



GCSE

History A (Schools History Project)

Unit **A951/11-14**: Medicine Through Time/Crime and Punishment
Through Time Development Study/Depth Study

General Certificate of Secondary Education

Mark Scheme for June 2014

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SECTION A MEDICINE THROUGH TIME

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|----------|
| 1 | a | <p>Study Sources A and B</p> <p>How far do these two sources prove that public health was better in the sixteenth century than in Roman times? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Undeveloped rejection of one or both sources</p> <p>e.g. 'I don't think these sources can prove anything because Source A looks completely unrealistic. Things were not really like that.'</p> <p>Level 2 Answers that manage to describe public health in one or both sources but fail to compare or describes public health in Roman times and / or 16th century from knowledge</p> <p>e.g. 'I don't think they do because the public bath in Source B looks horrible. It looks dirty and it is in the middle of lots of houses. There are lots of people in the bath and it does not look hygienic.'</p> <p>Level 3 Answers that compare the surface features of the two sources</p> <p>e.g. 'I don't think that these sources prove that public health was better in the sixteenth century. The Roman baths look much better. They look clean and are in massive buildings. The baths in Source B are outdoors and look dirtier. They are surrounded by dirt. The water in source a looks much cleaner.'</p> | <p>0</p> <p>1</p> <p>2</p> <p>3</p> | |

| Question | Answer | Marks | Guidance |
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| | <p>Level 4 Answers that compare the sources for realism/reliability - no contextual knowledge</p> <p>e.g. 'I don't think you can really use these two sources for that because Source A does not look realistic at all. It was painted in the nineteenth century and makes the baths out to be perfect. Source B looks more realistic and it was drawn at the time. I don't trust source A and this is why the sources cannot tell us if public health had improved.'</p> <p>OR</p> <p>Level 4 Answers that use contextual knowledge to evaluate the sources as evidence about improvement between the two sources</p> <p>The contextual knowledge might be used to directly check the impressions given in the sources or might be used to compare general provision in the two periods. e.g. 'I don't think the sources show this at all. The Romans spent a lot of money building public baths in their big cities but when the Roman Empire fell all their buildings were destroyed including baths. Things went backwards and by the time of the Middle Ages public health had not recovered. So I don't think there were many public baths like the ones in Source B.'</p> | 4 | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|---|----------|
| 1 | b | | <p>Study Source C.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>e.g. 'I am surprised by this. It seems a very odd thing to do.' 'I am not surprised because there was a lot of cholera around at this time'</p> <p>Level 2 Valid answers (L3-4) that fail to say whether surprised or not</p> <p>Level 3 Contextual knowledge used to explain why surprised</p> <p>e.g. I am very surprised because cholera was spread by water and they are washing the clothes from people who had dies from cholera in the water where they got their drinking water from. This is going to give more people cholera, so I am very surprised they are doing this.'</p> <p>OR</p> <p>Level 3</p> <p>Identifies the fact that they did not know causes of Cholera or Germ Theory (not surprised)</p> | <p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>3</p> <p>4-5</p> | |

| Question | Answer | Marks | Guidance |
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| | <p>Level 4 Contextual knowledge used to explain why not surprised (answers based on Germ Theory go to 3/3)</p> <p>e.g. 'I am not surprised because they did not know at this time what was spreading cholera. They probably thought it was spread by miasma in the air. In fact it was spread by dirty water so they were doing the worst possible thing but they would not know this until John Snow found out that cholera was spread through water.'</p> | | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|---------------------------------------|----------|
| 1 | c | | <p>Study Source D.</p> <p>How useful is this source to an historian studying public health in the second half of the nineteenth century? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Undeveloped rejections of the source</p> <p>e.g. 'It is not useful at all because it is a cartoon and they cannot be trusted.'</p> <p>Level 2 Accepts the source as useful because it is from the time/or not useful because it only tells you about 1858, or it is only about the River Thames</p> <p>e.g. 'I do think this source is useful evidence about public health in the second half of the nineteenth century because this is when it was published. The person who drew it would have known what it was like then.'</p> <p>Level 3 Uses source for surface information about public health. Award 4 marks to answers that are developed through the use of contextual knowledge</p> <p>OR</p> <p>Level 3 Uses specific contextual knowledge of developments later in the century to explain limitations of the source</p> | <p>0</p> <p>1</p> <p>2</p> <p>3-4</p> | |

| Question | Answer | Marks | Guidance |
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| | <p>e.g. 'I think this source would be very useful to an historian. This is because it shows what public health was like at that time. You can see how dirty the river was by the dead animals in the river.'</p> <p>'I think this source is very useful. It shows the terrible condition of the River Thames and lists all the diseases that come from the river. People used to get their drinking water from the river and so they would catch the diseases. 1858 was also the time of the Great Stink when the smell coming from the river was dreadful.'</p> <p>Level 4 Accepts or rejects the source because of what it tells us about the artist's attitude towards public health.</p> <p>e.g. 'I do think this would be very useful. It shows us that the cartoonist understood the dangers of having the River Thames so dirty. People at the time got their drinking water from the river. The cartoon is saying that if people are not willing to pay for clean water then they will die. This is useful because it shows some people did understand they should pay the money and get the river cleaned.'</p> | 5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|----------|
| 2 | a | <p><u>Briefly describe what progress the Egyptians made in medicine.</u></p> <p>Target: AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: e.g. 'writing treatments on papyri, use of examination/diagnosis/prognosis/treatment, knowledge of structure of the body, some knowledge of physiology of the body, had specialist doctors, simple surgery, kept clean by washing a lot.</p> | 5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---------------------------------------|----------|
| 2 | b | <p><u>Explain why the Romans were able to make progress in medicine</u></p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They were able to do this because they were interested in medicine and so put a lot of work into it. They developed all kinds of things because they were motivated. they also lived in the right kind of climate.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: conquered the Greeks, engineering skills, strong central government and need for a strong army.</p> <p>OR</p> <p>Level 2 Describes progress made by Romans</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>2</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---|----------|
| 2 | c | <p>'Who was more important in the history of medicine, Hippocrates or Galen? Explain your answer.'</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>e.g. 'I think that Galen was much more important because he made more new discoveries and people listened to him a lot.'</p> <p>Level 2 Identifies reasons for Hippocrates or Galen being important</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: Hippocrates - the Oath, the Four Humours, clinical method of observation, natural treatments such as blood-letting; Galen - first -hand observation, used dissections to find out about the body, anatomy, the nervous system, use of the opposites, importance of the heart, veins and arteries, influenced the Middle Ages, the books he wrote, accepted by the Christian church.</p> <p>Level 3 Identifies reasons for Hippocrates and Galen being important</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| | <p>Level 4 Explains either the importance of Hippocrates or of Galen</p> <p>e.g. 'I think that Galen was much more important. This is because his ideas were accepted by the Christian church because he believed in one god only. Once the Church supported his ideas he became widely respected in the Middle Ages and influenced everything they did such as blood-letting. His books were used by doctors as bibles. This is why he was so important, because of his influence over the Middle Ages.'</p> <p>Level 5 Explains both the importance of Hippocrates and of Galen</p> <p>Level 6 Supports an argument about 'how important'</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. Hippocrates was more important because he started the theory of the Four Humours and much of Galen's work was based on Hippocrates' ideas like this theory and blood-letting. So Galen was dependent on Hippocrates. Another clinching argument could be that Galen's ideas lasted longer than Hippocrates'.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|-------|----------|
| 3 | a | <p>Briefly describe how improvements in communications have helped developments in medicine.</p> <p>Target: AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: Egyptian hieroglyphics and papyri, Greek/Roman libraries, printing press and Vesalius' ideas, rivalry between Koch and Pasteur conducted at distance, Chain and Florey reading Fleming's paper.</p> <p>e.g. 'Communications helped a lot when Vesalius' book was printed and he could include pictures to show his ideas about the human body. Pasteur and Koch heard about each others work through the newspapers and reporting.' (5)</p> | 5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|----------|
| 3 | b | <p>Explain why chance has been important in the history of medicine.</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think there were many times when chance was really important in the history of medicine but it was only important because of other reasons like government.'</p> <p>Level 2 Identifies specific examples</p> <p>Specific contextual knowledge demonstrated but no explanation. Examples include: Pare running out of boiling oil and his checking of the result, Pasteur' assistant not injecting chickens with the chicken cholera germ and Pasteur' investigation of it, Fleming and discovery of penicillin and his noticing the results, Jenner's observations and experiments.</p> | <p>0</p> <p>1</p> <p>2-4</p> | |

