

GCSE

History A (Schools History Project)

Unit **A954C/13**: Study in Development and Study in Depth: with
the American West, 1840-1895

General Certificate of Secondary Education

Mark Scheme for June 2017

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

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

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Annotations

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

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

Annotation	Meaning
	Tick
	Noted but no credit given
	Cross
	Level 5
	Level 4
	Level 3
	Level 2
	Level 1
	Blank page

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

Q	Answer	Marks	Guidance
	<p>Level 2 (2-3 marks)</p> <p>Candidates demonstrate some understanding of the source and limited knowledge and understanding of Jenner's smallpox vaccination They explain some context but fail to explain the message or purpose of the source or they explain the message or purpose of the source without setting it in context. Context or message or purpose</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response. Only uses details from the source</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Study Source B. ‘Vaccination was still opposed in the second half of the nineteenth century’ How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that vaccination was still opposed in the second half of the nineteenth century. Source plus context for one side (to show vaccination still opposed) AND context for other side (to show vaccination not opposed) = L4/7 Both sides plus source evaluation = L4/8</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that vaccination was still opposed in the second half of the nineteenth century. Source plus context for one side OR context for the other side</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that vaccination was still opposed in the second half of the nineteenth century. Identifies reasons – one reason = 2 marks or only evaluates the source or makes inferences from source</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source does support this interpretation. It shows that in the 1880s there was still opposition to vaccination. The author of the source argues that vaccination was an evil and that it harmed people. He is especially opposed to vaccination being compulsory for infants. This was introduced in 1853 and was unpopular with the poor especially when fines were introduced for parents who refused to have their children vaccinated. Many of the poor saw vaccination as the middle classes interfering with a working-class way of life where inoculation was still popular. The author sees vaccination as an attack on individual liberty. There was also a lot of support for vaccination. This is why the government made it compulsory in 1853. They realised what a dreadful killer smallpox was and that something had to be done. Most doctors supported its use and by 1900 the number of deaths from smallpox was almost nil. There were also many other vaccines developed in this period.</i></p> <p><i>However, the author is writing to an anti-vaccination magazine and this, and his strong language, shows that he was clearly biased. He might not be representing the views of most people.</i></p> <p><i>Overall, although there was still opposition to vaccination, especially by the poor, Pasteur's work on chicken cholera, which explained how vaccination worked, led to more vaccines being developed and to other vaccines being developed and accepted.</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response = Nil Response</p> <p>or no response worthy of credit = 0</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (a)		5	
	<p>Q: Briefly describe how Rome was kept healthy in ancient times.</p> <p>One mark for identification of each valid example of how Rome was kept healthy</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>aqueducts provided clean, fresh water</i> • <i>public baths</i> • <i>sewers took away the waste</i> • <i>cesspits were emptied every night</i> • <i>burying bodies within the city was banned</i> • <i>Emphasis on prevention</i> • <i>Government officials to control standards</i> • <i>Asclepion (1) can only be developed if linked to health</i> • <i>4 Humours if only linked to health</i> • <i>Latrines</i> • <i>Draining swamps</i>

Section A – Medicine Through Time

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

	<p>of the progress made by the Greeks.</p> <p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		
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Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: ‘Galen was a turning point in the history of medicine.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that Galen was a turning point in the history of medicine. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Argues both sides to show Galen was and was not a turning-point leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain both sides of the argument about whether Galen was a turning point in the history of medicine. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts and features of the period to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think that Galen was a turning point. This is because of the impact of his work. He carried out many experiments and dissected apes and pigs. From this work he discovered new ideas about how the nervous system and the heart worked. He also found out a lot of new information about the structure of the body. His final idea was that opposites should be used to keep the humours in the body in balance. For example it was good to use pepper if the body was cold. Galen was a turning point because his ideas were accepted for hundreds of years afterwards. His books became bibles for doctors and virtually all medical treatment was based on his ideas. When medical students dissected bodies, they used Galen's books to tell them what was in the body instead of looking for themselves. He basically shaped and dominated all medicine until the Renaissance.</i></p> <p><i>In another way, Galen was not a turning point. This is because his ideas were not completely new. They were based on Hippocrates' ideas. A turning point is when something is taken in a completely new direction but Galen did not do this. Hippocrates had already developed natural theories and treatments and Galen's ideas were based on these. His use of opposites was no more than a development of Hippocrates' Theory of Four Humours and his insistence on first-hand experience was just a development of the Hippocrates' clinical method of observation.</i></p> <p><i>Overall, although Galen's ideas dominated medicine until 1500, he was not a turning point because he just developed Hippocrates' ideas, he did not send medicine off in a new direction. In some ways he prevented development in medicine through the Middle Ages because his ideas were accepted as the absolute truth and not challenged.</i></p>

Q	Answer	Marks	Guidance
<p>2 (c) </p>	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of Galen's work in order to give one side of the argument. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why/why not Galen was a turning point in the history of medicine. They produce a basic response. Identifies reasons OR describes the work of Galen without showing how his work was, or was not, a turning point.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the work of Galen. General answer</p> <p>Written work contains mistakes in spelling, grammar and</p>		

