after Oliver Cromwell relaxed restrictions on them, often fleeing religious persecution.</td><td>Jews</td></tr><tr><td>Originally from Germany, a group of Protestants in desperate conditions heard about an invitation to come to Britain. They were poor farmers suffering from bad harvests, war and persecution by their Catholic landlords.</td><td>Palatines</td></tr></table>	Their lives were in danger after Louis XV made their form of worship illegal in France, so came to England and many became very wealthy.	Huguenots	Descendants of nomadic tribes who set up their tents and carts in temporary camps on common land and in forests, working as pedlars, pot-menders, animal-dealers and herbalists.	Gypsies	Often wealthy they played a crucial part in English trade, their ships carrying English wool to northern Germany.	Hansa merchants	Started returning to England in 1656 after Oliver Cromwell relaxed restrictions on them, often fleeing religious persecution.	Jews	Originally from Germany, a group of Protestants in desperate conditions heard about an invitation to come to Britain. They were poor farmers suffering from bad harvests, war and persecution by their Catholic landlords.	Palatines	5	One mark for each correct answer as shown in the table on the left.
Their lives were in danger after Louis XV made their form of worship illegal in France, so came to England and many became very wealthy.	Huguenots															
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2			<p>Examples include:</p> <ul style="list-style-type: none"><li>• people have had differing attitudes depending on the groups of people coming to Britain, for example in the 1930s Britain was very welcoming to Jewish refugees especially children fleeing Nazi Germany and gave them homes and shelter</li><li>• some people did this with asylum seekers in the 1990s and 2000s</li><li>• there were also concerns over the number of</li></ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>											

		<p>people coming to Britain and whether some of them would integrate or be criminals</p> <ul style="list-style-type: none"> <li>attitudes were also very different in the 1960s, when some people set up anti-racist groups and politicians like Tony Benn took part in the successful Bristol Bus Boycott</li> <li>others supported the views of Enoch Powell about the country being swamped and wanted to restrict, stop or reverse immigration.</li> </ul>		
3	(a)	<p>For example:</p> <p>People looked down on black people People treated black people as property</p> <p>An example of development would be:</p> <p>People looked down on black people because they treated them as property and branded them.</p>	2	<p><b>1+1</b> for valid attitude plus development</p> <p>Credit any valid answer that could reasonably be drawn from the sources.</p>
3	(b)	<p>For example:</p> <p>They were mistreated by their owners They often wanted to run away</p> <p>An example of development would be:</p> <p>They were mistreated by their owners, as shown by the fact they tried to run away.</p>	2	<p><b>1+1</b> for valid experience plus development</p> <p>Credit any valid answer that could reasonably be drawn from the sources.</p>
3	(c)	<p>For example:</p> <p>The purpose of the sources is to catch the people so appearance would help others do this. All the sources describe age and other features of appearance to help catch the runaways.</p>	3	<p><b>1+1+1</b></p> <p>One mark for any valid or reasonable answer. Second and third marks for development or further details.</p> <p>Credit any valid answer that could reasonably be drawn from the sources.</p>

4	(a)	<p>For example:</p> <p>They are shown looking reasonably wealthy and well received on arrival, possibly being welcomed. They look scared and are huddled together but the authorities appear to be treating them nicely.</p>	3	<p><b>1+1+1 mark</b></p> <p>One mark for a characteristic of how the Huguenots are presented.</p> <p>Second and third marks are available for additional points of explanation or details.</p> <p>Credit any work by the candidate explaining a valid message of the source.</p>
4	(b)	<p>Some examples:</p> <ul style="list-style-type: none"> <li>• Huguenots were able to work in some trades such as the silk weaving industry and became very wealthy</li> <li>• they also employed hundreds of refugees themselves and became an important part of the economy</li> <li>• they lived in big houses particularly in Spitalfields in London, living in separate neighbourhoods</li> <li>• people were divided over how to react to them, with some people criticising them for remaining separate in their churches, and pastimes</li> <li>• others fully accepted them because they were Protestants and hard working.</li> <li>• they were generally hard-working craftsmen who transformed Britain's industries'.</li> </ul>	5	<p>Mark using AO1 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Credit any valid account of the experiences of Huguenots in England.</p>

5	(a)		bad	1	
5	(b)		Example: 'they had a bad life because their housing conditions were so poor, living for example in dark, wet cellars.'	4	<p><b>1+1</b> mark for each reason plus development.</p> <p>One mark for a valid reason, maximum of <b>two</b> reasons, and a further mark for development of the reason.</p> <p>Only accept answers which explain ways in which the writer shows Irish people in Britain had a bad life. Credit any reasonable explanations plus appropriate reference to the source.</p>
6			<p>The earliest event is the Battle of Hastings leads to the Norman Conquest</p> <p>Then comes by 1071 William had conquered all of England</p> <p>Then comes the expulsion of Jews from England under Edward I</p> <p>The comes King Edward III persuades lots of Flemish weavers to move to England</p> <p>The latest event is many migrants are killed as a result of the Peasants' Revolt.</p>	5	<p>Accept only the order shown on the left.</p> <p>One mark for each correct answer.</p>



## Option four: Power, Monarchy and Democracy

Question			Answer	Marks	Guidance
1	(a)			5	One mark for each tick in the correct column as shown to the left, except the example which is shown in <b>bold</b> .
			Event		
			Progress in development		
			Set-back		
			The Grand National Consolidated Trades Unions founded in 1833		
			Workers who belonged to a union were locked out of work and starved into submission		
			A campaign to abolish the anti-union laws succeeded in 1824.		
			Six farm labourers from the village of Tolpuddle were sentenced to transportation for giving an oath.		
1	(b)	(i)	There was a mass demonstration in support of the Tolpuddle farm workers in London at Copenhagen Fields.	5	<b>1+1+3</b> One mark for a basic description of an event.  Up to two marks for explanation of how it helped, with second and third mark for additional detail or examples.
			Some of the working class turned to political means to protest with the Chartists.		
			Example: 'The trade union act of 1871 legalised trade unions and meant they could operate in certain industries.  This helped the development of unions because		