| Question | | | Answer | Mark | Guidance |
|----------|---|--|---|--|----------|
| 3 | C | | <p>'War has hindered rather than helped progress in medicine.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>e.g. 'I think this is wrong. There are many times when war has helped important developments in medicine. If lots of people are getting injured this gives doctors plenty of opportunities to practice and develop new treatments.'</p> <p>Level 2 Identifies examples of war hindering or helping</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: hindering fall of Roman empire led to regression in medicine, Britain did not develop penicillin because of the war- ; helping - Roman hospitals, aqueducts, bath-houses built to keep army healthy, Pare running out of boiling oil on battlefield, war between France and Germany making Koch and Pasteur rivals, Florence Nightingale, men being unfit for Boer War led to liberal reforms, Fleming influenced by experiences in WW1, WW1 and plastic surgery, the US and development of penicillin, WW2 and NHS.</p> <p>Level 3 Identifies examples of war hindering and helping</p> <p>Level 4 Explains ways in which war hindered or helped</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> <p>5-6</p> | |

| Question | Answer | Mark | Guidance |
|----------|--|---------------------------------|----------|
| | <p>e.g. 'I think that war did help on the whole. The new weapons in the First World War led to horrific injuries and this led to the development of plastic surgery. In WW2 McIndoe made further developments because of the injuries in the war. Without war this work may not have been done.'</p> <p>Level 5 Explains ways in which war hindered and helped</p> <p>Level 6 Supports an argument about 'how far'</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. war only holds up developments for a little but creates situations when breakthroughs are made because of war.</p> | <p>7</p> <p>8</p> | |

| Question | | Answer | Mark | Guidance |
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| 4 | a | <p>Briefly describe Pasteur's germ theory of disease.</p> <p>Target: AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: germs cause disease (proving spontaneous generation wrong), germs are airborne, description of swan-neck flask experiment.</p> <p>e.g. 'Pasteur's germ theory proved that germs cause disease and not the other way round as was believed at the time.' (2)</p> | 1-5 | |

| Question | | Answer | Mark | Guidance |
|----------|---|---|---|---|
| 4 | b | <p>Explain why penicillin was an important development in the history of medicine</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'It was important because it helped a lot of people. It was a big step forward in the development of drugs.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: previous failure to treat streptococci and staphylococci germs, failure of chemical antiseptics, effectiveness of penicillin, millions soldiers treated in Second World War, first antibiotic drug, used for wide range of diseases, saved millions of lives.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'Penicillin was an important development because the chemical drugs developed at the end of the nineteenth century were not good at dealing with certain types of germs. Penicillin, however, was able to be used against these germs and saved thousands of lives.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> <p>7</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | | Answer | Mark | Guidance |
|----------|---|--|--|----------|
| 4 | c | <p>'Fleming did not deserve the credit he was given for the discovery and development of penicillin.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answers. No specific contextual knowledge.</p> <p>e.g. 'I agree with this. There were far more important people who helped to develop penicillin and so I think that Fleming has been given too much credit.'</p> <p>Level 2 Identifies reasons why Fleming did or did not deserve the credit</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: did - the discovery, close observation and follow up of what he saw when he returned from holiday; did carry out experiments, used it on one patient, write his findings up; did not - discovery was chance, gave up on it, roles of Florey and Chain, used it on patients, mass production.</p> <p>Level 3 Identifies reasons why Fleming did and did not deserve the credit</p> <p>Level 4 Explains why Fleming did or did not deserve the credit</p> <p>e.g. 'I think that Fleming did deserve the credit. He was the one who was experimenting to find a new drug for infected wounds and he was the one who noticed the fact that it was killing staphylococcal germs in his lab. so it was not really chance at all. He did use it</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> <p>5-6</p> | |

| Question | Answer | Mark | Guidance |
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| | <p>and wrote a paper about it but no one was interested. However, without his work, Florey and Chain would not have made any progress.'</p> <p>Level 5 Explains why Fleming did and did not deserve the credit</p> <p>Level 6 Supports an argument about 'more important'.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. Penicillin was useless unless it could be produced in large quantities and Florey and Chain did this. Without this, Fleming's discovery would have had little use.'</p> | <p>7</p> <p>8</p> | |

SECTION A CRIME AND PUNISHMENT THROUGH TIME

| Question | | | Answer | Marks | Guidance |
|----------|---|--|--|---|----------|
| 5 | a | | <p>Study Source A.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Everyday empathy about her behaviour</p> <p>e.g. 'I am very surprised by this. She seems to have attacked him for no reason at all.'</p> <p>Level 2 Everyday empathy about her being on trial</p> <p>e.g. 'I am not surprised that she is on trial because she attacked him for no reason at all.'</p> <p>Level 3 Answers based on surprise that she would act like this out of role for her gender at that time/or at odds with what was expected of women</p> <p>e.g. 'I am very surprised by this because women at that time were meant to be inferior to men and had fewer rights. I am very surprised that she was willing to attack one of the king's officials.'</p> <p>OR</p> | <p>0</p> <p>1</p> <p>2</p> <p>3</p> | |