Q	Answer	Marks	Guidance
	<p>punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (a)		5	
	<p>Q: Briefly describe the role of women in medieval medicine.</p> <p>One mark for each valid role identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>looked after the health of their families</i> • <i>developed treatments based on herbs</i> • <i>wise women sold medicines and charms(2)</i> • <i>acted as midwives</i> • <i>looked after the sick in hospitals</i> • <i>wise woman examined you (2)</i> • <i>Role of nuns</i> • <i>Women as faith healers</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p>Q: Explain how Vesalius' work was progress in medicine.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain ways in which Vesalius' work was progress. They produce a multi-example response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. . Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain how Vesalius' work was progress. They produce a single-example response that demonstrates understanding of the past. . Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of how Vesalius' work was progress on the past. They produce a basic response. Identifies reason(s) one ID = 2 marks OR DESCRIBES VESALIUS'S WORK WITHOUT EXPLAINING WHY THIS WAS PROGRESS IN MEDICINE</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the work of Vesalius.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Vesalius' work was definitely progress compared to what had gone on before. Vesalius spent a lot of time dissecting and studying human bodies. Galen had based most of his study on the bodies of animals. By using human bodies Vesalius was able to show that Galen had made mistakes about the body. For example, the jawbone is not made of two bones and blood does not travel through pores in the septum. These discoveries were very important because up until then everybody had simply accepted Galen and some of his ideas were wrong. Vesalius' work was progress because doctors now had a better understanding of the human body.</i></p> <p><i>His work was also progress because it taught doctors to use new methods. Up until then doctors had relied on Galen for everything and they had not bothered to look for themselves. Vesalius taught them to carry out dissections for themselves and to question Galen if they found something that disagreed with him. This led to much more human dissection and to new discoveries about the body such as Harvey's circulation of the blood.</i></p>

	<p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		
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Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: 'Paré's work was a turning point in the history of medicine.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that Pare was a turning point in the history of medicine. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Argues both sides to show Paré was and was not a turning-point leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain both sides of the argument about whether Pare was a turning point in the history of medicine. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts and features of the period to reach a conclusion. Argues both sides but one side may be</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think that is some ways Pare was a turning point. The usual way of treating gunpowder wounds in battle had been to use boiling oil to clean the wound and to cauterise after amputations. They were both very painful and many patients died from pain or fever. Pare changed both of these methods. He used ligatures instead of cauterisation. This involved tying the veins and arteries to stop the bleeding. This was a lot less painful. He replaced the burning oils with soothing ointments. This was again less painful and led to more men recovering. So he was a turning point because he changed the way men suffering from wounds in battle were treated.</i></p> <p><i>In another way, he was not a turning point. He did not come up with any new theories about the causes of disease or about how the body works and so did not change the direction of medicine in the way that Hippocrates did. Nor were either of his treatments new. Ligatures had been used before and the soothing ointments he used were actually from Roman times. The mixture of egg, oil of roses and turpentine had been used since Roman times to heal wounds.</i></p> <p><i>Overall, I do not think Pare was a turning point. Although he did become famous and his treatments became widely used, they were not really new ideas but based on ones that had been round for hundreds of years. There was also a problem with his ligatures - the threads used often infected the wound and this meant that the patients sometimes died of infection.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>stronger than the other leading to a general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of Paré’s work to give one side of the argument. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why/why not Pare was a turning point in the history of medicine. They produce a basic response. Identifies reasons OR describes the work of Paré without showing how this work was, or was not, a turning point.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the work of Pare. General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>		

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks)</p> <p>No response = nil response</p> <p>or no response worthy of credit = 0</p>		

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (a)		5	
	<p>Q: Briefly describe the development of plastic surgery in the first half of the twentieth century.</p> <p>One mark for each valid example of a development in plastic surgery.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>the work of McIndoe in the Second World War reconstructing faces and hands</i> • <i>The First World War and the setting up of special units at the front</i> • <i>The work of Gillies in the First world War - set up a special unit to restore the appearance of soldiers</i> • <i>skin grafting</i> • <i>face transplants</i> • <i>repairing the skin by joining up the nerves</i>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (b)	<p>Q: Explain why the lack of effective blood transfusion was important in the nineteenth century.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how why the lack of effective blood transfusion was important in the nineteenth century. They explain several reasons that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain one reason why the lack of effective blood transfusion in the nineteenth century was important in the nineteenth century. They explain one example that demonstrates understanding of the past. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the lack of blood transfusion in the nineteenth century was important. They produce a basic response.. Identifies reason(s) one ID = 2 marks OR DESCRIBES HOW BLOOD TRANSFUSIONS WORK WITHOUT EXPLAINING WHY THEY WERE IMPORTANT IN THE NINETEENTH CENTURY</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of blood transfusion in the nineteenth century. General answer</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The lack of good blood transfusions mattered because one of the biggest problems with operations was the loss of blood. When patients were being operated on they could easily bleed to death. This was understood as a problem but attempts to transfer animal blood and even human blood did not work because they did not know about different blood groups. The blood would clot and the patient would die. Ligatures were used to tie up the blood vessels after the operation but these were of no help during the operation.</i></p> <p><i>Another reason was that later in the century progress was made with dealing with pain and infection during operations through the use of anaesthetics and antiseptics. However, for these advances to lead to much safer operations the problem of bleeding had to be overcome. Surgeons would operate as quickly as they could because of bleeding and the best surgeons were often regarded as those that were quickest. However, this speed led to lots of mistakes and deaths. This was a problem until proper blood transfusions were developed.</i></p>