Question			Answer	Marks	Guidance
			afterward lots more unions were set up, and they were able to campaign for better rights for their workers. It also led to the development of New Unionism in the 1880s.'		
1	b	(ii)	<p>Example:            'The Osborne Judgement of 1910 said that people did not have to allow their union money to be given to a political party.</p> <p>This held back the unions because it meant the Labour Party, which they supported, did not get as much money, and so wasn't able to campaign effectively and did not get power until 1924.'</p>	5	<p><b>1+1+3</b>            One mark for a basic description of an event.</p> <p>Up to three marks for explanation of how it held them back, with second and third mark for additional detail or examples.</p>
2	(a)		<p>Examples:            Physical and moral force Chartism, or that they used mass demonstrations and presented petitions to Parliament.</p>	2	<p>One mark for each method.</p> <p>Accept any reasonable answers about the methods of the Chartists than can be deduced from the sources.</p>
2	(b)		<p>Examples of ways the source shows the riots are 'alarming' are:            'almost entire possession of the town'            '30 or 40 shots fired'            'attacked the Westgate Inn'            'what the end will be God only knows'</p> <p>Example of explanation</p> <p>'so this many shots fired would create panic and confusion and therefore would be alarming to people.'</p>	4	<p><b>1+1</b> mark for each way (maximum of <b>two</b> ways) plus explanation.</p>

<b>2</b>	<b>(c)</b>		1839 1842 1848	<b>3</b>	One mark for each correct answer.
<b>3</b>	<b>(a)</b>		forceful little support disorganised	<b>3</b>	One mark for each correct answer.
<b>3</b>	<b>(b)</b>		respectable mass support peaceful	<b>3</b>	One mark for each correct answer.
<b>3</b>	<b>(c)</b>		For example:  'the source shows Parliament was surprised and scared by the Charter. I know this because the faces of the Parliamentarians look worried and also the Chartists are having to force the bill into Parliament, and they don't seem to want to accept it.'	<b>3</b>	<b>1+1+1</b> mark  First mark for giving a basic explanation.  Second and third marks are available for additional points of explanation or details.  Credit any work by the candidate explaining a valid message of the source.

4	(a)	For example: CND, Greenpeace, IRA.	3	One mark for each group.  Accept any valid or reasonable answers.  Do not accept groups of people, but rather organisations, so not 'women' but 'WSPU' would be acceptable.
4	(b)	For example:  'both groups wanted to gain more rights for people'  or  'both groups wanted to use force to get their message across for example by bombing or violent protest'	2	<b>1+1</b> marks. One mark for each way and one mark for development.
4	(c)	Example: 'CND protested peacefully outside air bases singing songs and trying to persuade the public of their message whereas the IRA targeted the public by trying to blow them up for example in Birmingham in 1974 to get the government to change their policy.'	2	<b>1+1</b> marks.  One mark for each way and one mark for development e.g. 'CND were peaceful but the IRA were not.'

## Option five: War and British Society

Question			Answer	Marks	Guidance
1	(a)		Two wars in the 18 <sup>th</sup> century between Scottish supporters of Bonnie Prince Charlie and the British kings George I and George II	5	One mark for each tick in the correct column as shown to the left.
			A war led by the UK and the USA to get rid of Saddam Hussain		
			Wars in South Africa between the British and groups of Dutch-speaking settlers		
			Also called 'the Great War' fought between 1914 and 1918		
			Wars between king and parliament in the 1640s and 1650s resulting in the execution of Charles I		

1	(b)		Impact	People	Government	5	One mark for each tick in the correct place, except example which is shown in <b>bold</b> . Accept only the answers shown on the left.
		Rationing was introduced on items such as bread, butter and meat during the Second World War	✓				
		People could go to prison for talking about the war in case enemy spies overheard them	✓				
		The monarchy was abolished in 1649 and Cromwell ruled the country instead		✓			
		<b>By defeating the Spanish Armada, England and its monarch were secure</b>		✓			
		Vikings destroyed homes, villages, boats and stores of food	✓				
		Britain gained large territory in North America in 1763		✓			
1	(c)		For example:  Many women went to work. This changed their lives because for the first time they were earning money and separated from their husbands.			6	<b>1+1</b> mark for example plus development for each thing and explanation of change, maximum of <b>three</b> examples.  One mark for example and a further mark for each explanation of how it changed people's lives.
2			For example:			6	<b>1+2</b> marks for each correct example (maximum of <b>two</b> chosen

		<p>For 'civil wars'</p> <p>Wars of the Roses</p> <p>The effects on British society were that many battles were fought on English soil and the monarchy changed hands several times leading to instability and disruption to daily life.</p>		<p>reasons) given plus two marks for the explanation. Second explanation mark for development.</p>
3	(a)	<p>Example:</p> <p>'You can see lots of people all together in the tube station sheltering, and people squeezed into the air raid shelter as well.'</p>	3	<p><b>1+2</b></p> <p>One mark for identifying a reasonable similarity e.g. lots of people were crowded together.</p> <p>One mark for explaining and additional marks for development.</p>
3	(b)	<p>Example:</p> <p>'there are smiles on the faces of people in Source B but people in source A are not smiling and are asleep.'</p>	3	<p><b>1+2</b></p> <p>One mark for identifying a reasonable difference e.g. people are awake in one and asleep in the other.</p> <p>One mark for explaining and additional marks for development.</p>
3	(c)	<p>Example:</p> <p>'It was produced because the government was worried mothers would want to bring their children home, which could be dangerous. The government knew many mothers would be worried. Hitler is shown encouraging the woman to think like this and so people would then not want to play into his hands and risk their children being bombed.'</p>	5	<p>Mark using AO3 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Credit any valid message or purpose.</p>