| Question | Answer | Marks | Guidance |
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| | <p>Level 3 Surprised because the King's peace was being broken.</p> <p>Level 4 Answers based on being not surprised that she is in court either because of the seriousness of attacking an official of the king protecting the king's peace or she is in court because she had acted outside the role expected of her as a women.</p> | <p>3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|---|
| 5 b | <p>Study Sources B and C.</p> <p>Why do these two sources give such different impressions of prisons? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Describes differences rather than explaining reasons for them</p> <p>e.g. 'They are very different. Source C shows them under strict supervision. But in Source B she seems not to be treated like a prisoner at all.'</p> <p>Level 2 Undeveloped answers based on dates/places</p> <p>e.g. 'They give different impressions because they are from different places, they are different prisons. One is Newgate prison and the other is a prison in Middlesex. This is why the prisons are different.'</p> <p>Level 3 Contextual knowledge used about one source to explain difference</p> <p>e.g. 'These two prisons are different because the first one is typical of what went on before prisons were reformed. Prisons were not run properly and prison warders were not paid by the government. They earned their money by charging their prisoners. If the prisoners had the money they could live in comfort. There were no overall controls.'</p> <p>Level 4 Contextual knowledge used about both sources to explain difference</p> | <p>0</p> <p>1</p> <p>2</p> <p>3-4</p> <p>5</p> | <p></p> <p></p> <p></p> <p>For Source C it will be about reform, punishment, discipline, silent or separate systems, deterrent.</p> |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| 5 c | Study Source D. | | |
| | <p>Why was this cartoon published in 1913? Use the source and your knowledge to explain your answer.</p> <p>Target 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Describes the source/thinks the source was published to convey surface information</p> <p>e.g. 'The source was published to tell people about Joan of Arc and other women. It shows that women attacked policemen.' 'Suffragettes committed violent acts.'</p> <p>Level 2 Context only</p> <p>These answers understand and explain why 1913 but fail to explain the message/ purpose of the cartoon</p> <p>e.g. 'This cartoon was published in 1913 because that was when the suffragettes were using violence to try and win the vote for women. They set buildings on fire and used violence. This is why the cartoon was published then. It shows what was happening.'</p> <p>Level 3 Explains message of cartoon (cartoonist's point of view)</p> <p>e.g. 'This cartoon was published to show everybody how dreadful the suffragettes were. It compares them with great women of the past and shows how they were not as good as them. They are shown being destructive while the other women were doing great things.'</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
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| | <p>Level 4 Explains purpose of the cartoon</p> <p>e.g. 'This source was published to discredit the suffragettes and to make people oppose them and their ideas. It shows that the suffragettes cannot be compared with great women of the past and how they are just violent thugs. This was to make people stop supporting them and their campaign for the vote.'</p> <p>or</p> <p>Explains message in context (Levels 2 and 3)</p> <p>Level 5 Explains purpose in context (Levels 2 and 4)</p> | <p>5</p> <p>6</p> | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|--|-------|----------|
| 6 | a | | <p>Briefly describe how sanctuary worked.</p> <p>Target AO 1 1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: why people sought sanctuary, safe areas in churches, could not be taken from there or arrested, the person had 40 days to decide whether to give himself up or leave the country.</p> <p>e.g. 'Sanctuary meant if someone was fleeing from the law they could go to a church and while they were there they were safe. They could not be dragged out.' (3)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|------------|---|
| 6 | b | Explain why trial by ordeal was used in the Middle Ages. | | |
| | | AO 1,2 | | |
| | | Level 0 No evidence submitted or response does not address the question | 0 | |
| | | Level 1 General assertions | 1 | |
| | | Valid but general answer. No specific contextual knowledge. | | |
| | | e.g. 'Trial by ordeal was used because it was thought to be a good method at that time. People believed in it and so they were ready to use it. It makes sense to them at the time.' | | |
| | | Level 2 Identifies specific reasons | 2-4 | |
| | | Specific contextual knowledge demonstrated but no explanation. | | |
| | | Examples include: strong religious beliefs at the time, God would know if someone was guilty, if a jury could not decide. | | |
| | | OR Describes trial by ordeal | 2-3 | |
| | | Level 3 Explains one specific reason | 5-6 | |
| | | e.g. 'It was used because people were very religious in the Middle Ages. They thought that God controlled everything and knew everything. If they wanted to know if someone was guilty it made sense to use trial by ordeal so God could decide if they were guilty.' | | |
| | | Level 4 Explains more than one specific reason | 7 | |
| | | | | Award 6 marks for one reason explained and another identified |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---------------------------------------|----------|
| 6 | c | <p>Are you surprised that William I used Anglo-Saxon and Norman laws alongside each other? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I am not surprised by this because it would make a lot of sense to William to do this. It meant that he could use all the best laws.'</p> <p>Level 2 Identifies reasons for being surprised or not surprised</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: surprised - change would be expected to stamp his authority on England, some of the laws were not effective; not surprised - wanted to be seen as true heir of English kings, did not want to cause too much disruption, did not want to alienate Saxons.</p> <p>Level 3 Identifies reasons for being surprised and not surprised</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| | <p>Level 4 Explains why surprised or not surprised</p> <p>e.g. 'I am not at all surprised by this. William claimed to be the true heir to the English throne and it would have looked rather odd if he had changed all the English laws. He wanted people to see that he respected English things because he was the heir to the English throne.'</p> <p>Level 5 Explains why surprised and not surprised</p> <p>Level 6 Supports an argument why more surprised or not surprised</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. not surprising because William needed the cooperation of Saxons and so keeping familiar laws would help.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|------------|----------|
| 7 | a | <p>Briefly describe the work of Matthew Hopkins, the Witchfinder General.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: travelled around East Anglia looking for witches, tortured his victims for evidence against them, looked for familiars and for Devil's marks on their bodies, he 'swam' them, had many hanged, towns asked him to rid them of witches, he was paid for every witch he found.</p> <p>e.g. 'Hopkins travelled to lots of towns to seek out witches. He would look for the Devil's mark on them like a scar or a spot to prove they were witches.' (3)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|--|--|
| 7 | b | <p>Explain why the authorities were worried about smuggling in the eighteenth century.</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They were worried about them because they caused lots of trouble and they had to be dealt with.'</p> <p>Level 2 Identifies reasons</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include; difficult to catch, loss of money for government, whole communities were involved.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'The authorities were worried about smugglers because they were so difficult to catch. England has a very long coastline and most of it was remote in those days. There were not many revenue officers so the smugglers could pick a quiet part of the coast and they would get away with it.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> <p>7</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|--|----------|
| 7 | C | | <p>Are you surprised that some people saw highwaymen as heroes? Explain your answer.</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'No I am not surprised because they thought that highwaymen were great and they were worshipped by some people.'</p> <p>Level 2 Identifies reasons/examples for being surprised or for not being surprised</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: surprised - they were violent and cruel, they were feared, they disrupted trade; not surprised -influence of broadsheets, poems and drawings of them, seen as 'Robin Hood' figures by the poor, some did act as gentlemen.</p> <p>Level 3 Identifies reasons/examples for being surprised and not surprised</p> <p>Level 4 Explains why surprised or not surprised</p> <p>e.g. 'I am surprised because they were just violent thugs. They used lots of violence and killed people. When the mask of one highwayman slipped he was recognised by a woman passenger so he cut out her tongue so that she could not identify him. This was typical.'</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> <p>5-6</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|---------------------------------|----------|
| | <p>Level 5 Explains why surprised and not surprised</p> <p>Level 6 Supports an argument about whether surprised or not</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. overall I am surprised because they were really very violent and nasty and the image of the gentleman highwayman was created by popular broadsheets. It was fiction.</p> | <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|------------|----------|
| 8 | a | <p>Briefly describe how prisoners were treated once they arrived in Australia.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: assigned to settlers, their masters provided food and shelter, did whatever work their masters gave them, tickets of leave for good behaviour, dreadful punishments such as flogging, some did well after being released.</p> <p>e.g. 'They were given to a master who they had to work for. Some were looked after well but others were treated dreadfully. Conditions in Tasmania were especially bad.' (4)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|--|--|
| 8 | b | <p>Explain why the government introduced transportation to Australia</p> <p>Target AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They did this because they thought that it would be a big improvement and help crime and punishment. Not everyone thought it was a good idea.'</p> <p>Level 2 Identifies reasons</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: could no longer use America, prisons and hulks were overcrowded, it got rid of criminals from England, needed a less harsh alternative to hanging, being sent there would be a deterrent, would help establish Britain's claim to Australia, would reform criminals by giving them work and skills.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'The government introduced transportation to Australia because the Bloody Code was not working. Hanging was thought of as too harsh for many crimes and so the government needed a less harsh punishment. Transportation was a middle punishment - not too harsh and not too soft.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> <p>7</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---------------------------------------|----------|
| 8 | C | <p>'The purpose of prisons in the nineteenth century was to reform prisoners.' How far do you agree with this statement. Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I do not agree at all. I think that prisons were horrible places that certainly would not reform prisoners.'</p> <p>Level 2 Identifies reasons for agreeing or disagreeing</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Examples include: agree - silent and separate system meant to reform, work of Howard and Fry, given useful work; disagree - the pointless work they were given, the tread-wheel and crank, introduction of harsher punishments like whipping later in century.</p> <p>OR</p> <p>Level 2 Describes the treatment</p> <p>Level 3 Identifies reasons for agreeing and disagreeing</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| | <p>Level 4 Explains reasons for agreeing or disagreeing</p> <p>e.g. 'I think that I agree with this. For example the separate system where prisoners were in cells by themselves and hardly saw other prisoners was introduced to stop prisoners learning bad habits from each other. They did not want experienced criminals turning young prisoners into permanent criminals. So you could say this was an attempt to reform them.'</p> <p>Level 5 Explains reasons for agreeing and disagreeing</p> <p>Level 6 Supports an argument about whether agree more than disagree</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. agree because even the harshest punishments and treatments used in prisons were meant to change the prisoners.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