	<p>Level 0 (0 marks)</p> <p>No response = NR or no response worthy of credit.= 0</p>		
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Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: 'Lister's work was a turning point in the history of medicine.' How far you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far that Lister was a turning point in the history of medicine. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion. Argues both sides to show Lister's work was and was not a turning-point leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether Lister's work was a turning point. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In some ways Lister's work was not a turning point. He merely developed and used the work of other people. It had been known for a long time that it was important to keep wounds and patients clean. Even the Greeks used wine to cleanse wounds and Florence Nightingale did a lot to encourage cleanliness in hospitals. Semmelweiss made doctors wash their hands and the death rate in puerperal fever fell. Finally, Lister used some of Pasteur's ideas about germs in the air to come up with his antiseptic approach. Without these ideas Lister would not have developed antiseptic medicine. It should also be remembered that his methods were opposed by many doctors and they took time to be accepted.</i></p> <p><i>On the other hand, infection was a dreadful problem in operations killing many patients. This became worse after anaesthetics were developed because surgeons were carrying out more complicated and deeper surgery making the problem of infection even worse. Lister realised that the germs were in the air but also realised the crucial point that it was not the air that was the problem but the microbes in it. He developed the use of a carbolic spray to kill the germs as well as antiseptic ligatures and washing instruments and surgeons hands in carbolic. These developments were a real turning point because death rates fell immediately and Lister's methods led to other developments such as aseptic surgery and the use of face masks and complicated systems to get rid of all germs in the operating theatre.</i></p> <p><i>Overall, I do not think Lister was a turning point. He was very important but especially after Pasteur's discovery that germs were in the air, someone else would have come up with Lister's methods. People like Semmelweiss were already looking at the issue even before Pasteur. Pasteur's germ theory was the turning point, not Lister.</i></p>

Q	Answer	Marks	Guidance
4 (c) 	<p>Level 3 (3–4 marks) Candidates demonstrate some knowledge and understanding of Lister's work in order to give one side of the argument. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks) Candidates use some relevant knowledge to identify reasons why/why not Lister was a turning point. They produce a basic response. Identifies reasons OR describes the work of Lister without showing how this work was, or was not, a turning point.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of Lister's work. General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 mark) No response = nil response or no response worthy of credit = 0</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		8	
	<p>Q: Study Source A. 'Transportation was a harsh punishment.' How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (7–8 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that transportation was harsh Source plus context for one side (to show transportation was a harsh punishment) AND context for other side (to show transportation was not a harsh punishment) = L4/7 Both sides plus source evaluation = L4/8</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that transportation was harsh. Source plus context for one side OR context for the other side</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that transportation was harsh. Identifies reasons – one reason = 2 marks or only evaluates the source or makes inferences from source</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source seems to be disagreeing with the interpretation because it is saying that criminals did not think transportation was a harsh punishment. It says that convicts in Australia wrote home saying that their conditions in Australia were good. However, in a way the source supports the interpretation because the government is saying that criminals do not realise how bad the treatment of convicts actually was. The source talks about 'real suffering'. But overall, I would say this source supports the view that transportation was harsh. The idea that transportation was not harsh enough as a punishment was held by a lot of people at time. They believed stories that convicts were treated easily and could end up making their fortunes there. This led to the charge that it was not a deterrent. This was not accurate. Some convicts did get early release for good behaviour but this shows that transportation was working because it had reformed them. However, many convicts were treated very harshly in Australia. The conditions in prison settlements like those on Van Diemen's Land were awful and many were whipped, worked hard and poorly fed. The myth that being transported to Australia was a good thing might have come from the fact that in 1851 gold was discovered in Australia and thousands flocked there. However, the truth was that conditions in Australia were awful and many people in England feared being transported like the Tolpuddle Martyrs because they never saw their families again.</i></p> <p><i>However to some extent this source does not support the interpretation this is because it was a British government report and so it could have been biased. The government would have wanted to remove any rumours that conditions in Australia were better so that it seemed like criminals were being punished properly</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Q	Answer	Marks	Guidance
5 (a)		8	
	<p data-bbox="250 359 275 384">Q</p> <p data-bbox="250 491 499 517">Level 1 (1–2 marks)</p> <p data-bbox="250 560 891 619">Candidates describe the source and produce a simple response.</p> <p data-bbox="250 659 472 684">Level 0 (0 marks)</p> <p data-bbox="250 727 472 753">No response = NR</p> <p data-bbox="250 798 665 823">or no response worthy of credit = 0</p>	8	<p data-bbox="1122 359 1984 418">This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p data-bbox="1122 448 2067 1061"><i>This source seems to be disagreeing with the interpretation because it is saying that criminals did not think transportation was a harsh punishment. It says that convicts in Australia wrote home saying that their conditions in Australia were good. However, in a way the source supports the interpretation because the government is saying that criminals do not realise how bad the treatment of convicts actually was. The source talks about 'real suffering'. But overall, I would say this source supports the view that transportation was harsh. The idea that transportation was not harsh enough as a punishment was held by a lot of people at time. They believed stories that convicts were treated easily and could end up making their fortunes there. This led to the charge that it was not a deterrent. This was not accurate. Some convicts did get early release for good behaviour but this shows that transportation was working because it had reformed them. However, many convicts were treated very harshly in Australia. The conditions in prison settlements like those on Van Diemen's Land were awful and many were whipped, worked hard and poorly fed. The myth that being transported to Australia was a good thing might have come from the fact that in 1851 gold was discovered in Australia and thousands flocked there. However, the truth was that conditions in Australia were awful and many people in England feared being transported like the Tolpuddle Martyrs because they never saw their families again.</i></p> <p data-bbox="1122 1094 2045 1246"><i>However to some extent this source does not support the interpretation this is because it was a British government report and so it could have been biased. The government would have wanted to remove any rumours that conditions in Australia were better so that it seemed like criminals were being punished properly.</i></p>