3	(d)	<p>For example:</p> <p>'Women were mothers'</p> <p>'Women still tried to look nice'</p> <p>'Women were worried mothers who had their children evacuated'</p> <p>'Women made an effort to look nice even though it was war time and this raised peoples' spirits.'</p>	4	<p><b>1+1</b> mark for each role plus explanation.</p> <p>Credit any reasonable roles of women (maximum of <b>two</b> roles) that can be deduced from the sources.</p> <p>One mark for a basic answer and a further mark if it is developed.</p>
4		<p>For example:</p> <ul style="list-style-type: none"> <li>the war never became a real war so there was no impact</li> <li>however many people were worried about nuclear war and built shelters, or practised drills</li> <li>people also protested about the way Britain was taking part in the war such as allowing missiles to be stationed in the country, so the war did have an impact on some people enough to make them protest.</li> </ul>	3	<p><b>1+1+1</b> mark</p> <p>One mark for giving a basic explanation.</p> <p>Second and third marks are available for additional points of explanation or details.</p> <p>Credit any valid explanation of the impact of the Cold War on life in Britain.</p>



## Task Two

## Depth Study

## Option one: International Relations 1918–2001

Question			Answer			Marks	Guidance
1			<b>Term</b>	<b>Punishing Germany</b>	<b>Keeping the peace in the future</b>	1      1      1      1      1	One mark for each tick in the correct column as shown to the left, except the example which is shown in <b>bold</b> .
			The German army was limited to 100 000 men.		✓		
			The League of Nations was set up.		✓		
			Germany's colonies were taken away.	✓			
			Germany lost land to France.	✓			
			Germany had to pay £6600 million for the damage caused by the war.	✓			
			<b>Germany was not allowed to keep any troops in the Rhineland (the part of Germany nearest to France.)</b>		✓		

2		<p>Reasons candidates might have for saying it was successful include:</p> <ul style="list-style-type: none"> <li>• Many disputes between countries were resolved peacefully</li> <li>• The League also solved financial, health and refugee problems</li> </ul> <p>Reasons candidates might have for saying it was not successful include:</p> <ul style="list-style-type: none"> <li>• It did not include powerful countries such as the USA and therefore was less effective</li> <li>• The League did not achieve disarmament</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>
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3			<div>Event</div> <div><b>US President Ford signs more agreements with the Soviets that lead to continuing co-operation</b></div> <div>The US stops co-operating with the USSR and boycotts the Moscow Olympics because the Soviets invaded Afghanistan</div> <div>Chernenko replaces Andropov as leader of the USSR in 1984</div> <div>Reagan becomes President and spends lots of money on weapons and missile defence</div> <div>Gorbachev promises to reduce nuclear weapons and the size of the army</div> <div>In 1989 the Berlin Wall comes down and Communism collapses in Eastern Europe</div>	<div>Change in relations</div> <div></div> <div>✓</div> <div></div> <div>✓</div> <div>✓</div> <div>✓</div>	<div>Things staying the same</div> <div>✓</div> <div></div> <div>✓</div> <div></div> <div></div> <div></div>	5	<div>One mark for each correct answer. Only accept ticks in the boxes as shown to the left, except example which is shown in <b>bold</b>.</div>
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4	(a)	Yes	1	Credit only answers that say the author does support appeasement.
4	(b)	Two from e.g.: <ul style="list-style-type: none"> <li>• Britain was not ready for war</li> <li>• It prevented war breaking out which would have cost thousands of lives</li> <li>• Public opinion supported Appeasement</li> </ul>	2	One mark for each valid reason identified.
4	(c)	Reasons students might have for agreeing include: <ul style="list-style-type: none"> <li>• Britain was not ready for war</li> <li>• Britain did not want to fight another costly war</li> <li>• Public opinion at the time was supportive</li> </ul> Reasons students might have for disagreeing include: <ul style="list-style-type: none"> <li>• It allowed Hitler to gain more territory</li> <li>• It led Hitler to believe he could do whatever he wanted</li> <li>• It sacrificed other countries such as Austria and Czechoslovakia.</li> </ul>	3	<b>1+1+1</b> mark. One mark for basic explanation. Second and third marks for development of point or additional details.  No marks will be awarded for just stating the candidate agrees or disagrees.
5		One mark for each basic reason given and one mark for development of that reason e.g.  'I think the historian said it was the USSR's fault because they took over lots of countries in Europe and made them communist'  'I think the historian said it was the USSR's fault because they took over lots of countries in Europe and made them communist. From 1945 to 1948 the USSR rigged elections, used its army, and forced people in countries like Poland and Hungary to accept Communist takeover. Many American historians in the 1940s and 1950s completely blamed the USSR.'	9	<b>1+2</b> marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks.  Accept any valid reasons e.g. the USSR, the USA, both countries, no-one was to blame.