SECTION B ELIZABETHAN ENGLAND

| Question | Answer | Marks | Guidance |
|----------|--|---|----------|
| 9 a | <p>Study Source A.</p> <p>Why did Elizabeth's government make this portrait the official pattern for paintings of her? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 1 General answer</p> <p>e.g. 'They did this because they wanted all the paintings to be the same.'</p> <p>Level 2 Answers based on the details and impression of the painting - no context</p> <p>e.g. 'This was because this painting shows her in her coronation robes so it reminds people that she is the rightful queen. It shows her to be magnificent and royal. This is how she wanted all people to see her so that they would be loyal to her.'</p> <p>Level 3 Answers that focus on context and say little about the painting</p> <p>e.g. 'This was because when Elizabeth came to the throne she was not secure. There were lots of Catholics who would have preferred a Catholic monarch and many were not sure a woman could be a strong monarch. Because of this it was very important that Elizabeth controlled the images of her. There were no photographs or television so this was the only way many people could see Elizabeth.'</p> <p>Level 4 Answers that combine Levels 2 and 3</p> | <p>1</p> <p>2-4</p> <p>5-6</p> <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|--------------------------------|----------|
| 9 | b | <p>Study Source B.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Everyday empathy</p> <p>e.g. 'I am not surprised because this is a good way to treat a queen.'</p> <p>'I am not surprised he sounds grumpy. That would be a lot of money in those days.'</p> <p>Level 2 Explains reasons for being surprised/not surprised that he has mentioned it in his diary</p> <p>e.g. 'I am not surprised that he recorded this in his diary because he would be very proud to be visited by the Queen.'</p> <p>OR</p> <p>Identifies contextual reasons for being surprised or not surprised</p> <p>Level 3 Explains valid contextual reason for being surprised or not surprised</p> <p>e.g. 'I am not surprised by this source because Caesar would be very pleased that the Queen has stayed with him and so he was willing to pay out all this money. One way to get ahead in Elizabethan England was to be favoured by the Queen and become part of her Court. You might then be given monopolies from which you could make lots of money. This is why Caesar was doing all this and sounds so pleased.'</p> | <p>1-2</p> <p>3</p> <p>4-5</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------|----------|
| | <p>'I am not surprised that Elizabeth visited him. She needed to find out what was going on in the country and she would go on progresses to do this. Caesar was a JP and he would know what was going on, for example if vagrancy was a problem in his part of the country.'</p> <p>Level 4 Explains valid contextual reasons for being surprised or surprised</p> | <p>6</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|----------|
| 9 | c | <p>Study Source C.</p> <p>Why was this portrait painted in 1588? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that are not in context of 1588 - message of portrait</p> <p>e.g. 'This was painted to tell everyone how powerful Elizabeth was. It shows her to be rich and beautiful. Her expensive clothes and jewellery get this message across.'</p> <p>Level 2 Answers that are not in context of 1588 - purpose</p> <p>e.g. 'This was painted to show how strong and magnificent Elizabeth was to make people be loyal to her. If they were going to have faith in her being a strong monarch they needed to see pictures like this of her. It is trying to win the support of the people by showing her in the finest clothes and jewellery.'</p> <p>OR</p> <p>Level 2 Undeveloped context - identify defeat of Armada or war with Spain</p> <p>Level 3 Answers in context of 1588 - message</p> <p>e.g. 'This was painted in 1588 because that was the date of the defeat of the Armada. The painting was celebrating the fact that the Spanish have been defeated. You can see the Armada in the background being destroyed. The message is that England and Elizabeth have had a great victory.'</p> | <p>1-2</p> <p>3-4</p> <p>3</p> <p>4-5</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|------------|----------|
| | <p>Level 4 Answers in context of 1588 - purpose</p> <p>e.g. 'It was painted in 1588 because this was the year of the defeat of the Armada. The Spanish had tried to invade England and get rid of Elizabeth but the Armada was destroyed as can be seen in the painting. The painting is to say to people what a great victory Elizabeth has led them to and how everyone should now be loyal to a great Queen like Elizabeth. It was painted to win people's support.'</p> | 6-7 | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|-------|----------|
| 10 | a | | <p>Briefly describe the main differences in religious beliefs between Catholics and Puritans</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: differences in organisation, government and structure of churches, role/power of clergy, role of the Bible, differences over music, decoration, differences over The Mass and Communion.</p> <p>e.g. 'Catholics believed in The Mass which was in Latin and when the bread and wine actually turned into the body of Christ, while Puritans had the Communion in English when the bread and wine was simply to remember Christ.' (3)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|--|--|
| 10 | b | <p>Explain why Mary, Queen of Scots was executed in 1587.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'She was executed then because she had been causing loads of trouble and Elizabeth could not put up with it anymore.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: proof of involvement in Babington Plot, pressure from Parliament and ministers, Elizabeth tricked by her ministers, outbreak of war with Spain in 1585, murder of William of Orange, because she was Catholic.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'Mary was executed in 1587 because one of Elizabeth's ministers, Walsingham, managed to get proof of Mary's involvement in another plot - the Babington Plot. He had letter between Mary and the plotters. Elizabeth now had little choice but to agree to Mary's execution.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> <p>7</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|---------------------------------------|----------|
| 10 | c | | <p>Which group did Elizabeth's governments deal with more effectively, Jesuits or Puritans? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think they dealt with the Jesuits the best. They didn't really get very far with the Puritans but had much more success with the Jesuits.'</p> <p>Level 2 Identifies reasons why dealt with Jesuits or Puritans more effectively</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: Jesuits - managed to get into the country, laws against Jesuits were passed, had support from rich gentry, hid in priest holes and did hold services, most like Campion were caught, failed to reconvert England back to Catholicism; Puritans - banned prophesyings, dealt with Puritans like Stubbs harshly, enforced vestments, stopped Puritan ideas being discussed in parliament, Puritans weak after 1590.</p> <p>OR</p> <p>Level 2 Describes examples/what they did</p> <p>Level 3 Identifies reasons why dealt with Jesuits or Puritans more effectively</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|------------------------------|----------|
| | <p>Level 4 Explains how the governments dealt with Jesuits or Puritans more effectively</p> <p>e.g. 'I think Elizabeth and her governments dealt with the Jesuits more effectively. They were a real threat and aimed at converting people to Roman Catholicism. This could have brought Elizabeth down. However, the government passed tough laws against Jesuits and those who helped them. This was a good policy and made sure the Jesuits never really had much of an effect. This is shown at the time of the Armada when English Catholics stayed loyal.'</p> <p>Level 5 Explains how the governments dealt with Jesuits or Puritans more effectively</p> <p>Level 6 Supports an argument about who was dealt with more effectively</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. dealt with Jesuits better because Roman Catholicism was dying out while Puritanism was not.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|----------|
| 11 | a | <p>Briefly describe the different types of vagrants in Elizabeth England.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: anglers, clapper-dudgeons, doxies, counterfeit cranks, Abraham men.</p> <p>e.g. 'There were anglers who used long wooden sticks to steal clothes from people's washing lines.' (2)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|--|
| 11 | b | <p>Explain why the authorities were worried about the large numbers of poor.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They were worried because they might cause trouble for them. They were afraid that they would not be able to cope with all the trouble that would follow.</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: crime, disease, idleness, threat to social order, possible aid to rebellions, scaremongering.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'They were worried they were seen as a threat to the social order. Large numbers of the poor wandered the countryside together. They were not meant to move from the parish of their birth and they did not respect their</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>superiors. It seemed to the authorities that the whole social order was being threatened by them.'</p> <p>Level 4 Explains more than one specific reason</p> | 7 | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|--|------------------------------|----------|
| 11 | c | | <p>'Failure to deal with the problem of poverty and the poor was the most serious failure of Elizabeth's governments.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think that this is right. They were successful in many areas but they never solved the problem of poverty so I think this was their biggest failure.'</p> <p>Level 2 Identifies reasons why it was or reasons why it was not</p> <p>Candidates might compare it with other failures or might consider success and failures related to poverty alone.</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: it was - failure to differentiate between different types of poor - deserving and undeserving, poverty continued to rise - very bad towards end of reign; it was not - the support offered by the poor law at the end</p> | <p>0</p> <p>1</p> <p>2-3</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---------------------------------------|----------|
| | <p>of the reign, it never led to a serious rebellion and the social order survived, failure over preventing rebellions.</p> <p>OR</p> <p>Level 2 Describes what happened.</p> <p>Level 3 Identifies reasons why it was and reasons why it was not</p> <p>Level 4 Explains reasons why it was or reasons why it was not</p> <p>e.g. 'I think that it was their biggest failure because it was a problem through the reign and was never solved. The government made the mistake of thinking that poverty was people's own fault and so only thought about punishment. This did no good at all because most people could not help being poor. The number of poor people continued to rise and the problem was probably worse at the end of the reign than at the beginning. There was serious unrest in the 1590s.'</p> <p>Level 5 Explains reasons why it was and reasons why it was not</p> <p>Level 6 Supports an argument about how far failure to deal with poverty and the poor was the most serious failure.</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but</p> | <p>4</p> <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. overall it was dealt with fairly well, the social order was never threatened and the Poor Law was to last for over two hundred years. is a clinching argument. Allow original, unusual but valid attempts e.g. overall it was dealt with fairly well, the social order was never threatened and the Poor Law was to last for over two hundred years. | | |

