

GCSE

History A

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History A (Schools History Project)

General Certificate of Secondary Education A951/11-14

Development Study with Elizabethan England

Mark Scheme for June 2010

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OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

INSTRUCTIONS TO EXAMINERS**GENERAL POINTS**

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course and their ability to use source material, as well as their contextual knowledge.
- 2 Candidates' contextual knowledge is important but it is usually only rewarded if it is used to support the demonstration of conceptual understanding or the interpretation and evaluation of source material.
- 3 This mark scheme is constructed to reward attainment in relation to the Assessment Objectives.
- 4 The mark scheme identifies the levels of skill or understanding that candidates are expected to reach. If a candidate reaches a particular level, s/he must be rewarded from the mark band for that level. A response which corresponds with a level description but which is a weak example of that level must not be placed in a lower level.
- 5 When you first read a response your first task is to match it to the appropriate level in the mark scheme. Only when you have done this should you start to think about the mark to be awarded.

If you are undecided between two levels always place the answer in the higher of these levels.

- 6 There are different ways of reaching a high level. Good candidates will often go straight to a high level. Other candidates will gradually climb their way there by working their way through lower levels first. However, to be awarded a high level candidates do not have to have reached all of the lower levels.
- 7 Exhaustive examples of factual support are not given. There will usually be a wide choice of factual support which a candidate may choose to deploy. Examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in doubt should contact their Team Leader immediately.
- 8 Examples of responses given in the mark scheme are only examples. There will be many alternative ways of reaching each level. Do not try to match the words of a candidate's answer to those of the examples. Rather, match the level of understanding/skill in the answer with that indicated in the level description.

If you come across an answer that does not appear to match any of the level descriptions try and make a 'best match' with one of the level descriptions or identify a level description that indicates an equivalent level of skill/understanding. If you are not sure, contact your Team Leader.

- 9 It is important to remember that we are rewarding candidates' attempts at grappling with challenging concepts and skills. Do not be punitive if candidates show a lack of understanding. Reward candidates for what they understand, know and can do. Be positive. Concentrate on what they can do, not on what they cannot do. Never deduct marks for mistakes.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks are never used.
- 3 Do not transfer marks from one part of a question to another. All questions, and sub-questions, are marked separately.
- 4 Where a band of marks is allocated to a level specific instructions are sometimes provided about using these marks. When there are no such instructions you should:
 - in a 2 mark band – award the higher mark unless the answer is so weak that you had doubts whether it should be in that level at all;
 - in a 3 mark band – award the middle mark unless the answer is particularly strong or weak.

NB See comments below about the assessment of written communication.

- 5 Please note on the script (in the right hand margin at the end of the answer) the level and the mark awarded for each part of the question. (eg 3/4 indicated Level 3, 4 marks). It will help your Team Leader if you indicate which part of the answer led to that level and mark being awarded. At the end of a complete question write down the total mark for that question and ring it. On the front of each script write the marks the candidate has scored for the four questions, and then the grand total (eg $10+10+12+9 = 41$).
- 6 At first, your marking will proceed slowly because it takes time to learn the mark scheme. One way to hasten this process is to first mark question by question, or even sub-question by sub question. Marking about twenty Q1(a)s together is an excellent way of getting to learn the mark scheme for that question. Eventually you will be able to mark the entire Section A in one go.
- 7 Remember that we are trying to achieve two things in the marking of the scripts:
 - (i) to place all the candidates in the correct rank order. This means that it is essential you mark to the agreed standard. Once you have mastered the mark scheme;
 - (ii) to use the full range of marks. When they are merited do not worry about awarding top marks in levels, in sub-questions or even complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding high marks in particular will lead to a bunching of the marks or to an unnatural depression of marks. This will lead to your marks having to be adjusted. It might even lead to your scripts having to be remarked.
- 8 Remember – YOUR TEAM LEADER IS AT THE OTHER END OF THE PHONE (OR INTERNET). IF THERE IS A QUESTION, OR AN ANSWER, YOU ARE NOT SURE ABOUT, CONTACT THEM.

ASSESSMENT OF WRITTEN COMMUNICATION

Written communication covers: clarity of expression, structure of arguments, presentation of ideas, grammar, vocabulary, punctuation and spelling.

The quality of candidates' written communication will be assessed in part (c) of the structured essay questions (ie once in the Development Study and once in the Depth Study).

In the marking of these questions the quality of the candidate's written communication will be one factor (other factors include the relevance and amount of supporting detail) that influences whether an answer is placed at the bottom, the middle, or the top, of a level.

The following points should be remembered:

- answers are placed in the appropriate level using the normal criteria, ie no reference is made at this stage to the quality of the written communication
- the quality of written communication must never be used to move an answer from the mark band of one level to another
- candidates already placed at the top of a level cannot receive any credit for the quality of their written communication; candidates already placed at the bottom of the level cannot receive any penalty for the quality of their written communication
- assessing the quality of written communication should be approached in a positive manner. It should be remembered that candidates whose written communication skills are poor have probably already been penalised in the sense that they will have been unable to show in writing their true understanding.

MEDICINE THROUGH TIME

- 1 (a) Study Sources A and B. Is one of these sources more useful than the other as evidence about Egyptian medicine? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 General answers not addressing the content of the sources (1)

Eg *'I think they are both very useful as they tell you a lot about medicine in Egyptian times'*.

Level 2 Answers based on the dates, the provenance or the type of source (2)

Eg *'One is not more useful than the other. They simply tell you about different periods of Egyptian medicine.'* *'I think Source A is more useful because it tells you some definite facts while Source B is just carvings and does not tell you anything definite.'*

Or

Answers based on surface detail – no inferences (2)

Level 3 Identifies inferences – no support (3- 4)

Level 4 Explains inferences about Egyptian medicine from one source (4)

Eg *'I think Source B is more useful. It shows carvings of medical instruments. This shows they took care to make special instruments for different jobs in medicine. You can see they had instruments for taking things out of the body and a saw so they cut diseased parts of the body off.'*
'Source A shows that they understood some parts of the body worked – like the jawbone. They knew how to deal with a dislocation.'

Level 5 Explains inferences about Egyptian medicine from both sources (5)

- 1 (b) Study Source C. What can you learn from this source about the development of medicine in the early Middle Ages? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Unsupported assertions/surface descriptions** **(1)**

Eg *'It tells me that they treated people while they were sitting down. There is nothing much else in this source.'*

Level 2 **Identifies blood letting/4 humours** **(2)**

Eg *'This source shows me that they are using blood letting.'*

Level 3 **Explains blood letting/4 humours** **(3)**

Level 4 **Uses contextual knowledge to explain the significance of the use of blood letting** **(4)**

Eg *'This source is very useful about the development of medicine because it tells me that in the middle ages they are still using blood letting. This was introduced by the Greeks thousands of years before and was still being used. So there had not been much progress.'*

or

Focus is on the fact that it comes from a Muslim doctor **(4)**

Eg *'This source tells me that it was the Muslim doctors who kept medicine alive after the fall of the Roman Empire. Here you can see they are keeping blood letting going. This came from the Greeks.'*

Level 5 **Answers that combine both types of Level 4** **(5)**

- 1 (c) Study Source D. Why was this cartoon published in 1870? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Unsupported assertions – no use of source detail (1)

Eg *'I think it was published then because that was the kind of thing that was going on then. It shows you what was happening in medicine.'*

or

Answers restricted to the title of the source (1)

Eg *'This source was published to tell people that it was madness to operate on people.'*

or

Misreadings of the source (1)

These answers will *suggest* that the source was praising what was happening

Level 2 Surface description of the source (2)

Eg *'This cartoon was published to tell people how operations were being carried out. You can see a man having his leg sawn off. You can also see what it was like inside a hospital ward with all the beds.'*

Level 3 Answers that infer basic message – operations are dangerous. No context, no anaesthetics mentioned (3)

Eg *'This source was published then to tell people that operations were very dangerous.'*

Level 4 Answers that place the message in context (4)

These answers explain the message – the use of anaesthetics is leading to too many operations/dangerous operations/ people dying.

Level 5 As for Level 4 but also explains a valid purpose – eg to stop the use of anaesthetics (5)

2 (a) Briefly describe how prehistoric people kept healthy and treated illness.

Target: AO 1

1 mark for each valid method identified, 2–3 marks for any method that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Methods might include: nomadic life style so left the sick and their filth behind, did not pollute water supplies, did not live crowded together, did not keep cattle, are a wide range of plants and animals, wore charms, prayed to the spirits, pointing bones, treatments like steam, herbs, use of medicine men

Eg *'They treated illness by getting a medicine man to suck the injured part of the body to remove the evil. This is because they thought the illness was caused by something evil getting into the body. They also used lots of plants and herbs.'* (4)

2 (b) How did people in the Middle Ages explain the Black Death?**Target: AO 1 and 2****Level 1 General assertions (1)**

Valid, but general answers. *No specific contextual knowledge.*

Eg *'They explained it by blaming it on all kinds of different things. They thought that lots of people were to blame.'*

Level 2 Identifies explanations/ideas (2-4)

Specific contextual knowledge demonstrated but the explanations/ideas given are not explained by the candidate.

Explanations/ideas include: punishment from God, bad air/smells, Jews, the position of the planets, Four Humours.

Or

Describes ways of treating the Black Death (2-4)**Level 3 Explains one explanation/idea (5-6)**

Award 6 marks for one explanation/idea explained and another identified.

Eg *'They thought that the Black Death was a punishment from God. In those days they explained most things by religious reasons. They thought that if mankind had been committing sins then God would punish them by sending the Black Death. Some people went round flogging themselves hoping that if they punished themselves and shoed they were sorry God would stop the Black Death.'*

Level 4 Explains more than one specific factor (7)

- 2 (c) Which was more important in the history of medicine, the Roman public health system or public health developments in the nineteenth century?

Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.
Eg *'I think that the Roman public health system was much more important. It really started everything off and caused all the other developments in the history of medicine.'*

Level 2 Identifies reasons Roman public health or nineteenth century developments were important (3)

Specific contextual knowledge demonstrated but no reasons explained. Reasons might include: Romans public baths, fresh water, sewage system, public fountains, kept soldiers healthy, destroyed when Roman Empire fell, had little impact in the Middle Ages; nineteenth century – improved dreadful situation death/disease rate decreased, based on germ theory, government Acts passed to enforce improvements, sewers built, fresh water supplied, quality of housing improved, checks on quality of food, streets cleaned, lead to further reforms in 20C.

Level 3 Identifies reasons why Roman public health and nineteenth century developments were important (4)

Specific contextual knowledge demonstrated but no reasons explained.

Level 4 Explains why Roman public health or nineteenth century developments were important (5–6)

Award 6 marks if long term importance is considered.

Level 5 Explains why Roman public health and nineteenth century developments were important (7-8)

Or

Supports an argument about which is more important (8)

These answers should at least touch on long term importance as well as immediate impact.

These answers do not have to be fully developed as far as the content examples are concerned. However there must be a supported argument about who was more important – allow original, unusual but valid attempts.