## Option two: Germany 1925–55

Option three Germany 1918-33

Question			Answer			Marks	Guidance
1						5	One mark for each correct answer. Only accept ticks in the boxes as shown to the left, except example which is shown in <b>bold</b> .
			Statement	Reason	Result		
			Many Germans disliked the way Germany was punished in the Treaty of Versailles.	✓			
			Jews in Germany were persecuted.		✓		
			Germany ended up fighting the Second World War.		✓		
			<b>Many Germans were unemployed at the beginning of the 1930s.</b>	✓			
			The Weimar Republic was very unpopular.	✓			
			Many of the opponents of the Nazis were put into concentration camps.		✓		

2	(a)	<p>One mark for a basic or undeveloped explanation e.g. 'Unemployed people voted for Hitler'.</p> <p>A further mark for better development of the answer e.g. 'unemployed people felt they had no hope in Germany, and when Hitler promised to put them back to work and make Germany great again they voted for him.'</p>	2	1+1 mark for basic explanation plus more developed explanation.
2	(b)	<p>Reasons candidates might suggest include:</p> <ul style="list-style-type: none"> <li>• Many women were forced to quit their jobs</li> <li>• Women were encouraged to stay at home and become mothers</li> <li>• Women's lives were more regulated e.g. they had to join organisations</li> <li>• Women were rewarded with money and medals for being mothers.</li> </ul>	3	<p>1+1+1 mark.</p> <p>One mark for giving a basic explanation.</p> <p>Second and third marks are available for additional points of explanation or details.</p>
3	(a)	<p>Possible responses include:</p> <ul style="list-style-type: none"> <li>• Exciting</li> <li>• Physical</li> <li>• Fun</li> <li>• Entertaining</li> <li>• Muscular</li> <li>• Robotic</li> </ul>	3	<p>1+1+1 mark.</p> <p>First mark for appropriate selection from the interpretation.</p> <p>Second and third marks for explanation and/or further example.</p>

3	(b)	Possible responses include: <ul style="list-style-type: none"><li>• Confused</li><li>• Devious</li><li>• Important to Hitler</li><li>• Supportive of Hitler</li></ul>	3	1+1+1 mark.  First mark for appropriate selection from the interpretation. Second and third marks for explanation and/or further example.										
4	(a)	For example: White Rose, Catholic Church, KPD.	1	Accept any valid or reasonable answers.  Do <b>not</b> accept groups of people, but rather organisations, so not 'young people' but 'Edelweiss Pirates' would be acceptable.										
4	(b)	For example: <ul style="list-style-type: none"><li>• because they didn't want to do what Hitler said and join Nazi organisations</li><li>• They wanted to listen to American music and wear American clothing, and rebel.</li></ul>	2	1+1 mark for each valid reason (maximum of <b>two</b> reasons).										
4	(c)	<table><tr><td>1933</td><td></td></tr><tr><td>1934</td><td>Night of the Long Knives</td></tr><tr><td>1938</td><td>Kristallnacht</td></tr><tr><td>1939</td><td></td></tr><tr><td>1945</td><td></td></tr></table>	1933		1934	Night of the Long Knives	1938	Kristallnacht	1939		1945		2	Accept only the answers to the left.
1933														
1934	Night of the Long Knives													
1938	Kristallnacht													
1939														
1945														

5		<p>For example:</p> <p>‘I think the historian used the word ‘evil’ because Hitler killed millions of people.’</p> <p>‘I think the historian used the word ‘evil’ because Hitler carried out the Final Solution, which was the murder of six million Jewish people in cold-blood, and also started a war in which millions more people died or were injured.’</p>	9	<p><b>1+2</b> marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of <b>9</b> marks (<b>three</b> words and explanations).</p> <p>Accept any valid words e.g. bad, evil, malicious, dangerous for one mark each.</p> <p>One mark for each basic reason given and one mark for development of that reason.</p>
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## Option three: The USA 1918–74

Question		Answer			Marks	Guidance
1		<b>Statement</b>	<b>Did help</b>	<b>Did not help</b>	5	One mark for each tick in the correct column as shown to the left, except for the answer in <b>bold</b> which is the example.
		<b>The end of the war.</b>	✓			
		Prohibition was introduced.		✓		
		The USA had lots of money.	✓			
		The introduction of technical changes such as the production line.	✓			
		Hire purchase and store catalogues were introduced.	✓			
		There was lots of prejudice and discrimination in 1920s America.		✓		
2					3	Accept only the ticks in the places shown to the left.
		People thought Hoover did nothing	✓			
		People thought Hoover really helped America a lot				
		People were unfair to Hoover	✓			
		People were very fair to Hoover				
		Hoover tried to help the economy	✓			
		Hoover gave everyone jobs				

3	(a)	(i)	<p>Examples include:</p> <ul style="list-style-type: none"> <li>• There were more cars</li> <li>• People could communicate with each other more easily</li> <li>• Jobs around the house became easier</li> <li>• People could find out information or entertainment easier</li> <li>• More refrigeration</li> </ul>	1	One mark for any reasonable response.
3	(a)	(ii)	<p>Examples include: More cars, radios and fridges meant people had more stuff to enjoy.</p> <p>More cars, radios and fridges meant people's lives were made easier as they could travel further and not have to shop so often, leaving more time for leisure.</p>	2	1+1 mark for a valid reason plus development.
4			<p>Reasons candidates might have for Joseph McCarthy being important include:</p> <ul style="list-style-type: none"> <li>• He was largely responsible for the 'Red Scare'</li> <li>• Hundreds of people were arrested or detained</li> <li>• Many Americans supported him and he became a powerful senator</li> <li>• Much time was taken up by the government investigating his claims.</li> </ul>	10	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p> <p>Five marks available per person written about.</p>