Section A – Crime and Punishment Through Time

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

Q	Answer	Marks	Guidance
	<p>Level 1 (1 mark) Candidates describe the source and produce a very limited response</p> <p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (a)		5	
	<p>Q: Briefly describe the work of church courts in the Middle Ages.</p> <p>One mark for each example of the work of church courts.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>to try priests</i> • <i>to try accusations of witchcraft</i> • <i>to try anyone claiming benefit of clergy</i> • <i>they could not impose the death sentence</i> • <i>their purpose was to reform people and reconcile them with God rather than punish them</i> • <i>they dealt with cases involving morals e.g. sexual offences</i> • <i>Trial by ordeal, using bread, choking (3)</i> • <i>Trial by ordeal(1)</i> • <i>Sanctuary</i> • <i>Trial by hot irons</i> • <i>Trial by combat is not allowed</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p>Q: How did the fall of the Roman Empire affect law and order? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a multi-example response that demonstrates thorough understanding of systems of law and order at the time through explanation and analysis of the relevant key concepts and features of the period. Explains more than one affect</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of the fall of the Roman Empire affected systems of law and order. They produce a single-example response that demonstrates understanding of systems of law and order at the time. Explains one reason. Thorough answer e.g. two aspects on same affect = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a basic response. Identifies reason(s) one ID = 2 marks or describes Roman systems of law and order without explaining how the fall of the Roman Empire affected law and order or describes law and order in the Middle Ages.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>When Angles and Saxons invaded Britain and Roman rule collapsed many people fled from the towns and Roman buildings, roads and courts fell into disrepair. The system of law and order that the Romans had established was destroyed. Those people who were Roman citizens had been dealt with by Roman law and there were proper courts and trials. These were mainly established in towns and were often to settle disputes. In the provinces the native laws were often still used. All this was swept away and destroyed by the invasions and fall of the Empire. For a time in England there was little law and order.</i></p> <p><i>The invaders like the Angles and Saxons had their own systems of law and order which they brought with them. So practices such as hue and cry, tithings, wergild and trial by ordeal were introduced. The wergild was the price that a guilty person had to pay as a punishment for a crime while the hue and cry involved the villagers chasing and catching criminals. These were all very different systems from those of the Romans showing how much the situation was changed by the fall of the Romans.</i></p>

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

Q	Answer	Marks	Guidance
6 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: 'Little changed in crime and punishment during the Middle Ages.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to judge how far crime and punishment changed. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Argues both sides to show how crime and punishment did and did not change leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far crime and punishment changed. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were some really significant changes in crime and punishment during the Middle Ages. Many of these changes were brought in by the Normans after their conquest of England in 1066. Forest Laws were introduced to allow the Norman lords to hunt and trial by battle was introduced but the most important change was the idea of the king's peace. This said that all crimes were crimes against the king and the peace of the land instead of being against individuals. This meant that anyone who committed a crime was going against the king and would be dealt with by his officials. It also meant the end of the wergild. Later in the Middle Ages trial by ordeal was abolished and the jury system was introduced to decide if the accused was innocent or guilty. The king's peace was enforced by sheriffs and royal courts were set up around the country as well as royal judges who travelled around the country.</i></p> <p><i>However, some things did not change so much. The hue and cry was still being used at the end of the Middle Ages because there was no proper police force. Tithings were still used - if a member of a tithing was accused of a crime the others had to bring him to court or they would all pay compensation. This again was because of a lack of a police force. Although juries were used throughout the Middle Ages the way they worked did change. Many of the punishments such as execution, and mutilation stayed the same throughout the period.</i></p> <p><i>Overall I think the changes were more important than they things that stayed the same. The fundamental things that changed the whole basis of crime and punishment were the idea of the king's peace and the fact that crimes were no longer a private matter but were against the king. This gradually led to the spread of the king's power, courts and officials all over the country.</i></p>

Q	Answer	Marks	Guidance
<p>6 (c)</p> 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how far crime and punishment changed. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of continuity/changes in crime and punishment. They produce a basic response. Identifies reasons OR describes crime and punishment during the Middle Ages without saying what changed or did not change.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of crime and punishment in the Middle Ages. General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>		

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (a)		5	
	<p>Q: Briefly describe the methods used by smugglers in the eighteenth century.</p> <p>One mark for each valid example of the methods used by smugglers.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>using isolated parts of the coast</i> • <i>hiding smuggled goods in secret places</i> • <i>meeting ships from Europe and rowing the goods ashore</i> • <i>selling the goods locally or to duffers who took them to London to be sold</i> • <i>attacking revenue men</i> • <i>involving the local community</i> • <i>whole towns involved</i> • <i>violence/intimidation/murder are similar so can only reach 1 unless developed with examples</i> • <i>Horse transport</i> • <i>Using boats</i> • <i>Involvement of local worthies</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Explain why the authorities in the eighteenth century thought that poaching was a serious crime.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why the authorities thought that poaching was a serious crime. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why the authorities thought that poaching was a serious crime. They produce a single-causal response that demonstrates understanding of the past. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the authorities thought that poaching was a serious crime. They produce a basic response. Identifies reason(s) one ID = 2 marks two IDs = 3 marks</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why the authorities thought that poaching was a serious crime. General answer</p>	7	<p><i>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</i></p> <p><i>One reason for this was that the rich landowners had parks where they kept game for hunting. It was only the rich that were allowed to hunt by law and they regarded the animals as their property. Their families had hunted for hundreds of years and it was a matter of tradition for them. This meant that a poacher was stealing their property. As the government at this time was dominated by the landowning classes they were able to pass laws protecting their property and part of this was to pass harsh laws against poaching.</i></p> <p><i>Another reason was that the poachers thought that the laws against poaching were unfair. They thought that they had a natural right to hunt. They thought that the animals they hunted belonged to everyone and they did not regard themselves as criminals. The landed classes thought that this was a very dangerous attitude. There was a lot of class conflict at this time and the landowners thought that these attitudes were a form of social rebellion with the lower classes threatening their rights and their privileges.</i></p>