SECTION B BRITAIN 1815-1851

| Question | | Answer | Marks | Guidance |
|----------|---|---|--|----------|
| 9 | a | <p>Study Source A.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based on everyday empathy</p> <p>e.g. 'I am not surprised because it seems like a good idea to pay people more if the problems are caused by low wages.'</p> <p>OR</p> <p>Valid analysis of source but no surprise/not surprised</p> <p>Level 2 Answers restricted to the context</p> <p>e.g. 'I am not surprised by this source because I know that this is when the Swing Riots were taking place and the source mentions threshing machines being the cause of the trouble and this is what the Swing Riots were about. The machines were putting people out of work.'</p> <p><u>Level 3 Not surprised because JPs were enforcing the law or not surprised because there was rioting (must be in some context)</u></p> | <p>0</p> <p>1</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| | <p>Level 4 Surprised by the position taken by the magistrates</p> <p>e.g. 'I am surprised by the position taken by the magistrates. They are partly defending the rioters and saying that the troubles are the fault of the farmers because they are not paying enough. Most of the magistrates would have come from the upper classes so I am surprised that they are saying this.'</p> <p>Level 5 Level 2 with either Level 3 or 4</p> <p>Levels 6 Explains not surprised by the magistrates</p> <p>These answers will explain that they are not surprised by the magistrates defending the rioters or by them saying that they will enforce the laws as their job was to keep peace in the community and both of these are aimed at that.</p> | <p>5</p> <p>6</p> <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|----------|
| 9 | b | <p>Study Source B.</p> <p>What is the message of this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that describe the source – no interpretation</p> <p>e.g. 'The message of this source is that a building is burning and somebody is badly ill. There is also a man on a horse.'</p> <p>OR</p> <p>Level 1 Reasonable misinterpretation of the sources</p> <p>Level 2 Answers that give a valid sub-message</p> <p>e.g. 'This source is saying that there is a lot of trouble and that a hay-rick is on fire. It looks like very troubled times.'</p> <p>Level 3 Answers that identify the point of view of cartoonist</p> <p>e.g. 'The message of this source is that the landowner is heartless. It is sympathising with the Swing rioters.'</p> | <p>1-2</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 4 Answers that explain the point of view of cartoonist either with reference to the source details or to the context</p> <p>e.g. 'The message is that the farm labourers are poor. They have a large family to feed and the mother is badly ill. However, the landowner is more interested in his hay-rick. I think this cartoon is criticising the landowner and pointing out the problems facing the farm labourers who were Swing rioters.'</p> | 7 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|------------------------------|----------|
| 9 | c | <p>Study Source C.</p> <p>Why was this source published in the late 1830s? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that use the source for surface information</p> <p>e.g. 'This source was published to show people that conditions were then very bad.'</p> <p>Level 2 Answers that focus on context only Context of 1830s without workhouses = 2 e.g. 'I think that this source was published in the late-1830s because that is when the Poor Law was reformed and the poor were forced into workhouses that were dreadful. Families were split up and they were given dreadful food and boring work to do.'</p> <p>Level 3 Answers that explain cartoonist's point of view</p> <p>These answers must show understanding that the source is criticising the workhouses.</p> | <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|-------------------|----------|
| | <p>Level 4 Answers that explain a valid purpose</p> <p>e.g. 'This source was published to persuade people to oppose the new workhouses. It says that people in there will starve and that they will die. This is trying to stir people up to demonstrate to get the government to rethink their policy for the poor.'</p> <p>Level 5 Answers that explain purpose or message in context of the New Poor Law Amendment Act and the new workhouses</p> | <p>5</p> <p>6</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|------------|----------|
| 10 | a | <p>Briefly describe the changes introduced by the 1832 Reform Act.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: increased number of voters to about 600 000(middle classes), some rotten and pocket boroughs were abolished, more seats to big cities.</p> <p>e.g. 'The changes were not great. The middle classes were given the vote and some large cities were given their own MPs.' (2)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---|--|
| 10 | b | <p>Explain why some people were disappointed with the results of the 1832 Reform Act.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They were disappointed because they thought that it would achieve much more. They thought it had hardly changed anything.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: working class did not get the vote, some rotten and pocket boroughs remained, no secret ballot, cities and the north still under-represented, the landed still in control.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'Some people were disappointed because they had taken parts in demonstrations and riots for the working</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------|----------|
| | <p>class to get the vote but it was the middle classes who benefited and were given the vote. Those in power did not want the workers to get the vote as this would be too dangerous. So all those who demonstrated were disappointed.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|--|----------|
| 10 | c | <p>'The Chartists achieved much between 1838 and 1848.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think this is wrong. The Chartists were basically a failure. They achieved very little so I disagree with this statement.'</p> <p>Level 2 Identifies examples of success or failure</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: success - well organised working class movement, organised own lecturers and education, forged a national working-class identity, raised aims that would be achieved later; failure - did not achieve any of the 6 points, humiliated in 1848, faded away after 1848.</p> <p>Level 2 Describes Chartist activities</p> <p>Level 3 Identifies examples of success and failure</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---|----------|
| | <p>Level 4 Explains examples of success or failure</p> <p>e.g. 'I think they achieved quite a lot. If you compare the Chartists with earlier campaigns for the vote it is clear that the Chartists were a big step forward. They were the first properly organised working class movement. They organised nationally, they had their own newspaper and sent speakers all round the country. They ran schools and fund raising events and had branches all round the country. I think this was a great achievement.'</p> <p>Level 5 Explains examples of success and failure</p> <p>Level 6 Supports an argument about whether they were more effective or more ineffective</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. the Chartists started proper, well organised working class movements that would have an impact later.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|----------|
| 11 | a | <p>Briefly describe the dangers of working in mines around 1815.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: harsh punishment, work of trappers in mines, young children pushing trucks underground, explosions in mines, lack of light damaged their eyesight, suffocating gas, falls from badly maintained ladders, buried under coal or rock falls.</p> <p>e.g. 'I think the working conditions in the mines were very dangerous. There was dangerous gas that could suffocate them and they could easily fall off the ladders they used for hauling the coal out of the mine.' (4)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|--|
| 11 | b | <p>Explain why some people opposed the idea of local and central government improving the living conditions of the working classes.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They thought this was a really bad idea because it would not really improve things at all. They did not think that it would work.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: the belief of laissez faire, not the responsibility of government, people should look after themselves, not good for them if they were dependent on others, the cost- high rates.</p> <p>Level 3 Explains one specific reason</p> <p>e.g. 'Some people thought that it was not the job of the government to interfere in people's lives and order</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|--|-----------------|----------|
| | <p>improvements in living conditions. They thought that if people were forced to pay for this it would be a great attack on their freedom and their rights.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>7</p> | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|--|------------------------------|----------|
| 11 | c | | <p>'Between 1815 and 1851 the living conditions of the working classes were improved more than their working conditions.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I agree with this because living conditions were improved as they were given better houses to live in but less was done for the conditions in factories and in mines.'</p> <p>Level 2 Identifies reasons for agreeing or for disagreeing</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: living conditions - Public Health Act of 1848 allowed local Boards of health to build sewers and water systems, to levy rates, applied to few towns,; working conditions - no children under 10 or women in mines, inspection of mines began, children in factories limited to 6 hours a day, 10 hour day for women and young people, safety rules introduced.</p> | <p>0</p> <p>1</p> <p>2-3</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---------------------------------------|----------|
| | <p>Level 2 Describes the reforms</p> <p>Level 3 Identifies reasons for agreeing and for not agreeing</p> <p>Level 4 Explains reasons for agreeing or for not agreeing</p> <p>e.g. 'I think that living conditions were not improved as much as working conditions. There was a Public Health Act in 1848 but this did not force local councils to do anything. Locals could raise money to build sewers and water systems but this was not done in many places and conditions stayed the same as they had been. It needed the central government to force them to do something.'</p> <p>Level 5 Explains reasons for agreeing and for not agreeing</p> <p>Level 6 Supports an argument about which was improved more</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. working conditions were improved more because this was seen as important for Britain's industry and wealth.</p> | <p>4</p> <p>5-6</p> <p>7</p> <p>8</p> | |