			<p>Reasons candidates might have for Martin Luther King Jr. being important include:</p> <ul style="list-style-type: none"> <li>• He was largely responsible for the Civil Rights Movement.</li> <li>• He led large demonstrations and protests such as the Montgomery Bus Boycott</li> <li>• He helped achieve better equality for black Americans</li> <li>• He inspired other civil rights figures.</li> </ul> <p>Reasons candidates might have for John F. Kennedy being important include:</p> <ul style="list-style-type: none"> <li>• He was a youthful, energetic, iconic figure who inspired millions of people</li> <li>• His 'New Frontier' aimed to give hope to many poorer people</li> <li>• He successfully ended the Cuban Missile Crisis</li> <li>• His assassination was a seminal moment in American history.</li> </ul> <p>Reasons candidates might have for Lyndon B. Johnson being important include:</p> <ul style="list-style-type: none"> <li>• He was largely responsible for the Civil Rights Act of 1964 and Voting Rights Act of 1965</li> <li>• His 'Great Society' brought many advancements to poor people</li> <li>• He was the most effective President at getting legislation through Congress</li> <li>• The Vietnam War was escalated and has become associated with him.</li> </ul>		
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5		<p>For example:</p> <p>'I think the historian used the word controversial because many people both supported and opposed his ideas.'</p> <p>'I think the historian used the word controversial because many people both supported and opposed his ideas for example many millions of people benefitted from social security and the Works Progress Administration, but the Supreme Court blocked many of his changes because they felt he was going too far.'</p>	9	<p><b>1+2</b> marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks</p> <p>Accept any valid words e.g. successful, great, controversial, brave for one mark each.</p> <p>One mark for each basic reason given and one mark for development of that reason.</p>
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## Option four: The Norman Conquest

Question			Answer	Marks	Guidance
1				5	One mark for each correct match as shown to the left.
			1066		
			William of Normandy invades England and takes the crown from King Harold		
			1069		
			William marches on York and crushes a rebellion		
			1071		
			By this date William has conquered the north and stone castles are starting to be built		
			1085		
			William decides to find out about his English kingdom and starts the Domesday Book		
			1087		
			William dies and is replaced by his son William Rufus		
2	(a)		Reasons candidates might suggest that it was produced for a Norman are: <ul style="list-style-type: none"> <li>• The Normans are winning</li> <li>• The Normans have better weapons and technology</li> <li>• The Saxon is clearly going to lose</li> <li>• The Saxon has not fought well and has been hit by lots of arrows from a Norman archer.</li> </ul>	3	1+1+1  One mark for correctly identifying it was produced for a Norman.  Another mark for a selection of appropriate details from the interpretation to support this. Third mark for a developed explanation.
2	(b)		Possible words are: <ul style="list-style-type: none"> <li>• Crushed</li> <li>• Devastated</li> <li>• Sacked</li> <li>• Destroyed</li> <li>• Waste</li> </ul>	4	One mark for each correct word (up to a maximum of four marks).

Question			Answer	Marks	Guidance
			<ul style="list-style-type: none"> <li>Scorched</li> <li>Scar</li> <li>Desolate</li> <li>Wasteland</li> </ul>		
3			<p>Examples:</p> <ul style="list-style-type: none"> <li>Godwinson was already king of England in 1066</li> <li>Harald Hardrada was a fierce warrior who had support in the north of the country</li> <li>Edgar was a direct descendant of Alfred the Great</li> <li>William of Normandy claimed that he was promised the throne by Edward the Confessor.</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>
4			<p>Examples:</p> <ul style="list-style-type: none"> <li>Norman weaponry allowed them to stand back and kill lots of Saxons with their archers</li> <li>The Normans had a better position on top of Senlac Hill</li> <li>The Anglo-Saxons were very tired and disorganised after marching all the way from Stamford Bridge.</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>

5	(a)	<p>Similarities between the two interpretations are:</p> <ul style="list-style-type: none"> <li>• Both castles have a similar shape and structure</li> <li>• Both are well defended by a palisade</li> <li>• Both have a raised motte.</li> </ul> <p>Differences between the two interpretations are:</p> <ul style="list-style-type: none"> <li>• One is stone, the other wood</li> <li>• One has a much more developed keep</li> <li>• One has a moat.</li> </ul>	4	Credit one mark for each valid similarity or difference.
5	(b)	<p>Reasons candidates might have for the interpretations differing are:</p> <ul style="list-style-type: none"> <li>• One is meant to be a more accurate representation whereas the other is for children and probably shows a more idealistic or fuller picture</li> <li>• They could show castles at different times of development</li> <li>• Knowledge of castles might have improved by the time Hayfield illustrated his book.</li> </ul>	4	One mark for each valid basic reason plus a second mark for each development.

## Option five: The Elizabethans 1580–1603

Question			Answer	Marks	Guidance
1	(a)		I was a large fleet of Spanish ships. I was meant to invade England.  My name is.....the Spanish Armada	1	
	(b)		I was in charge of the English navy.  My name is.....Lord Howard	1	
	(c)		I was one of the captains in the English navy. I was playing bowls at Plymouth when the Spanish ships came into sight.  My name is.....Sir Francis Drake	1	
	(d)		I sent the Spanish navy to invade England because I wanted to become King of England.  My name is.....King Philip II of Spain	1	
	(e)		I commanded the Spanish navy  My name is.....the Duke of Medina Sidonia	1	