	<p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		
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Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: 'Punishments under the Bloody Code were harsher than those in the Middle Ages.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far punishments under the Bloody Code were harsher than those in the Middle Ages. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of law and order to justify a valid conclusion. Argues both sides to Bloody Code was and was not harsher than punishments used in the Middle Ages leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether punishments under the Bloody Code were harsher than those in the Middle Ages. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of law and order to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think on the whole punishments under the Bloody Code were harsher. This was because the government was worried about what they saw a rise in crime. They thought that harsh punishments would act as a deterrent. They also wanted to protect property and this is why many of the harshest punishments were for crimes against property. Under the Bloody Code laws were passed to protect property but the most important change was the increase in the number of offences for which you could be hanged. They increased from about 50 to over 200 and included stealing from a shop and stealing a sheep or even damaging Westminster Bridge. Public hangings were also used to act as a deterrent. At this time Britain had the harshest system of law and order in Europe.</i></p> <p><i>Punishments in the Middle Ages were also harsh. People were executed and punishments like mutilation were used such as putting out someone's eyes. However, these were mainly for serious crimes unlike the death penalty under the Bloody Code. There were also punishments that were not so harsh like the wergild which was when compensation was paid to the victim. Sanctuary and benefit of the clergy could also be used.</i></p> <p><i>There is no doubt the punishments did become harsher under the Bloody Code. The only exception to this is the fact that juries began to refuse to find people guilty because of the harsh punishments. Otherwise, crimes that would be punished by the stocks or fines in the Middle Ages were punished by the death penalty under the Bloody Code.</i></p>

Q	Answer	Marks	Guidance
7 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of punishments under the Bloody Code and in the Middle Ages in order to give one side of the argument. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of punishments under the Bloody Code and in the Middle Ages. They produce a basic response. Identifies reasons OR describes the Bloody Code without comparing it to punishments in the Middle Ages.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of punishments under the Bloody Code or in the Middle Ages. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. General answer</p> <p>Level 0 (0 marks)</p> <p>No response = nil response or no response worthy of credit.= 0</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p>Q: Briefly describe the treatment of conscientious objectors in the First World War.</p> <p>One mark for each valid description identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>court martialled</i> • <i>imprisoned in solitary confinement</i> • <i>hostile public opinion</i> • <i>made to do work such as farming, mining or hospital work</i> • <i>put in front of tribunals</i> • <i>Army medics</i> • <i>Hard labour</i> • <i>Field punishments e.g. tied to a wheel</i> • <i>executions</i>

Q	Answer	Marks	Guidance
8 (b)		7	
	<p>Q: Explain how the treatment of juvenile offenders changed during the twentieth century.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of the treatment of juvenile offenders. They explain at least two examples of change that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts. Explains more than one example. Change can relate to a comparison between the 20th century and the 19th Century.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of the impact of the treatment of juvenile offenders. They explain one example of change that demonstrates understanding of the past. Explains one example. Thorough answer e.g. two aspects on same example = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the treatment of juvenile offenders. They produce a basic response. Identifies reason(s) one ID = 2 marks or describes the treatment of juvenile offenders without explaining how the treatment had changed.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>At first juvenile offenders were punished as if they were adults. They could be imprisoned with adults or even hanged. However in 1933 the idea of the age of criminal responsibility was introduced and was set at 8 years of age. This meant that under a certain age juvenile offenders were not responsible for their crimes. The age was low to start with but later was put up to 10 in the 1960s. In 1908 it was also decided that children under the age of 16 should not be hanged.</i></p> <p><i>Another important change was separate prisons. At first juvenile offenders were usually in the same prisons as adults. This was a mistake because it simply turned them into hardened criminals who were more likely to commit more crimes when they were released. The Children Act of 1908 led to borstals being built for young offenders where they were not mixing with adult prisoners. The Act also set up Juvenile Courts for young offenders. So the big change has been to stop treating them in the same way as adults.</i></p>

	<p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of juvenile offenders. General answer</p> <p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		
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Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (c) 		11 (8 + 3)	✍ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 52 to allocate SPaG marks.
	<p>Q: 'Developments in communications was the most important factor influencing crime and policing in the twentieth century.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether developments in communications had the greatest impact on crime and policing. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features to justify a valid conclusion. Argues both sides to show developments in communications were and were not the most important factor influencing crime and policing in the twentieth century leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument over whether developments in communication had the greatest impact on crime and punishment. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Developments in communication have had an important impact on policing in the twentieth century. Police now make use of telephones, cars, radio and computers to track down and catch criminals. Computers are used to set up databases of criminals and their records such as the National Computer Record to make it easy to identify them and track them down. A famous case of communications helping was when Dr Crippen fled to Canada by liner. The captain of the liner sent a radio message and Crippen was arrested when he arrived. The police began to use two-way radios so that they were also always in contact with the police station. Criminals have also used new communications. One of the biggest growth areas in crime became internet crime and the police have had to change their methods to try and keep up with this.</i></p> <p><i>However, other factors did have an impact on crime and policing. Changes in social attitudes have had a big impact and this has led to new crimes being created. The biggest change here is the idea of racial and other types of discrimination. The government passed a series of laws making discrimination based on race illegal. This meant that people could not be discriminated against in pubs, restaurants and hotels as well as other areas. It was also made illegal to pay women lower wages than men for doing the same job.</i></p> <p><i>I think that changes in social attitudes have had a bigger impact because they have changed basic behaviour and influence what is and what isn't a crime. They also affect how people should be punished. Changes in communications only affect how the police and the courts do their job, they do not make fundamental changes.</i></p> <p>Facebook and Twitter are 21st Century not 20th Century.</p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
	<p>some relevant key concepts, and features to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the impact of developments in communications on crime and policing. They produce a one-sided answer and explain the impact of one factor. They produce a response, not always fully developed, that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates demonstrate some relevant knowledge to identify examples of the impact of one factor on crime and policing and they produce a basic response. Identifies reasons</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of one factor on crime and policing. General answer</p> <p>Written work contains mistakes in spelling, grammar and</p>		