SECTION B THE AMERICAN WEST 1840-1895

| Question | | Answer | Marks | Guidance |
|----------|---|---|----------------------------|----------|
| 9 | a | <p>Study Source A.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Valid analysis of the source but fails to say whether surprised or not</p> <p>Level 2 Answers that argue not surprised because of details in the source, undeveloped assertions about Indians hunting buffalo or asserting that Indians did drive buffalo over cliffs.</p> <p>e.g. 'I am not surprised by this because I know the Indians hunted buffalo.</p> <p>'I am not surprised because the Indians did ride horses like this.'</p> | <p>0</p> <p>1</p> <p>2</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|---|----------|
| | <p>Level 3 Answers that explain not surprised because Indians needed the buffalo OR Explains they hunted the buffalo in other ways.</p> <p>e.g. 'I am not surprised by this. The Indians are hunting the buffalo because this was their only source of food on the Plains. They also used the buffalo for making tepees, clothes, weapons and just about everything else they needed.'</p> <p>Level 4 Answers based on time – not surprised because there were still a lot of buffalo around in the 1850s before mass settling of West. OR Not surprised, explains about techniques/purpose of driving buffalo over the cliff.</p> <p>Level 5 Answers that argue - surprised because Indians are usually thought to not be wasteful with natural resources</p> <p>e.g. 'I am really surprised by this because the Indians are just driving hundreds of buffalo over the cliff where they will die. They will not be using all these so many will be left to rot. I thought the Indians were much more careful than this and only killed the buffalo they needed. This looks more like how the white-men treated the buffalo.'</p> | <p>3-4</p> <p>5-6</p> <p>5-6</p> <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|--------------------------------|----------|
| 9 | b | <p>Study Sources B and C.</p> <p>Were these two sources published for the same reason? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Describes or compares the sources but fails to explain message/purpose</p> <p>e.g. 'I think these sources were published to show people about buffalo. You can what is happening to the buffalo and what they looked like. The buffalo is being hunted in both.</p> <p>OR</p> <p>Misinterpretations of the sources</p> <p>Level 2 Assertions that Source B was a joke whereas Source C was serious</p> <p>e.g. 'I think they were published for different reasons. Source B is just a joke with the buffalo speaking whereas Source C has a serious message about the slaughter of the buffalo.'</p> | <p>1-2</p> <p>1-2</p> <p>3</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|-----------------------------------|----------|
| | <p>Level 3 Explains message/purpose of one source</p> <p>Level 4 Compares message or purpose of sources.</p> <p>Award 5 marks if answers identify that both sources were against the slaughter of the buffalo or that B was against the slaughter while C supports the slaughter. Award 6-7 marks if answers explain.</p> <p>e.g. 'These sources were both published to warn people about the slaughter of the buffalo.' (5)</p> <p>e.g. 'Both these sources are worried about the slaughter of the buffalo. White hunters hunted them for sport and thousands of buffalo were being killed. They nearly became extinct. It was thought that this would kill off the Indians' food supply and help defeat them. These sources are saying that the slaughter is a dreadful and worrying thing.' (7)</p> | <p>4</p> <p>5-7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|--------------------------------|----------|
| 9 | c | <p>Study Source D.</p> <p>Why were the Plains Indians in reservations like this? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers based only on details in the source</p> <p>e.g. 'They were in reservations like this because they were being fed. It says it is ration day and you can see the Indians lining up for their food.'</p> <p>Level 2 Contextual identifications of valid reason(s) not explained</p> <p>e.g. forced there by white-men, no buffalo left, lost their land.</p> <p>Level 3 Contextual explanation of valid reason(s) but not getting to the real purpose of reservations</p> <p>e.g. 'I think that the Indians lived in reservations because they had been defeated by the US army, had their lands taken away from them and forced into these reservations. The whites wanted the Indian land for mining and for settlers. The reservations were on the worst land.'</p> | <p>1</p> <p>2-3</p> <p>3-4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|---------------------------------|----------|
| | <p>Level 4 Contextual explanations of the real purpose of reservations</p> <p>These answers will explain that the reservations were designed to kill Indians culture and way of life, to turn Indians into white-men.</p> <p>Level 5 Level 3 and Level 4</p> | <p>5</p> <p>6</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|----------|
| 10 | a | <p>Briefly describe Joseph Smith's discovery of the gold plates and the story about them.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: Smith had a vision of an angel telling him to dig on a hillside, angel was Moroni, he discovered gold plates, they told the story of the tribes of Israel, migrated to America, they fought until Christ appeared in America, whoever found the plates had to restore the true Church of God before Christ reappeared.</p> <p>e.g. 'Smith was told how to find the plates by an angel. The plates said that God's true Church had to be set up by Smith in America.' (3)</p> | 1-5 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---|--|
| 10 | b | <p>Explain why the Mormons were unpopular while Joseph Smith was leading them.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'This was because no one liked Joseph Smith because they thought he was big headed. They became more popular after he died.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: polygamy, attitudes of superiority as chosen people of God, did not mix with others, collapse of Mormon bank, took over land and other aspects wherever they moved, concerns about the Danites, Smith standing for President.</p> <p>Level 3 Explains one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------|----------|
| | <p>e.g. 'They were very unpopular because Smith set up a Mormon bank. Lots of non-Mormons had their savings in it. In 1837 there was a general collapse of banks and all the people who had their money in Smith's bank lost their savings. This made them unpopular and they had to flee.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>7</p> | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|------------------------------|----------|
| 10 | c | | <p>'Brigham Young's most important contribution to the Mormons was his choice of Salt Lake as their new home.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think that this was very important. Salt Lake was the perfect choice because it had everything they needed to succeed. It was definitely the best thing he ever did.'</p> <p>Level 2 Identifies reasons why this was an important decision or other important contributions</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include Salt Lake - outside US control, no one else nearby, no one else would want to live there, had mountain streams; other contributions - decision to move westwards, organisation of the journey, organisation and control at Salt Lake, setting up the emigration scheme.</p> <p>OR Describes what he did</p> | <p>0</p> <p>1</p> <p>2-3</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---------------------------------------|----------|
| | <p>Level 3 Identifies reasons why this was an important decision and other important contributions</p> <p>Level 4 Explains either why that was an important decision or why other contributions were important</p> <p>e.g. 'I think that his most important contribution was what he did after they got to Salt Lake. It was such a terrible place with nothing there that it could have been a disaster. But Young got everything organised and turned it into a success. He used mountain streams to irrigate the fields and divided the land up between everybody so everyone could grow crops. He even set up factories to make clothes and other things so they were self-sufficient.'</p> <p>Level 5 Explains both the importance of that decision and the importance of other contributions</p> <p>Level 6 Supports an argument about whether Young's choice of Salt Lake was his most important contribution</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. the decision to move westwards was more important because without that they would not even have thought about Salt Lake and could have been finished.</p> | <p>4</p> <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|-------|----------|
| 11 | a | <p>Briefly describe the problems caused by vigilantes in the West.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1 mark to general answers lacking specific contextual knowledge.</p> <p>Examples might include: took the law into their own hands, holding unofficial trials, punished those convicted, sometimes used their power for personal vendettas, became as bad as the original problem, racial disharmony. e.g. 'The vigilantes were set up because there was no law and order but they became worse than the original problem because they arrested and hanged who they liked. They were used by people to sort out their enemies'. (3)</p> | 1-5 | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|---|--|
| 11 | b | | <p>Explain why there was conflict between cattlemen and homesteaders.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'This was because the two sides were fighting over the same things. They often came up against each other on the Plains and this always caused trouble.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include: cattlemen controlled local government, wanted the same land for different purposes, homesteaders arrived on the land used for cattle, fenced off water holes, cattle rustling, hanging of Ella Watson and Jim Averill, cattlemen attacked homesteaders</p> <p>Level 3 Explains one specific reason</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------|----------|
| | <p>e.g. 'They came into conflict because the cattlemen had grazed their cattle on public land for some time. But then homesteaders began to settle on the same land. This was bound to end in trouble because the homesteaders wanted to grow crops and the cattlemen wanted an open range for the cattle.'</p> <p>Level 4 Explains more than one specific reason</p> | <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|------------------------------|----------|
| 11 | c | <p>The most important problem caused by the discovery of gold in the West was the lack of law and order in mining towns.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I agree with this. When gold was found it led to all kinds of problems with a lot of lawlessness breaking out in mining towns.'</p> <p>Level 2 Identifies problems in mining towns or identifies other problems</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: discovery of gold led to mining towns springing up overnight, no time for government to set up courts and sheriffs, gold attracted many criminals, disputes over claims and claim jumping; other problems - discovery of gold in Rockies, Bozeman trail to the gold went through Sioux hunting grounds, also railroads built through Indian land, led to Indians attacks on those using the trail and railroads, led to Red Cloud's War.</p> | <p>0</p> <p>1</p> <p>2-3</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|---------------------------------------|----------|
| | <p>Level 3 Identifies problems in mining towns and identifies other problems</p> <p>Level 4 Explains problems in mining towns or explains other problems</p> <p>e.g. 'I think the problems the discovery of gold caused with the Indians were far more important. Once gold was discovered the whites started to develop trails to get to the gold and even railroads were built. These went through Indian land and the railway companies even demanded the removal of the buffalo and the Indians. The Indians went on the warpath. So this caused enormous trouble.'</p> <p>Level 5 Explains problems in mining towns and explains other problems</p> <p>Level 6 Supports an argument about where the most important problems were</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. the problems it caused with the Indians were far more important and led to enormous consequences unlike in mining towns.</p> | <p>4</p> <p>5-6</p> <p>7</p> <p>8</p> | |