2	(a)	<table><tr><th>Statement</th><th>Reason</th><th>Result</th></tr><tr><td>King Philip II of Spain wanted to be King of England</td><td>✓</td><td></td></tr><tr><td>The Spanish fleet was destroyed</td><td></td><td>✓</td></tr><tr><td>Francis Drake became a great hero.</td><td></td><td>✓</td></tr><tr><td><b>Raids on Spanish treasure ships by the English</b></td><td>✓</td><td></td></tr><tr><td>Elizabeth was safe as Queen of England</td><td></td><td>✓</td></tr><tr><td>King Philip II of Spain wanted England to be a Roman Catholic country</td><td>✓</td><td></td></tr><tr><td>Mary Queen of Scots was executed by Queen Elizabeth</td><td>✓</td><td></td></tr></table>	Statement	Reason	Result	King Philip II of Spain wanted to be King of England	✓		The Spanish fleet was destroyed		✓	Francis Drake became a great hero.		✓	<b>Raids on Spanish treasure ships by the English</b>	✓		Elizabeth was safe as Queen of England		✓	King Philip II of Spain wanted England to be a Roman Catholic country	✓		Mary Queen of Scots was executed by Queen Elizabeth	✓		6	One mark for each tick in the correct column as shown to the left, except for the answer in <b>bold</b> which is the example.
Statement	Reason	Result																										
King Philip II of Spain wanted to be King of England	✓																											
The Spanish fleet was destroyed		✓																										
Francis Drake became a great hero.		✓																										
<b>Raids on Spanish treasure ships by the English</b>	✓																											
Elizabeth was safe as Queen of England		✓																										
King Philip II of Spain wanted England to be a Roman Catholic country	✓																											
Mary Queen of Scots was executed by Queen Elizabeth	✓																											
2	(b)	<p>Reasons candidates might have for the explaining are:</p> <ul style="list-style-type: none"><li>• The Spanish were angry they were being targeted by the English</li><li>• Spain was losing valuable money and resources</li><li>• The successful raids were making King Philip look weak.</li></ul>	2	1+1 mark for a basic valid reason plus development.																								

2	(c)	<p>Reasons candidates might have are:</p> <ul style="list-style-type: none"> <li>• Spain was no longer powerful enough</li> <li>• England made sure its navy was powerful</li> <li>• Philip turned his attention to other countries and wars.</li> </ul>	2	1+1 mark for a basic valid reason plus development.
3	(a)	<p>One mark for each way identified from the interpretation e.g.</p> <ul style="list-style-type: none"> <li>• A fire</li> <li>• Windows</li> <li>• Servants</li> <li>• A well set out dinner table</li> <li>• Plenty of food</li> <li>• A fire</li> <li>• Rushes on the floor</li> <li>• Paintings and oak panelling</li> </ul> <p>Reasons candidates might have for explaining include:</p> <p>Fire and windows indicate shelter from the cold and would have been expensive to keep up.</p> <p>Paintings and oak panelling cost a lot of money but made the owner of the house look rich and give a more relaxing look to the house.</p>	6	<p>1+1+1</p> <p>One mark for an appropriate way from the interpretation. One further mark for a basic explanation and the third mark for a developed explanation.</p>

3	(b)	<p>For example:</p> <p>'I think the historian used the word 'glorious' because Elizabeth's reign was a period of good times for England and the Armada was defeated.'</p> <p>'I think the historian used the word 'glorious' because Elizabeth's reign was a period of good times for England and the Armada was defeated. Many people enjoyed peace and prosperity and were able to trade around the world and explore new places such as China and India. She made England safe from attack from Spain and other countries during her reign.'</p>	9	<p><b>1+2</b> marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks.</p> <p>One mark for each basic reason given and one mark for development of that reason.</p>
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## Option six: Britain Peace and War 1900–1918

Question			Answer	Marks	Guidance
1	(a)		<p>Examples of reasons include:</p> <p>There were lots of German spies wanting to find out secret military information and so talking about military matters in public could pass on secrets to the Germans.</p> <p>Railway lines and bridges were vital communication lines and so needed to be clear, and also there was the fear that enemies could be planting bombs, so trespass was prohibited.</p>	4	1+1 mark one mark for a basic reason and the second mark for developing it (maximum of two reasons).
1	(b)		<p>Accept any from:</p> <ul style="list-style-type: none"> <li>• no-one was allowed to melt down gold or silver</li> <li>• no-one was allowed to light bonfires or fireworks</li> <li>• no-one was allowed to give bread to horses, horses or chickens</li> <li>• no-one was allowed to use invisible ink when writing abroad</li> <li>• no-one was allowed to buy brandy or whisky in a railway refreshment room</li> <li>• no-one was allowed to ring church bells</li> <li>• the government could take over any factory or workshop</li> <li>• the government could try any civilian breaking these laws</li> <li>• the government could take over any land it wanted to</li> <li>• the government could censor newspapers</li> <li>• as the war continued and evolved, the government introduced more acts to DORA</li> <li>• the government introduced British Summer Time</li> </ul>	1	

Question			Answer	Marks	Guidance
			to give more daylight for extra work <ul style="list-style-type: none"> <li>opening hours in pubs were cut</li> <li>beer was watered down</li> <li>customers in pubs were not allowed to buy a round of drinks.</li> </ul>		
1	(c)		Reasons candidates might have for agreeing include: <ul style="list-style-type: none"> <li>the relative freedom people enjoyed before the war was completely taken away and the government had lots of new powers over their lives</li> <li>The amount of death and suffering affected everyone in the country.</li> </ul> Reasons candidates might have for disagreeing include: <ul style="list-style-type: none"> <li>Many women carried on as second-class citizens</li> <li>Richer people did not have to carry as much of the burden as poorer people.</li> </ul>	5	Mark using AO2 Levels of Response Grid at the front of the mark scheme.  Credit in line with the levels of response based on the level of detail and sophistication of the answer.  Accept any valid or reasonable explanations.