3 (a) Briefly describe one example of chance helping medical development.

Target: AO 1

1 mark for each valid feature identified, 2–3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples of chance might include: Egyptians and embalming, Pare and boiling oil, Pasteur and chicken cholera/vaccination, Fleming and discovery of penicillin. Candidates should identify one example and then provide some details about it.

Eg 'I think chance helped Fleming discover penicillin. He went on holiday leaving his desk in a dreadful mess. When he got back he found mould growing on one of the plates. The mould was killing germs around it. The mould turned out to be penicillin. If he had never gone on holiday or been so messy he would not have made the discovery. (5)

3 (b) Explain how war has led to developments in medicine.**Target: AO 1 and 2****Level 1 General assertions (1)**

Valid, but general answers. No specific contextual knowledge.
Eg *'War has often led to important discoveries being made. Medicine has improved a lot because of it.'*

Level 2 Identifies specific examples (2-4)

Specific contextual knowledge demonstrated but no explanation. Examples include: Roman Empire and public health for soldiers, Pare and gunshot wounds, rivalry between Pasteur and Koch, reforms after poor condition of men in Boer War, Fleming and First World War, penicillin and Second World War, plastic surgery in both world wars, Second World War and establishment of the NHS.

Or

Tells a relevant story (2-4)**Level 3 Explains one specific example (5-6)**

Award 6 marks for one reason explained and another identified Eg *'War helped the National Health Service get set up. When poor children were evaluated in the war to the country the people who took the children in were amazed by the poor condition of the children. They had not been properly fed and were not used to fresh clean water or flushing lavatories. This led to a lot of people demanding that the NHS be set up to improve the health of the working classes after the war.'*

Level 4 Explains more than one specific example (7)

- 3 (c) 'Governments have been more important than individuals in bringing about developments in medicine.' How far do you agree with this statement?

Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.
Eg *'I think they are both important. They have both led to important developments in medicine and it is difficult to say if one is more important than the other.'*

Level 2 Identifies example of government or individuals being important (3)

Specific contextual knowledge demonstrated but no explanation.
Examples might include: government – Roman government and public health, government action against the plague, government action over public health in nineteenth century, the reforms of the Liberal government 1906–12, the American government and penicillin; individuals – Hippocrates, Galen, Vesalius, Pare, Harvey, Jenner, Pasteur, Simpson, Lister, Nightingale, Fleming.

Level 3 Identifies examples of government and individuals being important (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains examples of government or individuals being important (5–6)

Level 5 Explains examples of government and individuals being important (7-8)

Eg *'I think that governments are more important. Governments can do much more. The Roman government introduced massive public health systems with aqueducts bringing fresh water to cities like Rome. They also built public baths for people to keep clean in. There were sewers to take the rubbish away so disease did not spread. This was a massive achievement and one individual could not have done it.'*

Or

Compares the importance of government with that of individuals (8)

These answers do not have to be fully developed as far as the content is concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid – allow original, unusual but valid attempts.

4 (a) Briefly describe the problems faced by surgeons in the eighteenth century.

Target: AO 1

1 mark for each valid point identified, 2–3 marks for any points that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Points might include: pain, infection, loss of blood.

Eg *'The main problem faced by surgeons was that they had no way of stopping the pain during an operation. This meant the patient was jumping around making it very difficult. It also meant that deep internal operations could not take place because of the pain.'*

4 (b) Explain why Harvey is important in the history of medicine.

Target: AO 1

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.
Eg *He is important because he made very important discoveries about the human body that helped medicine progress a lot.*

Level 2 Identifies specific reasons (2–4)

Specific contextual knowledge demonstrated but *no explanation*. Examples:
discovers circulation of the blood, the function of the heart, leads later to blood transfusions, ending of blood letting.

or

Describes Harvey's work (2–4)**Level 3 Explains one specific reason (5–6)**

Award 6 marks for one reason explained and another identified.
Eg *Harvey's work was very important. Without his explanation of how blood moves around the body, how it circulates, it would be impossible to carry out blood transfusions today. A lot of complicated operations need blood transfusions and they would not be able to take place without Harvey. It was only when people know that the same blood is moving around the body all the time that they realised that lost blood needed to be replaced.'*

Level 4 Explains more than one specific example (7)

- 4 (c) 'The work of Edward Jenner was the most important reason why vaccinations were developed in the nineteenth century.' How far do you agree with this statement? Explain your answer.

Target: AO 1

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.

Eg *'I think Jenner must be the most important reason for vaccinations. He did all the work on them. There was nobody else who was important.'*

Level 2 Identifies reasons why Jenner was important or why other factors were important (3)

Specific contextual knowledge demonstrated but no explanation. Reasons might include: discovered smallpox vaccination, realises its potential, millions of people have been saved by this vaccine, in 1853 smallpox vaccination became compulsory, Jenner did not understand how it worked, more vaccines could not be developed, there was a lot of opposition to vaccination; other factors – Pasteur shows how vaccination works (Chicken cholera), other vaccines developed – anthrax, rabies, typhoid, all this helped by Koch's work on which germs cause which disease.

Level 3 Identifies reasons why Jenner was important and why other factors were important (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains reasons why Jenner was important or why other factors were important (5–6)

Eg *'I think that Pasteur was far more important than Jenner. Jenner did find the smallpox vaccine but this was a dead end. He did not know why it worked and so it could not be taken any further. Vaccines for other diseases could not be developed. It was not until Pasteur came along and worked out how vaccination worked that vaccines could be developed for a whole series of diseases. This was a much more important development than Jenner's.'*

Level 5 Explains reasons why Jenner was important and why other factors were important (7-8)

Or

Compares the importance of Jenner with that of other factors and provides an argument for why one more important than the other or why equally important (8)

These answers do not have to be fully developed as far as the content is concerned. However the reason for one being more important than the other, or for them being equally important, must be explained and valid – allow original, unusual but valid attempts.

CRIME AND PUNISHMENT THROUGH TIME

- 1 (a) **Study Source A? Why were the authorities worried by demonstrations at this time? Use the source and your knowledge to explain your answer.**

Target: AO 1, 2 and 3

Level 1 Answers based on everyday empathy (1)

These answers could apply to anywhere, anytime.

Eg *'The authorities do not like demonstrations because they caused a lot of violence and people can get hurt.'*

Level 2 Answers restricted to information in the source (2)

Eg *'They were worried because there were as many as 50,000 people demonstrating.'*

Level 3 Identifies valid reasons – not explained (3)

These reasons could be about Peterloo in particular or about the post-war period more generally. Reasons could include; the demand for the vote, bread prices high, unemployment, much hardship, many other riots/demonstrations at this time, French Revolution and fear of rebellion.

Level 4 Contextual knowledge used to explain one reason (4)

- 1 (b) Study Sources B and C. How similar are these two cartoons? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers that claim they are both about the Rebecca Riots or compares the dates or place of publication (1)

Level 2 Answers that compare surface details (2–3)

Eg *'These two sources are quite similar. They both show the rioters attacking the gates. In both pictures they are dressed as women.'*

Level 3 As for Level 2 but the comparison is informed by contextual knowledge (4)

Eg *'These two cartoons are very similar. In both the Rebecca Rioters are attacking toll gates. This is what made them angry. They were farmers who had to buy high tolls to get their carts through these gates.'*

Level 4 Answers that explain a similarity of tone/message (5)

These answers will explain, by reference to the cartoons, that they are both critical of the rioters.

Level 5 Answers that explain a difference in tone/message (6)

These answers will explain, by reference to the cartoons, that C is more critical of the rioters than B.

- 1 (c) Study Source D. How useful is this source as evidence of why the Rebecca Riots took place between 1839 and 1843? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers that are restricted to the information in the source (1–2)

Eg *'This source is very useful. It tells me that the riots took place because of the tolls and the fact that the trust did not repair the roads.'*

or

Answers that dismiss the source because it is by an outsider (1–2)

Level 2 Identifies another reason not in the source (3)

This could be: end of outdoor relief, tithes, these farmers were barely scrapping a living from their farms, people in authority or landowners locally were often English.

Level 3 Answers that explain other reasons not in the source (4)

or

Explains that the source is useful for telling us about how people outside Wales saw the dispute (4)

or

Explain reasons in the source using contextual knowledge (4)

Eg *'Yes this source is useful in explaining why they rioted. They did this because the tolls on the roads were always going up. This hit the farmers a lot because they had to use the roads to take their goods to market.'*

Level 4 Any two from Level 3 (5)

2 (a) Briefly describe how the Romans tried to prevent crime.

Target: AO 1 and 2

1 mark for each valid example identified, 2–3 marks for any example that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: deterrents – whipping, execution, burning at the stake, the vigiles, if a slave murdered their master. if a soldier ran away one in ten of the men in their legion were executed, all the others in that household were crucified

Eg *'The Romans used vigiles to prevent crime. They were like a police force and they would patrol the city of Rome at night to make sure no crimes were committed.'* (3)

2 (b) Explain how criminals were identified and caught in the Middle Ages.

Target: AO 1 and 2

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

*Eg 'They were caught by being hunted down and then they would be punished. People would know who had committed the crimes.'***Level 2 Identifies specific method (2–4)**

Specific contextual knowledge demonstrated but no explanation.

Specific methods include: tithings, the hue and cry, sheriffs, coroners, jurors asked to say what they knew of the character of an accused

Or

Describes identifying/catching criminals (2-4)**Level 3 Explains one specific method (5–6)**

Award 6 marks for one method explained and another identified.

*Eg 'One way they did this was to put all adult men into a tithing. This was a group of ten. They were all responsible for each other. So if one of them broke the law it would be the job of the others to bring him to court. This is how they caught people who had broken the law.'***Level 4 Explains more than one specific method (7)**

- 2 (c) 'Law and order was not enforced effectively during the Middle Ages.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.
Eg *'I don't think it was enforced very well. The Middle Ages were very lawless and everybody did what they wanted so I agree with the statement.'*

Level 2 Identifies examples of effectiveness or of lack of effectiveness (3)

Specific contextual knowledge demonstrated but no explanation.
Examples might include: effective – William enforced his rule effectively eg harrying of the north, royal courts established around the country, particular monarchs such as Henry V effective, the day to day justice dispensed by manorial courts, trial by ordeal dropped and evidence considered instead, dealing with the Gunpowder Plot; lack of effectiveness – no proper policing system, over-mighty subjects, particular monarchs like Henry VI not effective, outlaws like Robin Hood.

Level 3 Identifies examples of effectiveness and of lack of effectiveness (4)

Specific contextual demonstrated but no explanation.

Level 4 Explains examples of effectiveness or of lack of effectiveness (5–6)

Eg *'I think they did enforce the law effectively in the Middle Ages. William did this when he became king in 1066. He dealt with any rebellions harshly by burning people's houses and destroying their cattle. There was a rebellion in the north and he dealt with that very well. The rest of William's reign was stable so he had enforced the laws effectively.'*

Level 5 Explains examples of the effectiveness and of lack of effectiveness (7-8)

Or

Supports an argument about 'how far' (8)

These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' – allow original, unusual but valid attempts.