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
	<p>punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response = nil response or no response worthy of credit.= 0</p>		

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
9 (a)		7	
	<p>Q: Study Source A. Why was this cartoon published in 1869? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6 -7 marks)</p> <p>Candidates demonstrate sound understanding of the source and knowledge and understanding of the situation in 1869, to explain why this cartoon was published at this time, including its purpose (intended impact). Uses source and context at that time to explain purpose</p> <p>Level 3 (4-5 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of situation in 1869 to explain why this cartoon was published at this time. Uses source and context to explain message</p> <p>Level 2 (3-4 marks)</p> <p>Candidates demonstrate limited understanding of the source and knowledge and understanding of the development of the railway across the Plains. Identifies message or purpose or context</p> <p>Level 1 (1-2 marks)</p> <p>Candidates describe the source and produce a limited response.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This cartoon was published in 1869 because this was the year that the two railroads from the east and the west met in the middle of the Plains. The cartoon shows the trains from San Francisco and New York meeting. The people on the trains are cheering as this was a great day and meant that the United States was being united. As more and more people moved and settled on the Plains and even further west, the US government was keen to unite the country and to control it. A railway right across the country would do this and so they supported the building. The cartoon was published to make American people proud in their united country especially after the end of the Civil War. The Indians are shown fleeing to show that the completing of the transcontinental railway meant that white Americans would now control the Plains. It really shows ideas of manifest destiny.</i></p> <p>Purpose (examples – there may be others)</p> <ul style="list-style-type: none"> • to promote Manifest Destiny • To control the USA • To populate the West • To destroy the Indian way of life • To unite the USA after the Civil War • To make Americans happy after the Civil war <p>Message (examples – there may be others)</p> <ul style="list-style-type: none"> • The inter-continental Rail road has been built • The Indians are being driven away • The two Rail Roads have been united • It's better to travel by train

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		<p>Context (examples – there may be others) – needs to be more than an ID</p> <ul style="list-style-type: none"> • Details about the central and Union Pacific Rail • Roads • Promontory Point • End of Civil War • An explanation of Manifest Destiny • The Homestead Act • Cattle Drives and Cow Towns

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Study Source B. Explain how this source is useful evidence about the American West. Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6 marks) Candidates demonstrate a sophisticated knowledge and understanding of the period, of the Plains Indians and attitudes towards them, and of the source. They produce a sound evaluation of the source for utility by making sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response which includes some consideration of the limitations of the source. Uses source and context to explain why the source is useful about the Indian way of life AND about the attitudes of Americans towards the Indians.</p> <p>Level 3 (4-5 marks) Candidates demonstrate a sound knowledge and understanding of the period, of the Plains Indians and attitudes towards them, and of the source. They produce some evaluation of the source for utility by making valid inferences from the source in context and produce a developed response. Uses source and context to explain why the source is useful about the Indian way of life OR about the attitudes of Americans towards the Indians.</p> <p>Level 2 (2-3 marks) Candidates demonstrate some knowledge and understanding of the Plains Indians. They extract information from the source and use this as evidence of its usefulness or they explain its limitations. Identifies ways in which the source is useful OR explains/lists what the source does not show about the American West e.g. Mormons, Homesteaders etc.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source is very useful evidence about the American West. It gives us lots of details of the way of life of the Plains Indians. It tells us that they were nomads moving from one place to another. It also shows how they moved all their goods on sledges and how they took everything with them. They used to move regularly to keep up with the buffalo which they needed for food and clothing. The source is also useful for telling us about the attitudes of the white Americans towards the Indians. The author regards the Indians as savages and calls them aborigines. He says that the further and quicker they move away from the Plains the better and he is glad that they are being driven away to north. He says that will be a suitable place for people who are not civilised. He also criticises the Indians for refusing to adopt the white Americans way of life and become civilised. One can also learn from this source attitudes of manifest destiny where the author clearly thinks that white Americans and not the Indians have a right to the Plains. This source was produced at the time of the struggle for northern Plains when the Indians were being forced into reservations.</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1 mark) Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source C. 'The buffalo hunters were responsible for the Indians being driven off much of the Plains'. Use the source and your knowledge to explain how far you agree with this interpretation.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that the buffalo hunters were responsible for the Indians being driven off much of the Plains. Source plus context to show buffalo hunters were responsible AND context to show there were other reasons why the Indians were driven off the Plains.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the buffalo hunters were responsible for the Indians being driven off much of the Plains. Source plus context to show buffalo hunters were responsible OR context to show there were other reasons why the Indians were driven off the Plains.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the buffalo hunters were responsible for the Indians being driven off much of the Plains. Identifies reasons – one reason = 2 marks or only evaluates the source or makes inferences from source</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>The source certainly supports this interpretation. It tells us that the buffalo were being slaughtered in enormous numbers by hunters. It also tells us how they killed as many as they could purely for the sport or for their hides. The source says that if this goes on the Indians will be extinct. This is because the Indians depended on the buffalo for everything. They used it for their food, their clothing, housing, weapons and tools. The Indians themselves had only killed as many buffalo as they needed and the numbers of buffalo did not suffer but the hunters killed them in their thousands. They often sat in trains and fired at them as they passed. There had been tens of millions of buffalo but shortly after this source was written they had nearly all gone. This had a great impact on killing of the traditional way of life of the Indians which depended on the buffalo and making them move into reservations and be dependent on the American government. The source also blames the Indian wars where the Indians were finally defeated and forced into reservations on the killing of the buffalo</i></p> <p><i>However, the slaughter of the buffalo was not the only reason. Homesteaders were gradually moving on to the Plains and on to Indian land and were followed by towns being established. They had to be protected and so the army moved in to fight the Indians especially when gold was discovered in places like the Black Hills. All of this gradually pushed the Indians further and further back. The government policy of putting Indians into reservations also was an important factor as was the white's belief in manifest destiny. However, the source claims that it was the slaughter of the buffalo that caused the Indian wars because the Indians wanted revenge. However, this is not true. The determination of white settlers and then the government to gain control of the Plains would have ensured that the Indians were driven off anyway. The killing of the buffalo merely made the process quicker.</i></p>