2						5	<p>One mark for each correct answer; five in total. Accept only the correct answers shown on the left, except answer in <b>bold</b> which is the example.</p>
			Statement	Cause of 'New Liberalism'	Consequence of 'New Liberalism'		
			Lots of older people faced starvation or the workhouse because they had no money	✓			
			The House of Lords was always blocking what the Liberals wanted to do	✓			
			Every pensioner of 'good character' over 70 received a pension		✓		
			Over 200,000 free school meals were given out		✓		
			Job centres were set up to help people look for work.		✓		
			<b>There was concern about the number of unemployed and sick people</b>	✓			

3		<p>An example for two marks would be:</p> <p>‘A newspaper boy holding a headline about the ‘Derby Day Disaster’ shows the drama of Emily Davison throwing herself under the king’s horse in 1913 which was a shocking event for Edwardian people.’</p>	6	1+1 mark for each identification and explanation.
4		<p>One mark for each basic reason given and one mark for development of that reason e.g.</p> <p>‘I think the historian used the word ‘inhuman’ because they force fed women in prison and made them do many things against their will.’</p> <p>‘I think the historian used the word ‘inhuman’ because they force fed women in prison and made them do many things against their will. The Cat and Mouse Act treated them very badly by letting them out of prison so they would eat and become healthy and then arresting them again, which was unjust and inhumane’.</p>	9	<p>1+2 marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks.</p> <p>Accept any valid words e.g. bad, dreadful, inhuman, deliberate, forceful.</p>

## Option seven: The Viking Age c.750–c.1050

Question			Answer	Marks	Guidance
1			Iceland England Greenland Ireland Orkney	5	One mark for each acceptable answer.
2	(a)		Accept any reasonable answers e.g.  In order to trade with other civilisations.  In order to find better food opportunities.  In order to conquer those lands and make the people living there work for the Vikings. In England they set up the Danelaw and changed the language and customs of northern England to reflect their beliefs.	3	1+1+1 mark for a basic valid reason. Second mark for development of this reason and a third mark for further development or additional details.
2	(b)		Reasons candidates might have for agreeing include: <ul style="list-style-type: none"> <li>• They used the same ships, technology and ways of life</li> <li>• Their beliefs and rituals were the same.</li> </ul> Reasons candidates might have for disagreeing include: <ul style="list-style-type: none"> <li>• Different landscapes and terrains brought different challenges</li> <li>• Trade, conquest and interaction with the locals were very different in these places</li> <li>• The Vikings adapted to life in different places.</li> </ul>	5	Mark using AO2 Levels of Response Grid at the front of the mark scheme.  Credit in line with the levels of response based on the level of detail and sophistication of the answer.  Accept any valid or reasonable explanations.



3		<p>Reasons for Harold Bluetooth:</p> <ul style="list-style-type: none"> <li>• He was the father of the dynasty and established rule by his family and the House of Gorm</li> <li>• He unified Norway and Denmark.</li> </ul> <p>Reasons for Svein Forkbeard:</p> <ul style="list-style-type: none"> <li>• He was a formidable ruler</li> <li>• He was relatively old when he died and therefore accomplished much in his life.</li> </ul> <p>Reasons for Cnut:</p> <ul style="list-style-type: none"> <li>• He was King of England for nineteen years and established Viking control in the north of the country</li> <li>• He has had a longer-lasting impact in popular memory and was clever.</li> </ul>	2	1+1 mark for basic explanation and development of this for the second mark or additional detail.
4		<p>For example:</p> <ul style="list-style-type: none"> <li>• Different ships</li> <li>• Different armour and clothing</li> <li>• Peaceful versus warrior-like</li> <li>• More emphasis on farming.</li> </ul>	6	One mark for each similarity or difference identified from the interpretation up to a maximum of six marks.

5		<p>For example:</p> <p>‘I think the historian used the word ‘religious’ because they had a lot of beliefs and rituals and many gods.’</p> <p>‘I think the historian used the word ‘religious’ because they had a lot of beliefs and rituals and many gods. For instance, the idea of Valhalla and entering the afterlife after battle was very important and inspired many Viking warriors as they conquered lands.’</p>	9	<p><b>1+2</b> marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks.</p> <p>Accept any valid words e.g. warriors, religious, fierce, resourceful.</p> <p>One mark for each basic reason given and one mark for development of that reason.</p>
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## Option eight: The Making of America 1789–1900

Question		Answer			Marks	Guidance
1	(a)				5	Accept only the correct answers shown left, except answer in <b>bold</b> which is the example.
		Reason	Push	Pull		
		Poverty in the east of America	✓			
		Advertisements made the West sound great		✓		
		Cheap or even free land in the West		✓		
		<b>Some people wanted to make a fresh start after disasters in their lives</b>	✓			
		In Europe people were attacked because of their religious beliefs	✓			
		The hope that they would be free to live as they wanted	✓			
1	(b)	Accept any <b>three</b> reasonable answers e.g.			3	<b>1+1+1</b> mark for a basic reason. Second mark for developing the reason and a third mark for further development or detail to support the answer.
		The land and terrain made it difficult to journey across				
		The risk of death from starvation or cold				
		Attacks from bandits				
		Attacks from Native Americans				
		Attacks from wildlife				
		Most of these people were not used to large-scale travelling.				