- 3 (a) Briefly describe how witches were detected in the sixteenth and seventeenth centuries.

Target: AO 1

1 mark for each valid example identified, 2–3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: the work of witchfinders like Hopkins, finding familiars, Devil's marks on the body, the swimming test, suspicion/accusations from neighbours.

Eg *'Witches were found by witch hunters like Matthew Hopkins. He was paid for every witch he found as so he found a lot. He would claim that ordinary marks on the body like warts were Devil's marks and proved the person was a witch.'* (3)

- 3 (b) Explain why heretics were punished so harshly in the sixteenth and seventeenth centuries.

Target: AO 1 and 2

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.
Eg *'Heretics were punished harshly because they were a big threat to the government. They could cause a rebellion and so the government had to deal with them so they did not have the chance.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation. Reasons include: religion was so important, the Church was a good way of controlling people – represented in nearly every village, differences over religion could lead to rebellion eg Gunpowder Plot, to save their souls.

Or

Describes punishments (2-4)

Level 3 Explains one specific reason (5-6)

Award 6 marks for one reason explained and another identified.
Eg *'Heretics were people who disagreed with the government over their religious ideas. There was no religious freedom in those days because religion was very important. The king claimed he was appointed by God so if someone worshipped in a different way and had a different set of beliefs they might not accept the king had a claim to the throne and this could lead to rebellion. People were willing to die for their religious beliefs. This is why religion was so important and why heretics were punished harshly.'*

Level 4 Explains more than one specific reason (7)

- 3 (c) 'The Bloody Code was a success.' How far do you agree with this statement?
Explain your answer.

Target: 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.
Eg *'I think it was a success because it worked very well and did the job it was meant to do.'*

Level 2 Identifies reasons/examples – success or failure (3)

Specific contextual knowledge demonstrated but no explanation.
Answers might include: success – a deterrent, laws passed to defend property, fear of crime created by media, decline of highway robbery ; failure – abolished in the 19C, juries would not convict if punishment too harsh for crime, public executions not a deterrent, number of executions dropped sharply, it did not reform criminals, the crime rate started to go up, transportation a good alternative, no good having harsh punishments if criminals not caught, if small crimes carry heavy punishment – might as well commit serious crime, concept of social crimes, failed to stamp out smuggling.

Level 3 Identifies reasons/examples – success and failure (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains reasons/examples – success or failure (5–6)

Eg *'I think the bloody code was a complete failure. One of its ideas was to have lots of public executions to act as a warning to everybody not to commit a crime. The message was clear – this is what will happen to you. But the public executions backfired. People enjoyed going there and it became a place for a day out. Also the criminals who were hanged became heroes. So the whole thing backfired and it was not a deterrent.'*

Level 5 Explains reasons/examples – success and failure (7-8)

Or

Supports an argument about 'how far' (8)

These answers do not have to be fully developed as far as the content is concerned. However there must be a supported argument about 'how far' – Allow original, unusual but valid attempts.

4 (a) Briefly describe the police force set up by Peel in the 1830s.

Target: AO 1

1 mark for each valid example identified, 2–3 marks for any that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: for central London, about 3000 men, blue uniforms, mostly dealt with drunks and vagrants and traffic problems, first recruits of low quality, poorly paid.

Eg *'The police force that Peel set up was not really very good. The pay was very low and so the men who joined were not of very high quality. A lot of them ended up drunk.'* (3)

- 4 (b) Explain why industrialisation in the nineteenth century led to an increase in crime.

Target: AO 1 and 2

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

Eg *'It led to an increase in crime because it meant that there were a lot more criminals around. It encouraged them and so this led to an increase in crime.'*

Level 2 Identifies specific reasons (2–4)

Specific contextual knowledge demonstrated but no explanation. Reasons include: made old system of constables inadequate, more opportunities for crime in large cities, terrible living conditions in cities encouraged crime, greater wealth created – so more to steal, easier to escape capture in large towns, working class organisations lead to more demonstrations/strikes/riots, economic difficulties hit larger numbers of people in cities eg unemployment, high food prices hit urban populations more, community feeling not in cities, deference not as strong as in rural areas.

Or

Describes aspects of industrialisation (2-4)

Level 3 Explains one specific reason (5–6)

Eg *'Industrialisation meant that large cities grew very quickly. Large numbers of people ended up living close together. This simply increased the opportunities for crime. Some people in the cities were very rich and some were very poor so there was bound to be more crime. There was simply a lot more wealth about with more poor people needing to steal some of it.'*

Award 6 marks for one reason explained and another identified.

Level 4 Explains more than one specific example (7)

- 4 (c) 'Which was the more effective form of punishment, transportation or prison?'
Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question

Level 1 General assertions (1–2)

Valid, but general answers. No specific contextual knowledge.

Eg *'I think it was prison because if people are locked up they cannot commit any more crimes but this is not true of transportation.'*

Level 2 Identifies examples/reasons – transportation or prison (3)

Specific contextual knowledge demonstrated but no explanation.

Answers might include: transportation – useful while very few prisons, a better alternative to hanging, could reform prisoners, Australia unknown so was a terrifying punishment, families separated, removed criminals from Britain, tickets of leave made it a soft punishment, did not lead to a fall in the crime rate, courts were ready to use it, a good way of claiming Australia; prison – criminals out of society, opportunity for reform, many returned to crime after release, the silent and separate systems stopped criminals from mixing, transportation no longer available.

Level 3 Identifies examples/reasons – transportation and prison (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains examples/reasons – transportation or prison (5–6)

Eg *'Transportation was very effective because people did not want to be sent to the other end of the world. It terrified them and they would probably never see their families again. So it was a deterrent. Many of the convicts were no better than slaves when they were in Australia. They were given to farm owners who could mistreat them and make them work very hard. The worst place was Tasmania where the conditions were dreadful and they could be torn apart by dogs if they tried to escape. So I think it was a deterrent and it did work.'*

Level 5 Explains examples/reasons – transportation and prison (7-8)

Or

Compares the strengths of the two cases – transportation and prison, supports an argument why one was more effective than the other. (8)

These answers do not have to be fully developed as far as the content is concerned. However the reason for one argument being more effective than the other, or for them being equal must be explained and valid – allow original, unusual but valid attempts.

ELIZABETHAN ENGLAND

- 5 (a) Study Source A. Explain why these people are being punished in these ways. Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Everyday empathy answers** (1)

Eg *'They are being punished like this because they have broken the law. They probably deserve the punishment they are getting.'*

Level 2 **Asserts a valid offence/reason – not explained** (2)

Valid answers include: vagrancy, begging, deterrent.

Level 3 **Explains the offence/reason(s) – from the source or contextual knowledge** (3–5)

Award 5 marks if supported from source and contextual knowledge. Contextual knowledge could be used to explain the nature of the offence or why they authorities were so worried by it.

Eg *'I think they are punishing vagrants. These were people who did not work for a living and went round the country begging or stealing. They often went round in large groups terrorising villages and the authorities were worried about them which is why they punished them so harshly. The man in the picture is being whipped while he is taken through the town.'*

Level 4 **As for Level 3 but in addition explains why the punishments are differentiated** (6)

These answers will identify them vagrants but will also be able to explain that whipping was used for a first offence but hanging was used for repeated offences.

- 5 (b) Study Source B. How far does this source explain why there were so many poor people in Elizabethan England? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 **Answers that fail to use the source** **(1)**

These answers might simply claim that the source does not tell them anything about this.

Level 2 **Answers simply repeating information from the source** **(2)**

These answers will not demonstrate any contextual knowledge.
Eg 'Yes the source explains this. There were lots of poor because the children are brought up by lazy parents and simply copy them.'

Level 3 **Answers providing a contextual explanation of Source B** **(3)**

These answers will understand the story behind what is described in Source B and will explain eg that these must be vagrants because they wandered round the country not working.

or

Contextual knowledge used to identify other valid reasons **(3)**

These could include: inflation, returning soldiers, debasement of coinage, enclosures, rise in population.

Level 4 **Answers evaluating Source B through contextual knowledge** **(4–5)**

These answers will explain that many of the rich or those in authority regarded the poor as simply idle and this source may represent this view or because people at the time did not understand why there were so many poor, this source is unlikely to be a useful explanation.

Level 5 **Answers that use contextual knowledge to explain other reasons for why there were so many poor** **(6)**

Level 6 **Answers that combine Level 5 with the first type of Level 3** **(7)**

- 5 (c) Study Source C. Does Source C prove that Elizabeth's government began to understand how the problem of poverty needed to be dealt with? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on extracting information from the source – no contextual understanding (1–2)

Eg *'Yes they were beginning to sort it out – they are making these work and giving the children some education.'*

Level 2 Contextual understanding used to explain what is being done in the source (3–4)

Eg *'Yes I think this shows some understanding. They are helping those who cannot work like the sick but those who are capable of working they are finding work for so that they can support themselves. This dividing people up into these two groups – those that can work and those that deserve help was a big step forward.'*

or

Answers that simply assert that the source is a local one and not from Elizabeth's government

Level 3 Answers that contextually explain that the source is a local one and that some towns such as Norwich were ahead of the government in terms of understanding and dealing with the problem (5–6)

Level 4 Answers based on Level 3 understanding but add that the government introduced similar measures nationally in the later Poor Law (7)

6 (a) Briefly describe what an Elizabethan theatre looked like.

Target: AO 1

1 mark for each valid feature identified, 2–3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Features might include: stage projects into the yard, no curtains or scenery, open to the sky, galleries were covered seats where the rich sat, the poor stood in the yard or pit

Eg *'Elizabethan theatres were different from theatres today. They had a stage that was above the pit where the poor people stood. They talked all through the performance and might even throw things at the actors.'* (3)

- 6 (b) Explain how playwrights and actors solved the problems of putting on plays in Elizabethan theatres.

Target: AO 1 and 2

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

Eg 'They found this very difficult because the problems were very different from those today. They did not have all the advantages of a modern theatre.'

Level 2 Identifies specific methods (2–4)

Specific contextual knowledge demonstrated but no explanation.

Methods include: content of plays designed for all sections of audience, sub plots used to appeal to particular groups, female characters had to be played by men, a dramatic start used to get audience's attention as no curtain, words used to tell what time of day it is (no artificial lighting), words used to describe scenes (no scenery).

Or

Describes the problems or describes the putting on of plays (2-4)

Level 3 Explains one specific method (5–6)

Award 6 marks for one method explained and another identified.

Eg 'The playwrights had to use words to tell the audience all kinds of things that would not be necessary today. For example there was no artificial lighting so words were used to say what time it was. Words were used to describe female characters as these were played by men, and as there was no scenery, words had to be used to set the scene.'

Level 4 Explains more than one specific method (7)

- 6 (c) 'During Elizabeth's reign the theatre was a popular and harmless source of entertainment? How far do you agree with this statement? Explain your answer.'

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1–2)
 Eg 'I think they were very popular but I am not so sure about them being harmless.'