SECTION B GERMANY 1919-1945

| Question | | Answer | Marks | Guidance |
|----------|---|---|---------------------------------------|----------|
| 9 | a | <p>Study Source A.</p> <p>Why was it necessary for the government to make this appeal in March 1920? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface information but does not directly address the question</p> <p>Level 2 Identifies valid reasons why it was necessary to make this appeal</p> <p>e.g. 'They issued this because they were under military pressure and they were afraid the Kaiser might return.' 'To save the revolution'.</p> <p>Level 3 Explains context without explaining why it was necessary to make this appeal</p> <p>e.g. 'They issued this because in 1920 the Freikorps under Kapp marched on Berlin. They wanted to return Germany to how it was before the war and were very anti communist. They declared a new national government.'</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|-------|----------|
| | <p>Level 4 Explains the context of 1920 to explain why it was necessary to make this appeal These answers will go further than Level 3 by explaining the context and why the appeal was necessary. 'The government had tried to disband the Freikorps but it marched on Berlin. The army refused to help the government so this appeal was put out to the workers to go on strike. The government feared Kapp would destroy the Republic and ask the Kaiser to return. The general strike was successful and the Kapp Putsch collapsed.'</p> | 5-6 | |

| Question | Answer | Marks | Guidance |
|----------|--|--|----------|
| 9 b | <p><u>Study Source B. Why was this source published in 1923? Use the source and your knowledge to explain your answer.</u></p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that describe the cartoon – uses it as surface information</p> <p>e.g. ‘The message is that there are French soldiers in the Ruhr. OR</p> <p>Level 1 Reasonable misinterpretation of the source</p> <p>Level 2 Answers that explain the context of 1923 but fail to explain message or purpose of cartoon</p> <p>e.g. ‘It was published because in 1923 France sent troops into the Ruhr because Germany had not paid reparations to France. The French troops took over German factories and said they would take what they were owed. The Germans were horrified and this is why the cartoon was published.’</p> <p>Level 3 Answers that identify or explain the message of the cartoon 5 marks for explanations. e.g. ‘This source was published to criticise the French occupation. It means the opposite to what it says about French heroes.</p> | <p>0</p> <p>1</p> <p>1</p> <p>2-3</p> <p>4-5</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>Level 4 Answers that explain the purpose of the cartoon.</p> <p>e.g. 'This cartoon was published to encourage the Germans to resist the French occupation.'</p> <p>Level 5 Answers that explain the purpose of the cartoon in the context of 1923</p> <p>Combines Level 2 and 4.</p> | 6 | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---|----------|
| 9 | c | <p>Study Source C.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1,2,3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that analyse the source but fail to explain whether surprised or not</p> <p>Level 2 Answers based on a misreading of the poster</p> <p>e.g. 'I am surprised because it says that Germany has chosen the Nazis but they had very little support at this time.'</p> <p>OR</p> <p>Not surprised based on message/purpose- not developed, not in context</p> <p>Level 3 Not surprised, identifies that the Nazis made a lot of use of propaganda</p> <p>OR Answers based on context of the time but not addressing message or purpose</p> | <p>1</p> <p>2</p> <p>3-4</p> <p>3-4</p> | |