Q	Answer	Marks	Guidance
	<p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about how the Indians were driven off much of the Plains.</p> <p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: Briefly describe the difficulties facing the Mormons at Salt Lake.</p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>a desert - the land was wasteland covered in sage brush</i> • <i>there was no wood for building</i> • <i>scorching hot and soil very dry</i> • <i>the lake was too salty to be used for water</i> • <i>problems of sharing out the land and creating a community from nothing</i> • <i>they needed more people with useful skills</i> • <i>became part of the USA in 1848</i> • <i>refusal of the US government to allow Utah to become a state</i> • <i>tensions with US government and in 1857 troops sent in</i>

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Explain why the Mormons were able to succeed at Salt Lake.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge of why the Mormons were able to succeed at Salt Lake. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge of why the Mormons were able to succeed at Salt Lake. They produce a single-causal response that demonstrates understanding of the past. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why the Mormons were able to succeed at Salt Lake. They produce a basic response. Identifies reason(s) one ID = 2 marks or describes aspects of Mormon life without explaining why the Mormons were able to succeed at Salt Lake</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the Mormons at Salt Lake. General answer</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason why the Mormons were able to succeed at Salt Lake is because they were able to make themselves self-sufficient. Brigham Young did not want to be dependent on the outside world which was very hostile to the Mormons. Young decided that they would produce their own food, clothing and manufactured goods. To help deliver the skills needed for this he set up the Perpetual Emigration Fund to help people move to Salt Lake from Europe and the rest of America. This was a great success and soon Young had the skilled workers he needed. They were, for example, soon self-sufficient in wheat.</i></p> <p><i>Another reason for their success was the fact that Brigham Young had total control over the whole community so he could plan it exactly as he wanted and do anything that was necessary to make Salt Lake a success. The Mormons thought Young was led by God and so accepted all his decisions. This gave him the power to decide not to have any private ownership but to share the land out according to people's needs and to get them to work together to build the irrigation needed. This team work meant that there were no arguments or disputes and that soon they had irrigated all the land.</i></p> <p>This is about the Mormons at Salt Lake and NOT about the journey West. Answers based solely upon the journey West are awarded zero marks.</p>

Level 0 (0 marks)

. No response = **Nil response**

or no response worthy of credit = **0**

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
10 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 19 to allocate SPaG marks.
	<p>Q: 'Joseph Smith was a disaster for the Mormons.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether Smith was a disaster for the Mormons. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion. Argues both sides to show Joseph Smith was and was not a disaster leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether Smith was a disaster for the Mormons. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In a way Joseph Smith could not be a disaster for the Mormons because he set them up and got them going. He was the one who claimed to be visited by Moroni and told to start the Mormons. He started with just five followers but his inspirational leadership soon meant that he had thousands of followers. There is no doubt at all that their success and their massive growth in numbers were due to him. Wherever they went they set up successful communities through the hard work and closeness that Smith achieved. He also developed practices like the Mormon church owning everyone's land and property that would be copied by Young at Salt Lake.</i></p> <p><i>However, he also made many mistakes. His decision to adopt polygamy was a disaster. Some Mormons disagreed with it and all non-Mormons thought it was totally wrong because it went against Christian ideas about marriage. It made the Mormons very unpopular and with his decision to stand in the presidential elections it led to him being imprisoned and then murdered by a mob. This left the Mormons in real trouble. They had already had to move on many occasions because of their unpopularity and they were now left leaderless with mobs hunting them down to kill them. They were rescued by Young's decision to move to Salt Lake.</i></p> <p><i>I think that overall he was a disaster. Although he started the movement and his charismatic leadership led to a large growth in numbers he created a movement that was very unpopular and was driven out of many places. He did not know the answer to this and made things worse by supporting polygamy. When he died the Mormons were in real trouble and might have been exterminated were it not for Brigham Young.</i></p>