Level 2 Identifies specific examples/reasons – popular and/or harmless (3)
 Specific contextual knowledge demonstrated but no explanation.
 Examples might include: large audiences, plays popular with Elizabeth,

or

Level 2 Identifies specific examples/reasons – not popular or harmless (3)

Specific contextual knowledge demonstrated but no explanation.
 Examples might include: the authorities not so keen – crime, disease, large crowds collecting together, Puritans saw dangers in the theatre.

Level 3 Both Level 2s (4)

Level 4 Explains specific examples/reasons –agreeing or disagreeing (5–6)

Eg 'I think that the theatre was certainly not harmless. Plays were sometimes used to convey dangerous political messages and theatres, with so many people, were places where prostitutes and pickpockets operated. This caused big problems for the authorities trying to keep law and order. The theatres only managed to stay open because they were outside the power of the City of London authorities who would have closed them down.'

Level 5 Explains specific examples/reasons – agreeing and disagreeing (7)

Level 6 As for Level 5 but in addition explains whether on balance they agree or disagree more with the statement (8)

These answers do not have to be fully developed as far as the content on each side is concerned. However the reason for the theatre being more one than the other must be supported and valid – allow original, unusual but valid attempts.

- 7 (a) Briefly describe the events leading up to Mary, Queen of Scots arriving in England in 1568.

Target: AO 1

1 mark for each valid event, 2–3 marks for any events that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Events might include: her husband Darnley murdered, casket letters, married Bothwell, rebellion against her, forced to abdicate the Scottish throne in 1567, imprisoned, escaped, tried to regain the throne but failed, fled to England.

Eg *'Mary had been thrown off the Scottish throne. Her life was in danger because Scotland was Protestant and she was Catholic so she fled to England. (3)*

- 7 (b) Explain why Elizabeth faced demands in 1572 to have Mary, Queen of Scots executed.

Target: AO 1 and 2

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions | (1) |
| | Valid, but general answers. No specific contextual knowledge.
Eg <i>'People wanted her executed because she was a trouble maker. They thought that she would go on causing trouble until she was out of the way.'</i> | |
| | or | |
| | Answers based on events after 1572 | (1-2) |
| Level 2 | Identifies specific reasons for demands | (2-4) |
| | Specific contextual knowledge demonstrated but no explanation.
Reasons include: Northern Rebellion, Ridolfi Plot, claim to throne, she was Catholic, had support from Catholic France, excommunication of Elizabeth.
Do not allow events after 1572 eg Babington Plot. | |
| | Or | |
| | Writes a narrative of Mary up to 1572 | (2-4) |
| Level 3 | Explains one specific reason | (5-6) |
| | Award 6 marks for one reason explained and another identified.
Eg <i>'There were demands to have Mary executed then because the Ridolfi Plot had just been discovered. This was a plot to overthrow Elizabeth. Mary was involved in it as well as Spain and the Pope. It was a plan to turn England into a Catholic country again. Once Parliament heard about this they wanted Mary executed'</i> . | |
| Level 4 | Explains more than one specific reason | (7) |

- 7 (c) 'Elizabeth did not deal very well with the threat posed by Mary, Queen of Scots.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1–2)

Eg *'I don't agree with this. Elizabeth survived and Mary never became queen so she must have dealt with it quite well.'*

Level 2 Identifies specific reasons for agreeing or disagreeing (3)

Specific contextual knowledge demonstrated but no explanation. Examples include: agree – plenty of evidence against her by 1572, led to further plots eg, Throckmorton and Babington, allows the problem to continue – instability; disagree – no real evidence against Mary, could not execute member of her family or a royal (set a precedent), Pope, France and Spain might react, might be a Catholic rebellion.

Level 3 Identifies specific reasons for agreeing and disagreeing (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons for agreeing or disagreeing (5–6)

Eg *'I agree with this statement. She should have had her executed as soon as she was involved in the first plot against Elizabeth. Mary was a constant threat and while she was alive, Elizabeth was never safe. Some people thought that Mary was the rightful Queen of England so it was made to let her live. It meant that for years there was a danger to Elizabeth as shown by further plots against her. Elizabeth showed herself to be weak and indecisive.'*

Level 5 Explains specific reasons for agreeing and disagreeing (7)

Level 6 As for Level 5 but in addition explains whether on balance they agree more than they disagree (8)

These answers do not have to be fully developed as far as the examples on each side are concerned. However the reason for one side of the argument being stronger than the other must be supported and valid – allow original, unusual but valid attempts.

BRITAIN 1815–1851

- 5 (a) Study Sources A and B. What different impressions of the railways do these two sources give? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Surface descriptions – no inferences, no comparison (1)

Eg 'Source A shows a load of people in a truck fighting.'

Level 2 Comparison of surface descriptions (2)

Eg 'These sources are different. In one they are in a truck, but in the other they are in a proper carriage.'

Level 3 Makes valid inferences but no comparison (3)

Eg 'Source A shows that railway travel was nasty and uncomfortable'.

Level 4 Compares valid inferences (5)

Eg 'Railway travel looks much more comfortable in Source B than in Source A. In Source A it looks like a load of thugs are travelling. They are not even sitting down but in Source B there are normal people travelling and it looks clean and comfortable.'

Level 5 As for Level 4 but the comparison is informed by contextual knowledge – reasons for the difference are explained (5–6)

Eg 'They give completely different impressions. This is because in Source A which makes railway travel look dreadful it is about third class travel which was the cheapest and for the working class. Source B shows a better class of travel and this is why it looks better.'

- 5 (b) Study Source C. Why was this cartoon published in the 1840s? Use the sources and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 General assertions or surface descriptions (1)

Level 2 Identifies a valid reason – no explanation (2)

Eg *'It was published because the stage-coachmen men are being made unemployed.'*

Level 3 Contextual explanation of the message about the plight of the stage-coachmen or the development of the railways (3–4)

Eg *'It was published because the railways were putting the stage-coachmen out of work. The railways were faster than the stage coaches and people were using them rather than the stage coaches which were slow and uncomfortable because the roads were so bad.'*

Level 4 As for Level 3 but also explains why it was published in the 1840s in particular (5–6)

Level 5 As for Level 3 or 4 but additionally considers the purpose of the cartoonist (7)

These answers will not regard the cartoon as a piece of factual reporting but will consider the view of the cartoonist or what impact the cartoonist wants to have.

- 5 (c) Study Source D. How useful is this source as evidence about the navvies? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Dismisses the source as biased – not supported (1)

Level 2 Uses the source for surface information (2–3)

Eg *'This source is very useful because it tells us a lot about the navvies. It shows us that they were drunk and lived in terrible conditions. They were brutes.'*

Level 2 As for Level 2 but answer is informed by contextual knowledge (4)

Eg *'This source is very useful because it shows what the navvies were like. They were very rough and lived rough lives. They often got drunk and lived in huts that were very basic. They did this because they had to move around to build the railways and so it was not worth building proper houses. They lived in the middle of nowhere in temporary camps with no families and so in the evenings they had nothing to do except get drunk.'*

or

Identifies a limitation of the source (4)

Identifies other aspects of the navvies this source ignores eg their contribution to the development of the railways.

Level 3 Contextual knowledge used to explain limitations of the source and to explain other aspects of the navvies (5–6)

or

Contextual knowledge used to explain the fear/dislike of the navvies and therefore the source may reflect these attitudes and not be factual about the navvies (5–6)

Level 4 Explains how the source is useful but adds one of the Level 3s (7)

6 (a) Briefly describe how the poor were helped under the Old Poor Law.

Target: AO 1

1 mark for each valid features identified, 2–3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Features might include: outdoor relief, workhouses, Speenhamland – given money depending on the size of family and the price of bread, the Roundsman System, paid for by the rate-payers.

Eg *'They were treated quite well. They were not left to starve. If they had a large family they were given more money and their money went up if the price of bread went up.'* (2)

6 (b) Explain why the Swing Riots took place in the 1830s.**Target: AO 1 and 2****Level 1 General answers (1)**

These answers will lack any specific knowledge.

Eg 'They took place because people were really upset and suffering. They were very angry about this and so they rioted.'

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.

Reasons include: unemployment, threshing machines, poor law system under strain – allowances paid to poor reduced, reductions in wages, tithes, Corn Laws keeping price of bread high.

Or

Describes the Swing Riots (2-4)**Level 3 Explains one specific reason (5-6)**

Award 6 marks for one method explained and another identified.

Eg 'They took place because the farmers started to use steam threshing machines. They could do the work of several men and so the farm labourers were worried that they would lose their jobs and so they rioted against the farmers.'

Level 4 Explains more than one specific reason (7)

- 6 (c) 'The poor who emigrated from Britain did better than those who stayed and experienced the New Poor Law.' How far do you agree with this statement. Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1–2)

Eg 'I think I agree with this. They were often much better off going to another country. Those people who stayed in Britain just stayed poor. There was no help for them.'

Level 2 Identifies reasons/examples – better off or not better off (3)

Specific contextual knowledge demonstrated but no explanation. Examples include: better off – dreadful workhouses introduced, conditions in workhouses, families split, potato famine in Ireland, helped by emigration committees, jobs arranged, gold in USA and Australia, bought land; not better off – disease and death on the voyage, some were exploited by agents, difficulties on homesteads, poor emigrants often struggled.

Level 3 Identifies reasons/examples – better off and not better off (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons/examples – better off or not better off (5–6)

Eg 'I think they were much better off if the emigrated. This is because when the new Poor Law was introduced life for the poor in England was terrible. Outdoor relief was abolished and people who were starving had to go into the new workhouses where conditions were awful. Families were split up and the conditions were meant to be worse than those for the very poor outside who were working for a living. People who were in the workhouses were not fed well, had to do boring jobs and had little hope of getting out. So the emigrants did the right thing.'

Level 5 Explains specific reasons/examples – better off and not better off (7)

Level 6 As for Level 5 but in addition explains whether on balance they were more better off than not better off (8)

These answers do not have to be fully developed as far as the content on each side is concerned.

However the reason for one side of the argument being stronger than the other must be supported and valid – allow original, unusual but valid attempts.

7 (a) Briefly describe what happened at Peterloo in 1819.

Target: AO 1

1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples include: a demonstration for parliamentary reform. women, men and children, to hear Henry Hunt speak, the Yeomanry ordered to arrest Hunt. attacked the crowd, chaos, Yeomanry poorly trained part-times panicked, 11 people killed.

Eg *'What happened was that there was a big demonstration for the vote. The soldiers attacked the crowd and people were killed.'* (2)

7 (b) Explain why some people were opposed to parliamentary reform before 1832.**Target: AO 1 and 2****Level 1 General assertions (1)**

Valid, but general answers. No specific contextual knowledge.

Eg *'They were opposed because they did not think it would be a good thing for Britain. They thought things were good and did not need changing.'*

Level 2 Identifies specific reasons (2–4)

Specific contextual knowledge demonstrated but no explanation.