| Question | Answer | Marks | Guidance |
|----------|---|-----------------------------------|----------|
| | <p>Level 4 Answers that explain message/purpose through context of the time but not specific to Munich Putsch OR Not surprised because the images/message in the poster are typically Nazi e.g. mother and baby, the worker.</p> <p>Level 5 Answers that make valid use of the Munich Putsch Surprised because of the failure of the Munich Putsch These answers state/explain that they are surprised because the Putsch failed so this poster makes little sense. OR Surprised because the Nazi Party was banned OR Surprised because of the methods of the Munich Putsch e.g. 'I am surprised because the Nazis had just tried to seize power by a violent Putsch but here they are using peaceful methods of a poster.' OR Not surprised because this is after the Putsch and the Nazis have decided to use political methods in future</p> | <p>5-6</p> <p>7</p> | |

| Question | | Answer | Marks | Guidance |
|----------|---|--|-------|----------------------------|
| 10 | a | <p>Briefly describe the impact of the Great Depression on the German people in the early 1930s.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Award a maximum of 1-2 marks to general answers lacking specific contextual knowledge.</p> <p>Examples include: mass unemployment, soup kitchens, people became homeless, farmers in debt, unemployment benefit cut, many young people unemployed, businesses closed because of world slump in trade, taxes went up, American withdrawal of loans.</p> <p>e.g. 'They had a very hard time in the Great Depression. Businesses closed making many unemployed. But the unemployment benefit was cut as well.' (3)</p> | 1-5 | Do not reward 'inflation'. |

| Question | | Answer | Marks | Guidance |
|----------|---|--|------------------------------|----------|
| 10 | b | <p>Explain why Hitler carried out the Night of the Long Knives in 1934.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'He did this to make himself stronger in power. He felt threatened and this made him feel more secure.'</p> <p>Level 2 Identifies specific reasons</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Reasons include – to please the army, Rohm was a potential rival to Hitler, SA becoming too powerful, Rohm supported more radical ideas than Hitler.</p> | <p>0</p> <p>1</p> <p>2-4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|-----------------------------------|--|
| | <p>Level 3 Explains one specific reason</p> <p>e.g. ‘Hitler did this because he was worried about the power of the SA. It was larger than the army and was interfering with the running of the country. For example, it interfered with what was happening in law courts. Hitler feared the strength of the SA and this is why he took action against them.’</p> <p>Level 4 Explains more than one specific reason</p> | <p>5-6</p> <p>7</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|--|------------------------------|----------|
| 10 | c | | <p>Which was more important to Hitler, the Reichstag Fire or the Enabling Act? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I think it was the Reichstag Fire because this allowed Hitler to make himself much stronger in lots of different ways. The Enabling Act was not as useful as this.'</p> <p>Level 2 Identifies reasons why the fire or the Act were important</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: the fire - enabled him to blame the communists, excuse to take powers - rule by decree, freedom of speech limited, meetings restricted, Communists arrested; the Enabling Act - increased Hitler's powers further, could make laws without Parliament, ended democracy in Germany, led to the Nazi revolution - one party state, police state.</p> <p>OR Describes the events</p> | <p>0</p> <p>1</p> <p>2-3</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|---------------------------------------|----------|
| | <p>Level 3 Identifies reasons why the fire and the Act were important</p> <p>Level 4 Explains reasons why the Fire or the Act were important</p> <p>e.g. 'I think the Reichstag Fire was more important. Hitler's main enemies were the Communists and Hitler was able to blame the Fire on them. This gave him the opportunity to round them up and put them in concentration camps. So it allowed Hitler to get rid of his most dangerous enemies.'</p> <p>Level 5 Explains reasons why the Fire and the Act were important</p> <p>Level 6 Supports an argument about whether the Fire or the Act was more important</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. the fire was more important because it made the Enabling Act possible.</p> | <p>4</p> <p>5-6</p> <p>7</p> <p>8</p> | |

| Question | | | Answer | Marks | Guidance |
|----------|---|--|---|------------|---|
| 11 | a | | <p>Briefly describe the ways in which some young Germans opposed the Nazi regime.</p> <p>Target AO1</p> <p>1 mark for each valid example identified, 2-3 marks for any examples that are described or explained.</p> <p>Examples might include: reluctance to join Hitler Youth, attacks on Hitler Youth, Swing Youth, Edelweiss, White Rose</p> <p>e.g. 'The White Rose Group was made up of university students and they gave out leaflets to persuade people to oppose the Nazis and accused them of war crimes.' (3)</p> | 1-5 | Award a maximum of 1 mark to general answers lacking specific contextual knowledge. |

| Question | | Answer | Marks | Guidance |
|----------|---|--|---|--|
| 11 | b | <p>Explain how the school system was changed by the Nazis.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'They did this because they wanted to change the kind of education that German children were getting.'</p> <p>Level 2 Identifies specific examples</p> <p>Specific contextual knowledge demonstrated but no explanation.</p> <p>Examples include: changes in curriculum - importance of PE, History emphasised rise of Nazis and Versailles, Biology focused on race, German on national identity; different curriculum for girls - domestic science and eugenics, establishment of leadership schools and Adolf Hitler schools, teachers against Nazi ideas were sacked, teachers made to join the German Teacher's League</p> <p>Level 3 Explains one specific example</p> | <p>0</p> <p>1</p> <p>2-4</p> <p>5-6</p> | <p>Award 6 marks for one reason explained and another identified</p> |

| Question | Answer | Marks | Guidance |
|----------|---|-------|----------|
| | <p>e.g. 'The Nazis changed the school system by changing what children were taught. They had lessons about race and how Nazis were superior and Jews inferior. They had Geography lessons about the land that Germany lost in the Treaty of Versailles. Their lessons were used to indoctrinate them into being good Nazis.'</p> <p>Level 4 Explains more than one specific example</p> | 7 | |

| Question | | Answer | Marks | Guidance |
|----------|---|---|---------------------------------------|----------|
| 11 | c | <p>'Women were more important than young people to the Nazi regime.' How far do you agree with this statement? Explain your answer.</p> <p>AO 1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General assertions</p> <p>Valid but general answer. No specific contextual knowledge.</p> <p>e.g. 'I agree with this. The Nazis thought that women were very important to the future of Nazi Germany and they were looked after.'</p> <p>Level 2 Identifies examples that support or disagree with the statement</p> <p>Specific contextual knowledge demonstrated but no examples explained.</p> <p>Reasons include: support statement - produce babies and future soldiers, look after home and husband, bring children up as good Nazis, the prizes for having many children; importance of the Hitler Youth, indoctrination at school, seen as future soldiers or mothers.</p> <p>Level 3 Identifies examples that support and disagree with the statement</p> | <p>0</p> <p>1</p> <p>2-3</p> <p>4</p> | |

| Question | Answer | Marks | Guidance |
|----------|--|------------------------------|----------|
| | <p>Level 4 Explains reasons for agreeing or disagreeing with the statement</p> <p>e.g. 'I disagree with this. Hitler realised that the future of Nazi Germany would depend on the next generation. This is why he spent so much effort on the Hitler Youth. He wanted the young men to be indoctrinated and trained so that they would fight for the Nazis in the future. Without them the Nazi regime would not last.'</p> <p>Level 5 Explains reasons for agreeing and disagreeing with the statement</p> <p>Level 6 Supports an argument about which group was more important</p> <p>Answers at this level do not have to be fully developed as far as the two sides of the argument are concerned but they both need to be covered. What is crucial for this level is a clinching argument. Allow original, unusual but valid attempts e.g. the fact that towards the end he turned to women for two roles.</p> | <p>5-6</p> <p>7</p> <p>8</p> | |

APPENDIX 1

Spelling, punctuation and grammar (SPaG) Assessment Grid

| |
|--|
| <i>High performance 5–6 marks</i> |
| Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |
| <i>Intermediate performance 3–4 marks</i> |
| Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
| <i>Threshold performance 1–2 marks</i> |
| Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |

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