2		<p>Reasons candidates might have for agreeing include:</p> <ul style="list-style-type: none"> <li>• The buffalo was the main source of food for the Plains Indians</li> <li>• The buffalo also provided many other useful things such as hides.</li> </ul> <p>Reasons candidates might have for disagreeing include:</p> <ul style="list-style-type: none"> <li>• Mass migration by white Americans affected much more of their land</li> <li>• The wars they fought unsuccessfully killed lots of people</li> <li>• Their culture was destroyed</li> <li>• The role of the government was more important in having longer-lasting consequences.</li> </ul>	5	<p>Mark using AO2 Levels of Response Grid at the front of the mark scheme.</p> <p>Credit in line with the levels of response based on the level of detail and sophistication of the answer.</p> <p>Accept any valid or reasonable explanations.</p>
3		For example: Apache, Sioux.	2	One mark for each group. Credit any correct named group.
4	(a)	<p><b>Three</b> from e.g.:</p> <ul style="list-style-type: none"> <li>• Devastated</li> <li>• Destroyed</li> <li>• Not restored</li> <li>• Broken down</li> <li>• Derelict</li> </ul>	3	One mark for each way identified from the Interpretation.

4	(b)	<p>For example:</p> <p>There is a gunfight going on, someone is hanging off a line, there are lots of colourful and interesting buildings, there's a lot of broken or damaged things suggesting a fight or a commotion has taken place, and this happened reasonably often in the west, but it does not really show the everyday life for women and men on the plains which was often harsh and boring.</p>	3	<p><b>1+1+1</b> mark for a basic reason. Second mark for development and third mark for a better development or additional details.</p>
5		<p>For example:</p> <p>'I think the historian used the word 'improving' because black people were no longer slaves after they were freed in 1865.'</p> <p>'I think the historian used the word 'improving' because black people were no longer slaves after they were freed in 1865. They then were able to improve their lives, move to the north, and even get education and go to university. Some of them were even appointed as Senators in the US Senate or were advisers to presidents such as Cleveland or McKinley.'</p>	9	<p>1+2 marks for each valid word plus explanation with second explanation mark for additional development or detail, for a maximum of 9 marks.</p> <p>Accept any valid words e.g. poor, discriminatory, harsh, hard, improving.</p> <p>One mark for each basic reason given and one mark for development of that reason.</p>

## Assessment Objective Grids

## Thematic Study Option One: Crime and Punishment

Question No.	AO1	AO2	AO3	AO4
1a	7			
1b	4			
1c	4			
1d		5		
2a			4	
2b			7	
2c			4	
2d		5		
<b>Total</b>	15	10	15	0

## Thematic Study Option Two: The People's Health

Question No.	AO1	AO2	AO3	AO4
1	3		3	
2a	2			
2bi	1			
2bii	2			
3a			1	
3b			4	
3c			1	
3d			3	
3e			3	
4a	2			
4b	5			
5		5		
6		5		
<b>Total</b>	15	10	15	0

**Thematic Study Option Three: Migration to Britain**

Question No.	AO1	AO2	AO3	AO4
1a		5		
1b	5			
2		5		
3a			2	
3b			2	
3c			3	
4a			3	
4b	5			
5a			1	
5b			4	
6	5			
<b>Total</b>	15	10	15	0

**Thematic Study Option Four: Power, Monarchy and Democracy**

Question No.	AO1	AO2	AO3	AO4
1a	5			
1bi	2	3		
1bii	2	3		
2a			2	
2b			4	
2c	3			
3a			3	
3b			3	
3c			3	
4a	3			
4b		2		
4c		2		
<b>Total</b>	15	10	15	0

**Thematic Study Option Five: War and British society**

<b>Question No.</b>	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>	<b>AO4</b>
<b>1a</b>	5			
<b>1b</b>	5			
<b>1c</b>	3	3		
<b>2</b>	2	4		
<b>3a</b>			3	
<b>3b</b>			3	
<b>3c</b>			5	
<b>3d</b>			4	
<b>4</b>		3		
<b>Total</b>	15	10	15	0



**Depth Study Option One: International Relations 1918–2001**

Question No.	AO1	AO2	AO3	AO4
1	5			
2		5		
3		5		
4a				1
4b				2
4c				3
5				9
<b>Total</b>	5	10	0	15

**Depth Study Option Two: Germany 1922–55**

Question No.	AO1	AO2	AO3	AO4
1		5		
2a		2		
2b		3		
3a				3
3b				3
4a	1			
4b	2			
4c	2			
5				9
<b>Total</b>	5	10	0	15

**Depth Study Option Three: The USA 1918–74**

Question No.	AO1	AO2	AO3	AO4
1	5			
2				3
3ai				1
3aii				2
4		10		
5				9
<b>Total</b>	5	10	0	15

**Depth Study Option Four: The Norman Conquest**

Question No.	AO1	AO2	AO3	AO4
1	5			
2a				3
2b				4
3		5		
4		5		
5a				4
5b				4
<b>Total</b>	5	10	0	15

**Depth Study Option Five: The Elizabethans 1580–1603**

Question No.	AO1	AO2	AO3	AO4
1	5			
2a		6		
2b		2		
2c		2		
3a				6
3b				9
<b>Total</b>	5	10	0	15

**Depth Study Option Six: Britain in Peace and War 1900–18**

Question No.	AO1	AO2	AO3	AO4
1a	4			
1b	1			
1c		5		
2		5		
3				6
4				9
<b>Total</b>	5	10	0	15

**Depth Study Option Seven: The Viking Age c.750–c.1050**

Question No.	AO1	AO2	AO3	AO4
1	5			
2a		3		
2b		5		
3		2		
4				6
5				9
<b>Total</b>	5	10	0	15

**Depth Study Option Eight: The Making of America 1798–1900**

Question No.	AO1	AO2	AO3	AO4
1a		5		
1b	3			
2		5		
3	2			
4a				3
4b				3
5				9
<b>Total</b>	5	10	0	15

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**Mark Scheme**

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