Reasons include: self-interest of landowners in pocket boroughs, landed class wanted to keep power, worried it would lead to revolution, lower classes not capable of ruling, landed born to rule, Britain had grown great under existing system, right to control elections was a property they owned, people were represented by their landowners

Or

Describes the old electoral system (2-4)**Level 3 Explains one specific reason (5–6)**

Award 6 marks for one reason explained and another identified.

Eg *'Landowners and the rich thought that if the reform was past it would lead to chaos. They thought that once the lower classes were given the vote they would take over. This would mean the rich would have their property taken from them and there would probably be a revolution like the one in France where all the lords were executed.'*

Level 4 Explains more than one specific reason (7)

- 7 (c) 'The 1832 Reform Act was a failure. 'How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1–2)

Eg 'I think I agree with this. It did not really change much. Things went on as they had done before and no one was better off.'

Level 2 Identifies specific reasons – failure or success (3)

Specific contextual knowledge demonstrated, but no explanation. Some of the following points could be used either way eg the landed still in power was a success for the Whigs that passed the Act ,but a failure for the radicals. Examples include: failure – corruption continued, not all rotten boroughs or pocket boroughs went, landed interest still controlled Parliament, working class did not have the vote, harsh legislation followed eg New Poor Law, appearance of the Chartists; success – more people could vote, some middle classes in Parliament, manufacturing was represented, large towns had MPs, redistribution of seats, no revolution.

Level 3 Identifies specific reasons – failure and success (4)

Specific contextual knowledge demonstrated but no explanation.

Level 4 Explains specific reasons – failure and success (5–6)

Eg 'I think I agree with this. Many of the people who demonstrated for the reform did not get what they wanted. Workers did not have the vote. The vote was just given to the middle classes. This meant that Parliament did not bother about the working classes when it passed laws. This can be seen by the New Poor Law that forced the poor into workhouses. So, for the working class, it was a failure.'

Level 5 Explains specific reasons – failure and success (7)

Level 6 As for Level 5 but in addition explains whether on balance they think it was more of a failure or a success (8)

These answers do not have to be fully developed as far as the content on each side is concerned.

However the reason for one side of the argument being stronger than the other must be supported and valid – allow original, unusual but valid attempts.

THE AMERICAN WEST, 1840–1895

- 5 (a) Study Source A. How useful is this photograph in helping us understand how the Indians survived on the Plains? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Accepts the source because it is a photograph (1)

These answers will simply state that the source must be useful because it is a photograph and shows you what was really there.

Level 2 Surface description of the source – not identifying relevant features (2)

Eg *'I think this source is useful because it shows you what kinds of clothes the Indians wore. It also shows you where they lived.'*

Level 3 Identifies relevant surface features – no explanation (3)

Identifies – tepee, travois or sledge, horse. Must say that these explain how they survived.

Eg *'This source is very useful because it shows you that they survived because of the tepee.'*

Level 4 Contextual knowledge used to explain how something in the photograph helped them to survive (4–5)

Eg *'I think this photograph is very useful. It shows a travois. This was used to put all their belongings on when they moved. To survive on the Plains the Indians were nomadic so they could follow the buffalo around. They depended on the buffalo for their food and other things. If they did not have the travois they would not have been able to do this and they would not have survived.'*

or

Contextual knowledge used to explain how other features not in the photograph were important

Level 5 Both types of Level 4 (6–7)

- 5 (b) Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Answers based on assertions/everyday empathy (1)

Eg *'I am not surprised by this because he probably liked a good smoke.'*

Level 2 Factual details in the source are checked (2)

These answers will state that some of the facts in the account are not surprising.' Does not get to attitudes/relationships.

Eg *'I am not surprised when he says that they lived in a lodge. This is right, the Indians did live in lodges.'*

Level 3 Identifies key sections to be surprised or not surprised about – no contextual explanation (3)

These are – regarding the Indians as savages/stone age – not surprised; being ready to spend time with the Indians, help their sick – surprised.

Or

Explains general attitude of white men to Indians as reason for being surprised (3)

Level 4 Contextual knowledge used to explain why surprised or not surprised about the points mentioned in Level 3 (4–5)

Eg 'I am surprised that he and his friend are ready to spend time with the Indians and visit them every evening. Most white Americans were afraid of the Indians and would not go anywhere near them. This is because the Indians attacked wagon trains and homesteads and relationships with the white were not very good.'

Level 5 Contextual knowledge used to explain why surprised and not surprised about the points mentioned in Level 3 (6–7)

- 5 (c) Study Source C. Would this family be happy to be living on a reservation? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Surface reading of some details in the photograph (1)

Eg 'They would be happy because they have been given clothes, somewhere to live and things to cook with.'

Level 2 Answers based on the impressions given by the photograph (2)

Eg 'No they did not look very happy. They look miserable. They look as if they have nothing to do and are just sitting around. The man looks very miserable. It looks as if he is dressed up for something.'

Level 3 Identifies reasons why they would not be happy (3)

Level 4 Answers that use contextual knowledge to explain one reason why the Plains Indians did not like living on reservations (4–5)

Eg 'I don't think they would be happy. The Indians were used to being nomads. They moved around the Plains following the buffalo. They had special parts of the Plains that they spent each season in. They were free to wander like this. But in the reservations they were prisoners. They had to stay in the same place all the time, they were not allowed off the reservation. This was not what they were used to.'

Level 3 Answers that use contextual knowledge to explain two reasons why the Plains Indians did not like living on the reservations (6)

6 (a) Briefly describe the conditions inside a homestead.

Target: AO 1

1 mark for each valid feature identified, 2-3 marks for any features that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Features might include: sod houses, earth floors, walls and roofs harboured bed bugs, fleas and mice. Walls white-washed to kill bugs. Difficult to keep clean, especially because of shortage of water. Illness common. Water leaked in. Little privacy. No inside toilet.

Eg *'It was not easy living in these places. Because they were built of lumps of earth and grass there were bugs running around everywhere. People could be covered in them. The roof usually leaked as well.'* [4]

6 (b) Explain why people moved to the Plains to set up homesteads.

Target: AO 1

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

*Eg 'They did this because they were miserable and wanted better lives. They were hoping for a new start.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: advertisements, glowing newspaper accounts, letters from friends who were succeeding there, inducements such as free or cheap land (Homestead Act), over-crowding in East –land expensive, fleeing from persecution or poverty in Europe, freed slaves, ex-soldiers after Civil War, the railroads, the Indians were moved onto reservations making land available.

Or

Describes life in the East or opportunities in the West (2-4)**Level 3 Explains one specific reason (5-6)**

Award 6 marks for one reason explained and another identified.

*Eg 'There were many reasons. Some people emigrated from Europe where they were having a bad time. Some religious groups like the Jews and the Amish were persecuted in Europe so they were looking for somewhere to go where they would be able to live by themselves in their own communities and be left alone.'**Some of these groups set up their own communities like the Amish.'***Level 4 Explains more than one specific reason (7)**

- 6 (c) 'The introduction of wind pumps was the most important reason why homesteaders were able to make a success of their homesteads.'
How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

- | | | |
|----------------|---|--------------|
| Level 1 | General assertions | (1–2) |
| | <i>Eg 'I think this was the most important reason. They were able to work together and this was really important and explains why they were successful.'</i> | |
| Level 2 | Identifies specific reasons why wind pumps important or identifies other factors | (3) |
| | Specific contextual knowledge demonstrated but no explanation of the reasons or factors.
Reasons and factors include: wind pumps – scarcity of water, importance of water; other factors – dry farming, new strains of wheat eg Turkey Red, barbed wire, sod-buster, reapers, binders and threshers, hard work. | |
| Level 3 | Identifies specific reasons why wind pumps important and identifies other factors | (4) |
| | Specific contextual knowledge demonstrated but no explanation of the reasons or factors. | |
| Level 4 | Explains specific reasons why wind pumps or other factors important | (5–6) |
| | <i>Eg 'I think the new types of wheat they grew was the most important reason. The conditions on the Plains were very hard and ordinary wheat was not very successful because there was not enough rain. When they started to use Turkey Red wheat from Russia this worked well because the conditions were similar to those in Russia. So this was a big step forward for them.'</i> | |
| Level 5 | Explains specific reasons why wind pumps and other factors important | (7) |
| Level 6 | As for Level 5 but in addition explains why on balance they think one was more important than the other | (8) |
| | These answers do not have to be fully developed as far as the reasons on each side are concerned.
However the reason for one side of the argument being stronger than the other must be supported and valid – allow original, unusual but valid attempts. | |

7 (a) Briefly describe the work of the vigilantes.

Target: AO 1

1 mark for each valid example identified, 2–3 marks for any examples that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Examples might include: tried to fill hole where no law and order, caught suspects, tried and hanged them. The trials were usually unsatisfactory. In some areas powerful local men used them to increase their power or get even with enemies. Example of Henry Plummer in Bannack

Eg *'The vigilantes were not proper law men. But they were fed up with the amount of crime and nobody getting caught and so they took the law into their own hands and hanged people who they thought were guilty.'* (3)

7 (b) Explain why mining towns had so many problems with law and order.**Target: AO 1 and 2****Level 1 General assertions (1)**

Valid, but general answers. No specific contextual knowledge.
Eg *'There were lots of problems because there was no one to sort things out. The whole place was anarchy with no one taking any notice of the law.'*

Level 2 Identifies specific reasons (2-4)

Specific contextual knowledge demonstrated but no explanation.
Reasons include: mining towns grew so quickly, the amount of gold there, disputes over land and claims, attracted criminals, gambling and prostitutes.

Or

Describes conditions in mining towns (2-4)**Level 3 Explains one specific reason (5-6)**

Award 6 marks for one reason explained and another identified.
Eg *'Mining towns had big problems with law and order because there would be lots of arguments over claims to land. When you found gold it was important to claim your right to that land then you would have the right to the gold. But for a long time all the land belonged to the public so there was no legal way to stake your right to the land. This meant others could come in and try and take the land. This would end in arguments, fights and shootings.'*

Level 4 Explains more than one specific reason (7)

- 7 (c) Who was to blame for the Johnson County War, the cattlemen or the homesteaders? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1 General assertions (1–2)

Eg 'I think it was both of them. They should have got on better but neither side tried very hard, so I think they are both to blame.'

Level 2 Identifies specific reasons why cattlemen or homesteaders to blame (3)

Specific contextual knowledge demonstrated but no explanation. Reasons include: cattlemen – claim all the land is theirs, used their power to put pressure the government of Wyoming, took the law into their own hands – hanged Ella Watson and Jim Averill, got off in court because of their power, large group invades, homestead land to attack them; homesteaders – move in and settle on cattlemen's land, rustling cattle, fenced off water holes.

Level 3 Identifies specific reasons why cattlemen and homesteaders to blame (4)

Specific contextual knowledge demonstrated but no explanations.

Level 4 Explains specific reasons why cattlemen or homesteaders to blame (5–6)

Eg 'I think it was the fault of the cattlemen. They almost ran Wyoming because they were so powerful. Their cattle occupied all the land. They got very upset when homesteaders began to move in on some of the land. The cattlemen thought Wyoming should be run for them and they did not like the challenge from the homesteaders. They put a large group of men together and rode into homesteaders land to kill them. All this was illegal and so they were to blame for the trouble.'