Q	Answer	Marks	Guidance
<p>10 (c)</p> 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the work of Smith to give one side of the argument about whether he was a disaster. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify some reasons why he was/was not a disaster for the Mormons. They produce a basic response. Identifies reasons OR describes the work of Smith without showing how his work was, or was not, a disaster for the Mormons.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the period and of Smith and the Mormons General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>		

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe a typical homestead on the Plains.</p> <p>One mark for each valid problem identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p>TICK TO BE USED IN TEXT</p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>built out of sods with earth floors, walls of roofs</i> • <i>full of bugs, fleas, mice and other pests</i> • <i>plastered outside with clay-like mud</i> • <i>leaked with water</i> • <i>160 acres from the Homestead Act</i> • <i>land farmed for wheat</i> • <i>might have a windmill</i> • Award a maximum of three marks for answers solely based upon homesteaders and not upon homesteads

Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Explain how women made an important contribution to life on homesteads.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how women contributed to life on homesteads. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts. Explains more than one reason</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain how women contributed to life on homesteads. They produce a single-causal response that demonstrates understanding of the past. Explains one reason. Thorough answer e.g. two aspects on same factor = six marks</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of women on homesteads to produce a basic response. Identifies reason(s) one ID = 2 marks two IDs = 3 marks</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of women on homesteads. General answer</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Women did many important jobs on homesteads. They would have to look after the actual cabin they lived in. This included collecting barrow-loads of dried cow and buffalo dung for fuel. Because they burned very quickly the stove in the homestead had to be constantly stoked up. The women were also responsible for getting all the food to feed the family and keeping the homestead clean. This was a very difficult job because there was not much water and the floor was made of earth. They also had to act as the family doctor whenever a member of the family was ill. This shows how, while the men were working on the land, the women were basically keeping everything else going.</i></p> <p><i>However, they also had to work on the farm. The work was so hard that often the man of the family would not be able to do it by himself. There was also the possibility of him being ill or dying. The women would need to look after some sheep (to produce wool for clothing) and animals like cows, chickens and pigs to produce milk and food. They would plant crops of peas, turnips and melons for food. They would also often help the men sowing seeds and ploughing in the most terrible conditions.</i></p>

	<p>Level 0 (0 marks)</p> <p>No response = Nil response</p> <p>or no response worthy of credit = 0</p>		
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Section B – The American West 1840-1890

Q	Answer	Marks	Guidance
11 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 19 to allocate SPaG marks.
	<p>Q: How far was the Homestead Act of 1862 the most important reason why people went west and settled on the Plains? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far people went west and settled because of the Homestead Act. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to justify a valid conclusion. Argues both sides to show the Homestead Act was and was not the most important reason leading to a clinching valid conclusion. Candidate must reach Level 4 before Level 5 can be awarded.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far people went west and settled because of the Homestead Act. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features to reach a conclusion. Argues both sides but one side may be stronger than the other leading to a general conclusion.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Homestead Act was very important in persuading people to move west. To start with land was being bought by rich people and speculators with many ordinary people not being able to afford the prices. This led the government to pass the Homestead Act. This let people claim a section of land of 160 acres free as long as they lived on it, and farmed it for five years. Land was becoming very expensive in the east of America and most of the people coming from Europe were poor and would never had had a chance to own their own land, so this offer was very attractive and persuaded many people to go west. For many, having their own land was a dream come true.</i></p> <p><i>However, there were other reasons why people went west and settled. The building of the railroads made it easier for them to go west and the railway companies sold off the land on either side of the tracks at a cheap price. The companies put out a lot of advertisements making the conditions sound wonderful and these had an effect on a lot of the people who went west. However, a lot of people went west because they were fleeing from something and looking for a new life. This included religious refugees fleeing from persecution like the Jews and the Amish. Many people were fleeing from poverty and unemployment in Europe and many ex-slaves in the southern states went west after the Civil War to escape racial persecution.</i></p> <p><i>I think that people had such powerful reasons for moving west like fleeing poverty and persecution that they would have gone even if there had not been a Homestead Act. It made it easier for some people to get some land of their own but it was not the basic reason why they went west.</i></p>

Q	Answer	Marks	Guidance
<p>11 (c) </p>	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about whether people went west and settled because of the Homestead Act. They produce a response that demonstrates some understanding of the past. One sided explanation</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why people went west and settled. They produce a basic response. Identifies reasons OR describes the Homestead Act without explaining why it was, or was not, the most important reason why people went West and settled on the Plains.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why people went west and settled. General answer</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>		

Q	Answer	Marks	Guidance
	<p>Level 0 (0 marks)</p> <p>No response = NR</p> <p>or no response worthy of credit = 0</p>		

Spelling, punctuation and grammar (SPaG) assessment grid for use with questions 2c, 3c, 4c, 6c, 7c, 8c, 10c and 11c

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1 (a)	2	2	3		7
1 (b)	2	3	3		8
2/3/4 (a)	5	0	0		5
2/3/4 (b)	3	4	0		7
2/3/4 (c) 	3	5	0	3*	11
5 (a)	2	3	3		8
5 (b)	2	2	3		7
6/7/8 (a)	5	0	0		5
6/7/8 (b)	3	4	0		7
6/7/8 (c) 	3	5	0	3*	11
9 (a)	1	3	3		7
9 (b)	1	2	3		6
9 (c)	1	3	3		7
10/11 (a)	5	0	0		5
10/11 (b)	3	4	0		7
10/11 (c) 	3	5	0	3*	11
Totals	30	30	15	6	81

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

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
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