Level 5 Explains specific reasons why cattlemen and homesteaders to blame(7)

Level 6 As for Level 5 but in addition explains overall whether one group more to blame than the other (8)

These answers do not have to be fully developed as far as the content of both sides is concerned. However the reason for why overall one was more important than the other must be explained and be valid – allow original, unusual but valid attempts.

GERMANY 1919–1945

- 5 (a) Study Source A. Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Vague answers claiming it does not sound like Hitler (1)

Eg *'Yes, I am very surprised by this because I thought Hitler did everything by violence.'*

Level 2 Surprised because of the Munich Putsch or the activities of the SA (2–3)

These answers will use contextual knowledge to explain why they are surprised. This will be because of specific examples of Hitler's/Nazi's activities. The argument will be that Hitler usually used violent methods.

Or

Identifies valid reasons for not being surprised (2-3)

Level 3 Contextual knowledge used to explain why not surprised because of what happened in the Munich Putsch (4)

Eg *'I am not surprised he is saying this in the mid-1920s because this is after the Munich Putsch. Hitler planned to march into Munich and take over the government. It was a disaster for Hitler. The army put it down easily. Hitler got hardly any support and he lost his nerve during the fighting. It was because of this disaster that he made this speech. He was no going to use different tactics.'*

Level 4 Contextual knowledge used to explain not surprised because of lessons Hitler learned from the Putsch about how to gain power (5–6)

Or

Explains valid reasons for not being surprised (5-6)

Level 5 As for Levels 3 or 4 but in addition adds a qualification – Hitler only using this approach as a tactic – does not believe in it, will not adopt this approach once in power (7)

- 5 (b) Study Source B. What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

- Level 1** Surface information from the source (1)
Eg *'The message is that these are the duties of the Communist Party. They are doing lots of work.'*
- Level 2** Misinterprets source as pro-Communist (2)
- Level 3** Answers that assert it is anti-Communist or identify valid purpose (3)
- Level 4** Answers that interpret the overall message of the poster (4–5)
Eg *'The message of this poster is that the Communists are traitors to German and are sabotaging the country. They are doing this by burning barns with Germany's food supply in it and gathering arms to overthrow the government.'*
- Level 5** As for Level 4 but adds that the purpose is to get people to vote for the Nazis. (6)

- 5 (c) Study Source C. Why do you think this poster was published in 1932?
Use the source and your knowledge to explain your answer.

Target: AO 1, 2 and 3

Level 1 Describes surface features of poster (1)

Eg 'This poster shows a man with his family. They are looking miserable.'

Level 2 Sees the poster's purpose as public information (2)

To tell people there is a lot of unemployment or a lot of despair.

Level 3 Asserts – to get people to votes for the Nazis/Hitler (3)

Or

Explains context (3)

Level 4 As for first Level 3 – supported by details from the poster (4)

Eg *'I think it was published to get people to vote for Hitler. It is saying that there is a lot of unemployment like the man who is desperate. This is the government's fault. Vote Nazi and it will be put right.'*

Level 5 Uses knowledge of the context of the early 1930s to explain purpose (5–7)

Answers might explain the economic situation or the elections in that year.

6 (a) Briefly describe how Hitler appealed to the German people.

Target: AO 1

1 mark for each valid method identified, 2–3 marks for any methods that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Methods might include: radio, posters, marches, speeches, rallies, flags cinema.

Eg *'Hitler made a lot of use of rallies. Thousands of people would be gathered together. This was sometimes in darkness with searchlights. Hitler would appear on a platform with all the lights on him. The effect was very dramatic.'* (3)

6 (b) Explain how Hitler consolidated his power in 1933–34.

Target: AO 1 and 2

Level 1 General assertions (1)

*Valid, but general answers. No specific contextual knowledge.
Eg 'He did this by a lot of hard work and by scaring people so that they supported him.'*

Level 2 Identifies specific methods (2–4)

Specific contextual knowledge demonstrated but no explanation.
Methods include: Reichstag Fire, Enabling Act, TUs banned, other political parties banned, opponents rounded up and put in concentration camps, Night of the Long Knives.

Or

Writes a narrative of events 1933-34 (2-4)

Level 3 Explains one specific method (5–6)

Award 6 marks for one method explained and another identified.
Eg *'Hitler consolidated his power by passing an Enabling Act. This let him make laws without getting the agreement of the Reichstag or anyone else. This meant that Hitler was a dictator and could do as he wanted. As soon as the Enabling Act was passed Hitler started the Nazi Revolution There was no Parliament to hold him back.'*

Level 4 Explains more than one specific reason (7)

- 6 (c) 'In the years 1934–1945 there was almost no opposition to the Nazi regime inside Germany.' How far do you agree with this statement? Explain your answer.

Target: AO 1 and 2

* Written communication assessed in this question.

Level 1	General assertions	(1–2)
	<i>Eg 'I do agree with this. Hitler was all powerful and there was nobody to stand up to him.'</i>	
Level 2	Identifies reasons for agreeing or disagreeing	(3)
	Specific contextual knowledge demonstrated but no explanation. Reasons include: agreeing – the SS, the Gestapo, informers, employment, Hitler Youth; disagreeing – some Churchmen eg Niemoller, non-cooperation eg not joining the Nazi Party, opposition from youth groups, the Army Plot.	
Level 3	Identifies reasons for agreeing and disagreeing	(4)
	Specific contextual knowledge demonstrated but no explanation.	
Level 4	Explains specific reasons for agreeing or disagreeing	(5–6)
	<i>Eg 'I agree with this. The SS and the Gestapo made sure there was no opposition. If it was there they killed it off before it could get going. The SS was made up of the elite of the Nazi Party. It was led by Himmler. They intimidated people into supporting the Nazis. They could arrest anyone without a trial and they ran concentration camps where they put anyone they suspected. Everyone was terrified of them. The Gestapo were the secret police. They spied on everyone and lots of informers. If anyone suggested they were unhappy with Hitler the Gestapo would arrest them. So these two organisations stamped out any opposition.'</i>	
Level 5	Explains specific reasons for agreeing and disagreeing	(7)
Level 6	As for Level 5 but in addition explains whether the arguments for agreeing are stronger than those for disagreeing	(8)
	These answers do not have to be fully developed as far as the explanation of the two sides is concerned. However the reason why one side of the argument is stronger must be explained and be valid – allow original, unusual but valid attempts.	

7 (a) Briefly describe the activities of members of the Hitler Youth.

Target: AO 1

1 mark for each valid activity identified, 2–3 marks for any activities that are described or explained.

Award a maximum of 1 mark to general answers lacking in specific contextual knowledge.

Activities might include: physical training, preparing to go into the army, being indoctrinated, military drills, seeing and learning anti-Jewish and anti-Communist propaganda, marching and singing.

Eg *'Boys in the Hitler youth did all kinds of activities that made them strong and got them ready for the German army. They went on long marches and sang songs about Hitler being great. They were also encouraged to spy and inform on their parents.'*
(5)

7 (b) Explain why the role of women in Germany was so important to Hitler

Target: AO 1

Level 1 General assertions (1)

Valid, but general answers. No specific contextual knowledge.

Eg *'They were very important to his plans for Germany and he tried to **control** their lives a lot. Not all women agreed with this.'***Level 2 Identifies specific reasons (2-4)**

Specific contextual knowledge demonstrated but no explanation.

Reasons include: to produce lots of children, to produce children of pure race, during the war needs them in factories, birth rate had been going down, to support their Nazi husbands, to look after the children and bring them up as good Nazis.

Or

Describes what women did under Nazi rule (2-4)**Level 3 Explains one specific reasons (5-6)**

Award 6 marks for one example explained and another identified.

Eg *'Hitler thought that women were crucially important to his plans. He wanted Germany to be the most powerful country in the world and for this he needed a large army. The trouble was that the birth rate had been going down since 1900 and so the women were essential to turn this round. He needed them to marry good Nazis and have as many children as possible. He even encouraged women whom were not married to have children with Nazis.'***Level 4 Explains more than one specific example (7)**

- 7 (c) 'The German people did not benefit from Nazi rule.' How far do you agree with this statement? Explain your answer.

Target: AO 1

* Written communication assessed in this question.

Level 1 General assertions (1–2)

Eg *'Most German people were better off but there were some groups that were not and they had a very difficult time.'*

Level 2 Identifies examples of benefiting or not benefiting (3)

Specific contextual knowledge demonstrated but no explanation of examples. Examples include: benefiting – employment, wages went up, small shops and firms were protected, farmers did well, Strength Through Joy and Beauty of Labour; not benefiting – bombing and hardship during the Second World War, treatment of the Jews and other minorities.

Level 3 Identifies examples of benefiting and not benefiting (4)

Specific contextual knowledge demonstrated but no explanation of examples.

Level 4 Explains specific examples of benefiting or not benefiting (5–6)

Eg *'I think they were better off. Before the Nazis there was massive unemployment and Hitler created lots of jobs. He did this by building autobahns and other types of public works and by manufacturing lots of armaments. Overall, the fact that they had a job meant that people could have a higher standard of living. Wages gradually went up. So people were better off.'*

Level 5 Explains specific examples of benefiting and not benefiting (7)

Level 6 As for Level 5 but in addition explains whether overall they benefited or not (8)

These answers do not have to be fully developed as far explaining the content is concerned. However the reason for why overall he was in total more than not must be explained and be valid – allow original, unusual but valid attempts

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1 Hills Road
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CB1 2EU

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Developments in British Medicine, 1200–1945

Mark Scheme for June 2010

UNCLE S

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NOTES TO EXAMINERS

OCR will have provided you with a CD disk copy of the ASSESSORS' INSTRUCTIONS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.
- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.

- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (eg L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right hand margin at the end of the answer (eg L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
 - When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.

- 1 Study Source A.**
What can we learn about quack doctors from this source? Use the source and your knowledge to explain your answer. [6]
- Level 1: Answers which describe surface features of the source. [1]**
Eg *'Quack doctors wore fancy clothes and a posh hat.'*
- Level 2: Answers which make unsupported inferences. [2-3]**
Eg *'Quack doctors conned the public into buying medicines. They performed in travelling shows.'*
- Level 3: Answers which make inferences supported from the source. [4-5]**
Eg *'Quack doctors conned the public into buying medicines. You can see the quack doctor displaying his medicines in a special box. They performed in travelling shows. You can see the quack and his performing monkey sitting on his shoulder. He is sitting on a donkey and a jester is blowing a trumpet. These were all probably part of the entertainment team that kept the crowds amused.'*
- Level 4: Answers which make inferences supported from the source and contextual knowledge or cross-reference to other sources. [6]**

Valid inferences

Showman/entertainers/performers
Sold medicines
Sly/cunning
Extravagant/exotic/travelled abroad

Invalid inferences

Travelled
Made a lot of money

NB Make sure use of own knowledge is valid

2 Study Source B.

Are you surprised by what this patient said to Dr Strachan? Use the source and your knowledge to explain your answer. [8]

Level 1: Everyday empathy [1]

Eg 'I am surprised. How could spiders webs have worked?'

OR: Answers which make valid points but do not say whether they are surprised or not.

Level 2: Answers which state surprised or not surprised and use support internal to the source. [2–3]

Eg 'I am surprised. The doctor went and got all of this help for the patient and got him to change his lifestyle and gradually he got better. All the thanks the doctor got was to be told by the patient that he had been cured by some stupid remedy given to him by a quack doctor.' OR

'I am not surprised. The patient tells Dr Strachan that he is doing very well and the source says that Dr Strachan had restored him to good health.'

Level 3: Both elements of Level 2 [4]

Level 4: Surprised OR not surprised developed through contextual knowledge or cross-reference. [5-7]

Eg 'I am not surprised. Source G tells us that quack medicines were cheaper than prescriptions from professional doctors and that by 1800 many people were supplementing cures from professionals by visiting quacks. This is exactly what this patient has done.'

NB. Award 5 for general contextual knowledge.

Level 5: Both elements of Level 4. [8]

Eg 'I am very surprised. Source D says that quacks poisoned people and tricked them. I'm surprised he went to a quack. However, I am also not surprised. Source G tells us that quack medicines were cheaper than prescriptions from professional doctors and that by 1800 many people were supplementing cures from professionals by visiting quacks. This is exactly what this patient has done.'

3 Study Source C.

How useful is this source as evidence about quack doctors? Use the source and your knowledge to explain your answer. [8]

Level 1: Bases the answer on undeveloped comments about source type or date. (Simple provenance) [1]

Eg 'It is not that useful because it is only from a dictionary. It is only from 1755, so it can't tell us much about things before or after that date.'

Level 2: Answers which explain what we can or cannot find out about quack doctors in general from the source. [2-3]

Eg 'It is useful. It tells us that they were 'sly' and were also 'pretenders'. This tells us that quack doctors were tricking the public. It also tells us that they advertised their products.' ('One who advertises his own abilities in public places.')

Level 3: Both elements of Level 2. [4-5]

Eg 'It is useful. It tells us that they were 'sly' and were also 'pretenders'. This tells us that quack doctors were tricking the public. It also tells us that they advertised their products. ('One who advertises his own abilities in public places.') It would have been helpful if the source had contained other details. It doesn't tell us that quack doctors were popular and many people used their remedies.'

Level 4: Answers which evaluate the source using the language in the source or by cross-reference to other sources. [6-7]

Eg 'This source is very useful because what it says about quack doctors is correct and other sources back it up. Source D says quacks tricked the public as well. Source E is a song which is making fun of quack doctors and the ludicrous claims they make. Therefore, Source C is useful because it is backed up by the other sources and my own knowledge.'

Level 5: Answers which use the source as evidence of attitudes to quacks or the purpose of the author in the dictionary. [8]

Such answers must be substantiated. If answers are simply asserted at this level, =L2.

4 Study Sources D and E.

How similar are these two sources? Use the sources and your knowledge to explain your answer. [9]

Level 1: Answers based on provenance or dates [1–2]

Eg 'They are similar because they are both written in the eighteenth century. However, one is from a book and the other is from a song in a show.' (2)
1 mark for time or type. 2 marks for both.

OR: Answers based on misinterpretations of source E.

Level 2: Answers based on topic/or message. But without support from the sources [3–4]

Eg 'Yes they are similar. They both talk about quack doctors.'

OR: Uses both sources and then concludes 'so they are similar'. (No direct comparison/assertions).

OR: Identifies information that is in one source but not the other (eg. 'travel' etc.)

Level 3: Answers which explain similarities in message and provide support from sources. [5–6]

Eg 'I think that they are very similar. Source D criticizes the role of quack doctors, saying they trick the public by selling them 'dross'. In Source E it is making fun of quacks. Let's face it, who really believes they can cure the dead? Both sources set out a negative view of quack doctors.'

Level 4: Answers which explain similarities AND/OR differences in tone and support from sources [7]

Eg 'I think that they are very different. Source D criticizes the role of quack doctors in a very serious way, saying they trick the public by selling them 'dross'. In Source E it is making fun of quacks in a light-hearted way.'

Level 5: Level 3 and level 4.

OR: Compares purpose/motivation of D with tone/message/purpose of E [8–9]

Eg 'Source D is very critical of quacks. It says their medicines are 'dross' and it says they tricked the public. It was written by a regular doctor who, like most regular doctors, probably resented the popularity of the quacks. This explains his hostile tone. Source E is not as harsh. It is from a show and the song is meant to amuse and entertain the audience. Although it makes fun of quacks, it does not call them cheats or say their medicine was dross.'

5 Study Source F.

Does this source prove that quack doctors were unpopular in the eighteenth century? Use the source and your knowledge to explain your answer.

[9]

Level 1: Generalised answers without support from the source.

[1]

Eg 'Yes it does. People didn't like quack doctors.'

Level 2: Yes it does because that is what it shows.

[2-3]

Eg 'They must have been unpopular. You can see an angry crowd pelting the quack and his assistants with stones. Nobody seems to want to defend him, so he must have been unpopular.'

OR: Undeveloped provenance.

Eg 'One person's view.'

Level 3: Answers based on typicality/limitations of the source using the source only to challenge the statement.

[4-5]

Eg 'The picture seems to suggest they were unpopular, but this is only one doctor. He might normally have been popular, but maybe one of his treatments went wrong in this village and the people want revenge. It doesn't mean all quack doctors were unpopular.'

Level 4: Evaluation by presumed purpose of source.

[6]

Eg 'I don't know whether I believe this source. Yes, it appears to show that this quack doctor and his assistants have come under fire. However, it is only a cartoon. We do not know who drew it. It may have been done by someone who did not like quacks and wanted to show them in a bad light. It may have been done on the instructions of the trained medical profession who may have been jealous of quack doctors.'

Level 5: Evaluation by cross-reference to other sources or contextual knowledge to support argument.

[7-8]

Eg 'I don't know whether I believe this source. Yes, it appears to show that this quack doctor and his assistants have come under fire. However, it is only a cartoon. We do not know who drew it. It may have been done by someone who did not like quacks and wanted to show them in a bad light. It may have been done on the instructions of the trained medical profession who may have been jealous of quack doctors. I know that there was great rivalry between so called 'regular' doctors and quacks. There was often opposition to new ideas at this time. Even Harvey had been called a quack, and Pasteur was also accused in the same way later in the nineteenth century. Professional doctors could make money from prescribing medicines and treatments and quacks were competing with them. Perhaps the doctors wanted to discredit the quacks to protect their own interests. Source G also says that treatments sold by quacks were popular with ordinary people, so this goes against this statement.'

Level 6: Level 4 plus Level 6

[9]

6 Study all the sources.

'Quack doctors made little contribution to caring for the sick in the eighteenth and nineteenth centuries.'

How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use. [10]

Level 1: Answers which do not use sources [1]

At this level candidates just write about quack doctors and ignore the sources.

Level 2: Non specific source use ie no supporting detail, no reference to source by letter or quote [2–3]

At this level candidates may talk of 'the sources', 'Some sources', or even identify sources without using the detail in them.

Level 3: Uses source(s) to support OR oppose interpretation [4–6]

Eg 'I agree with this statement. The background information says that quack doctors were ineffective. Source A shows that they had little understanding of the cause of disease. It is obvious from reading Source E that quack doctors made ludicrous claims about what they could do. Some doctors even claimed they could cure those who had already died.'

Level 4: Uses source(s) to support AND oppose interpretation [7–9]

Eg 'I agree with this statement. The background information says that quack doctors were ineffective. (Y) Source A shows that they had little understanding of the cause of disease. (Y) It is obvious from reading Source E that quack doctors made ludicrous claims about what they could do. Some doctors even claimed they could cure those who had already died. (Y) However, Source G shows that even though quack cures were probably ineffective, people nevertheless turned to quack doctors for help. (N) Source B shows that people still believed in the cures of quack doctors, even when it was clear that their recovery was due to other reasons. This shows that quack doctors were still trusted by many people. (N) As a result, as Source G says, there was little difference between quack doctors and professionals. Even though quack doctors probably made little contribution to the advance of science or medicine, they certainly played their part in caring for the sick.'

Award up to TWO marks for any explanation of the reliability, sufficiency etc of source but mark must not exceed 10.

- To score in L3/L4, there must be source use, ie direct reference to source content.
- Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues covered by the sources is not enough.
- Candidates must explain how the sources help them to support or oppose the statement.

When marking, indicate each valid source use for 'little contribution' with 'Y', and 'N' if the candidate makes a valid point about the contribution made by quack doctors to caring for the ill and supports it from a quoted source.

UCLES

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

OCR Customer Contact Centre

14 – 19 Qualifications (General)

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

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History A (Schools History Project)

General Certificate of Secondary Education **A952/22**

Developments in Crime and Punishment in Britain, 1200-1945

Mark Scheme for June 2010

UNCLE

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

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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OCR Publications
PO Box 5050
Annesley
NOTTINGHAM
NG15 0DL

Telephone: 0870 770 6622
Facsimile: 01223 552610
E-mail: publications@ocr.org.uk

POLICY STATEMENT ON THE ANNOTATION OF 'SCRIPT EVIDENCE'

OCR's quality assurance and monitoring processes (for General and Vocational qualifications) are enhanced if examiners use annotation judiciously in their work. Appropriate annotation enables:

- more effective and targeted communication during training/standardisation between examiners and team leaders/principals;
- examiners to draw attention to responses that require clarification or advice;
- examiners to indicate clearly where a mark is earned or why it has not been awarded.

Annotation can therefore help examiners, checkers, and those re-marking scripts to understand how the script has been marked.

Examiners' annotations may be recorded **either** on the candidates' original script **or** on cover sheets or other forms of documentation that accompany the candidates' original 'script evidence'.

What constitutes annotation?

- The use of ticks and crosses against responses to show where marks have been earned or not earned;
- The use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- The use of standard abbreviations, eg, for follow through, special cases, etc.

Any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work or comments that relate to the way in which an examiner has chosen to mark (eg "harsh") should be avoided.

Where to annotate

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

In cases where an examiner is required to record marks on a separate cover sheet, annotations should also be made on that cover sheet – not on the actual script evidence.

CRIME AND PUNISHMENT

Introduction

OCR will have provided you with a CD disk copy of the ASSESSORS' INSTRUCTIONS. This gives details of all administrative procedures. You should read it carefully before starting to mark. The additional notes below deal with instructions that are specific to this paper and how it is to be marked.

- 1 This marking scheme has been designed to assess candidates' skills in using sources, and their understanding of concepts relating to these skills, such as reliability, proof, similarity/difference. None of these skills and conceptual understandings can be demonstrated without the use of knowledge and information, but the testing of knowledge for its own sake is never the primary objective.
- 2 The marking scheme does not give examples of all possible, rewardable answers. There will almost always be a range of support which could be used in an answer. *Examiners must recognise and reward relevant material, even if it is not included in the marking scheme.* Just as important, where an example of an answer is given in the marking scheme, markers should not expect all rewardable answers to duplicate the example.
- 3 It is important to keep in mind that in the examination candidates have a limited amount of time to demonstrate what they can do. The skills and concepts being assessed are not all straightforward. Marking should not, therefore, be punitive. It should reward candidates for what they have managed to achieve, and not penalise them for lack of knowledge, understanding or skill.

Levels of Response Marking

- 4 This type of marking scheme rewards the level of skill or understanding displayed in an answer. The marker's task is to read the answer and identify the level it has reached. If a candidate's answer reaches a particular level, it **MUST** be awarded a mark within that level, regardless of any other considerations. A marker does not have the discretion to place what s/he regards as a weak/strong example in a level lower/higher than that to which it corresponds.
- 5 Often a level will comprise a band of marks. The marking scheme will usually give specific directions for the award of marks within a band, but where it does not, the marker has discretion to choose an appropriate mark within the band, bearing in mind the amount of supporting information used, and whether the answer can be regarded as a strong/weak example of the level.
- 6 Do not expect the whole of an answer to demonstrate attainment at the same level. Candidates may include a variety of perceptions, at various levels, in their answers. It is the highest level achieved in any part of the answer, no matter how brief, that earns the final mark to be awarded.
- 7 In levels of response marking, the award of marks within an answer is not cumulative, and neither does an answer have to demonstrate achievement in lower levels to be awarded a higher level mark.

- 8 Examples of responses which are given in the marking scheme are no more than examples. They are not prescriptive. There will be many other answers which fall within a given level. **The important aspect of each level is the LEVEL DESCRIPTOR.** Do not try to match the candidate's words with those in the example; rather, match the quality of the answer with the level descriptor.
- 9 If you come across an answer which is valid, but which does not fit into any of the level descriptors, consult the senior examiner who is supervising your work. He will advise you on placing the answer in the most appropriate equivalent level.
- 10 As a marker, your most important task is correctly to identify the level into which an answer falls. Deciding on the correct mark *within* a level is also significant, but it is unlikely to make such a difference as an incorrect decision about a level.
- 11 Where an answer merits the top mark in a level, do not hesitate to award it. There is no sense in artificially deflating marks by always awarding low marks within a level. If all markers were to adopt such an ungenerous approach, the effect would simply be to narrow and bunch the total mark range available.

Marking Technique

- 12 Half marks are never used, and must never be awarded.
- 13 The maximum mark for each question is fixed. Never transfer marks from one question to another.
- 14 You must mark the scripts in the following way:
- As you read an answer, you will come across certain passages which clearly satisfy the requirements of a particular level. Underline such material, and note in the right-hand margin the level being achieved (eg L2). By the end of the answer there may be several such annotations.
 - You may, if you wish, make other notes in the margin, briefly explaining why you have awarded a certain level. These will be helpful to anyone who subsequently checks your marking.
 - When you finish reading an answer, the highest level achieved will be evident from your notes in the right-hand margin. Now you must decide the mark within that level to be awarded. When you have decided, write the level and the mark as follows in the right-hand margin at the end of the answer (eg L4/7) and draw a circle round it to indicate that this is the final mark awarded. There will, then, be a circled mark for every question.
 - When you have finished a script, transcribe the circled question marks to the front page of the script for totalling.

Question	Answer	Marks
1	Study Source A. What can you tell about highwaymen from this source? Use details of the source to explain your answer.	[6]
	Level 1 Repeats details of the source ie no valid inference(s). <i>eg It tells me that they lived in London.</i>	[1–2]
	Level 2 Valid inference(s) ie about highwaymen or people’s attitudes towards them. One inference = 3 marks, two = 4 marks. <i>eg they were celebrities, they were wealthy, gentlemen etc</i>	[3-4]
	Level 3 Valid inference(s), supported ie supported by reference to content of Source A. One supported inference = 5 marks, two = 6 marks. There must be separate support for each inference. <i>eg I can tell they were wealthy because McLean lived in a fashionable area of London.</i>	[5–6]

2	Study Source B. How far are you surprised by this account? Use the source and your knowledge to explain your answer.	[8]
	Level 1 Identifies aspects of Source B which are surprising/not surprising, but no reasons given <i>eg I'm very surprised to read about a lady highwayman.</i>	[1]
	Level 2 Not surprised: this is the kind of thing highwaymen did i.e. no further development other than a generalised acceptance that highwaymen were violent, used pistols etc. OR Provenance	[2]
	Level 3 Surprised by the lady highwayman ie because highwaymen are supposed to be men. <i>eg I am very surprised to read about a lady highwayman because I have never heard about this before. All the other highwaymen I've heard about were men.</i>	[3]
	Level 4 Surprised/not surprised by other aspects of Source B ie with reason(s) given that fall short of explicit cross-reference to other sources. <i>eg I'm not surprised the lady highwayman has another person as back-up. She would probably need a man highwayman as a colleague just in case things went wrong.</i>	[4–5]
	Level 5 Both L3 and L4	[6]
	Level 6 Surprised/not surprised, supported by cross-reference to other source(s)/specific contextual knowledge Contextual knowledge must be to specific individuals e.g. Dick Turpin <i>eg I'm not surprised that the lady highwayman's colleague is violent and ready to shoot if necessary because if I look at Source E you can see another highwayman using a pistol and threatening to shoot the tinker.</i>	[7–8]

Question	Answer	Marks
3	Study Source C. How useful is this source as evidence about highwaymen? Use the source and your knowledge to explain your answer.	[8]
	Level 1 Undeveloped provenance <i>eg It's not very useful because it's just a song so how do we know this is true?</i>	[1]
	Level 2 Useful for what it shows OR not useful for what it does not show ie about highwaymen. <i>eg I think it is useful because it shows us that highwaymen were often good men who were ready to help the poor.</i>	[2–3]
	Level 3 Both aspects of L2	[4]
	Level 4 Not useful: The highwayman is just excusing his own Actions	[5]
	Level 5 Not useful: lack of reliability because it romanticises highwaymen <i>eg This can't be useful because it is so unreliable. People had this image of highwaymen who robbed the rich to help the poor but they weren't really like that, they were just criminals. So this song is just part of the highwayman myth.</i> OR Not reliable, demonstrated through cross-reference <i>eg This can't be useful because it is unreliable. It makes out that highwaymen went round helping the poor and robbing only the rich, but when you look at Source E you can see this is just lies.</i>	[6–7]
	Level 6 Useful as evidence of how people liked to think about highwaymen Must use content to show how: assertions = L2 <i>eg Of course, in many ways the source is unreliable and is just romanticizing highwaymen, but it is still useful evidence about the highwayman myth. It tells us that people were interested in highwaymen, and liked to think of them as glamorous figures.</i>	[8]

Question	Answer	Marks
4	Study Sources D and E. How similar are these two sources as evidence about highwaymen? Use the sources and your knowledge to explain your answer.	[9]
	Level 1 Uses source content, but no valid comparisons ie candidates might think they are comparing, but they are not. Typical answers will write about each source in turn, and then assert sim/diff.	[1]
	Level 2 Comparison of provenance: type or date only <i>eg They are similar because both of them are pictures.</i>	[2]
	Level 3 Similarity of topic ie they both show a robbery/highwaymen, but no further comparison of content.	[3]
	Level 4 Comparison of source content for similarity OR difference ie comparing details of the sources. A mark for each comparison. In Levels 4 and 5 the highwaymen shown in Source D are regarded equally <i>eg There are lots of differences between these two sources. In D the victims are rich, and in E the tinker is poor. In E the highwayman rides a horse, but in D they seem to be on foot.</i>	[4–5]
	Level 5 Comparison of source content for similarity AND difference One of each = 6 marks, any additional comparison = 7 marks	[6-7]
	Level 6 Comparison of the images of the two main protagonists ie these answers are based on inferences about the impressions of the two main highwaymen given by the sources, rather than on the specific details of the sources. <i>eg They are very different in the impressions they give. Source D shows you the ‘gentleman of the road’, a noble highwayman with good manners who is bowing to the lady, but the atmosphere in Source E is completely different, the highwayman is made out to be a common criminal.</i>	[8–9]

Question	Answer	Marks
5	Study Sources F and G. How far do you believe what the highwayman says in his confession (Source G)? Use the sources and your knowledge to explain your answer.	[9]
	Level 1 Identifies aspects of Source G that are/are not believed ie but no explanation of why. <i>eg No I don't believe him when he says that honesty is the best policy.</i>	[1-2]
	Level 2 Commonsense answers/provenance of Source G only ie no use of source content <i>eg I don't. I wouldn't believe a word a highwayman said.</i>	[3]
	Level 3 Explains why aspects of Source G are/are not believable ie the plausibility, or the insincerity, of his apparent contrition <i>eg I think he was telling the truth when he says you only realize your errors when you get caught and face up to being hung, because up to that point you commit the crimes but don't have to pay the penalty.</i> OR He's lying: Comparison with Source F on the issue of whether highwaymen took oaths <i>eg I think he's clearly lying because he says his gang never swore an oath, but in Source F you can see exactly what all highwaymen promised each other.</i>	[4-5]
	Level 4 Both aspects of L3	[6-7]
	Level 5 He's lying based on evaluation of purpose of Source G ie analysis of the purpose of the source using the source content. <i>eg You can't really believe a word of this. He's informing on his colleagues in order to save his own skin. It stands to reason that he will say anything it takes to save himself. He claims never to have been involved in murder, but this isn't sincere. He just wants to make himself seem not as bad as his friends. He claims not to have enjoyed the gains from being a highwayman, but it's all just a front to get himself off.</i>	[8-9]

Question	Answer	Marks
6	<p>Study <u>all</u> the sources. ‘Highwaymen were the “gentlemen of the road”.’ How far do the sources on this paper support this view? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.</p>	[10]
	Level 1 Answers on highwaymen – no valid source use	[1–2]
	<p>Level 2 Non-specific source use ie no supporting detail, no reference to source by letter or quote. At this level candidates may talk of ‘the sources’, ‘some sources’, or even identify sources without using the detail in them.</p>	[3]
	Level 3 Uses source(s) for <i>or</i> against the idea that highwaymen were ‘gentlemen of the road’	[4–6]
	Level 4 Uses source(s) for <i>and</i> against the idea that highwaymen were ‘gentlemen of the road’	[7–9]
	<p>Bonus of up to two marks in any level for any qualification of a source in relation to its reliability, sufficiency etc but total for question must not exceed 10.</p> <p>Notes:</p> <ul style="list-style-type: none"> • To score in L3/L4 there must be source use, ie direct reference to source content. • Only credit source use where reference is made to a source by letter or direct quote. Simply writing about issues in the sources is not enough. • Higher marks in L3/L4 to be awarded on numbers of sources used. • When marking, indicate each valid source use with ‘Y’ for gentlemen and ‘N’ for not gentlemen. <ul style="list-style-type: none"> • Yes: Sources A, C, D, F, G • No: Sources A, B, D, E, F, G 	

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1 Hills Road
Cambridge
CB1 2EU

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