

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 2015

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2015

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Sources A and B. What can you learn from these two sources about medicine in the Middle Ages? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and knowledge and understanding of medicine in the Middle Ages in order to produce a response explaining in detail what can be learned from the two sources together through inference and contextual knowledge about medieval beliefs about causes/treatment of illness.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the source(s) and knowledge and some understanding of medicine in the Middle Ages in order to produce a response explaining what can be learned from the sources separately through inference and contextual knowledge about one medieval belief about causes/treatment of illness.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates describe the source(s) and show limited knowledge and understanding of medieval beliefs about causes/treatment of illness.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source(s) and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>You can learn a lot about people's beliefs about what caused disease. Source A shows that they still believed in the Four Humours. The patient is being made to vomit by the doctor to get rid of some yellow bile, one of the humours that has got out of balance. It was believed that the humours must be kept in balance to keep a person healthy. = L3/4</i></p> <p><i>Source B comes from the time of the Black Death. It shows flagellants whipping themselves because they thought that the Black Death was a punishment from God for their sins. They are punishing themselves in the hope that God will be more merciful. = L4/6 (include previous paragraph)</i></p> <p><i>These two sources together show that people in the Middle Ages believed in natural and supernatural causes and treatments. The Four Humours were based on natural beliefs while the flagellants believed in supernatural causes. These two types of beliefs lived side by side in the Middle Ages = L4/7 (based on all 3 paragraphs)</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Study Source C. ‘There had been little development in ideas about disease in the period from the Middle Ages to the late 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)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 2 (3–4 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that there was little development in ideas about disease from the Middle Ages to the late nineteenth century.</p> <p>Level 1 (1–2 marks)</p> <p>Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	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 not support this interpretation for two reasons: the source is a biased account of germ theory and there were new ideas developed over the period. One of these was Pasteur's germ theory which showed that germs cause disease and that germs are in the air all the time. Pasteur carried out experiments in the 1860s to prove this. However, not everyone accepted his ideas. For some the idea that germs were floating in the air all the time was ridiculous. Rossignol was one of these and even challenged Pasteur about his anthrax vaccine. Pasteur showed in a public test that his ideas were right. So Source C does not show that there was little development because it wrongly criticises germ theory which was a massive step forward. All medicine today is still based on it.</i></p> <p><i>However, it is true that before germ theory there were not many new ideas. Even in the nineteenth century some people still used the Four Humours and others believed God brought disease. Some, for example, thought that God caused smallpox as a punishment and therefore vaccination was wrong. There were some new ideas such as spontaneous generation which said that germs came from rotting matter while other people believed in miasma - gases given off by rotting flesh or vegetables.</i></p> <p><i>Overall, there were some new ideas, but not many developments in ideas about disease. The most important was the germ theory at the end of the period which Source C was wrong to criticise.</i></p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
2 (a)		5	
	<p>Q: Briefly describe the part played by religion in Ancient Egyptian medicine.</p> <p>One mark for each valid example of the part played by religion identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>gods like Horus and Bes caused disease or gave protection</i> • <i>doctors were often priests</i> • <i>they called for help from the gods through spells</i> • <i>they turned to gods for internal injuries or diseases where the cause was not obvious</i> • <i>they embalmed bodies for religious reasons which led them to learn about the structure of the body</i> • <i>they washed and kept clean for religious reasons.</i> • Charms to keep bad spirits away (2)

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p>Q: Why did the Romans use many Greek medical ideas? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of why the Romans used many Greek medical ideas. 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 and Roman periods.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of why the Romans used many Greek medical ideas. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge and understanding of why the Romans used Greek medical ideas. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge and understanding of why the Romans used Greek medical ideas.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One of the reasons for this is that the Romans gradually conquered much of the Greek empire. This meant that the Romans had access to Greek ideas and beliefs. One of these was the god Asclepius. The Romans borrowed gods from lots of different peoples and they did so with Asclepius. When Rome was suffering from a terrible plague the Romans were desperate for help. They asked the Greek priests at a Greek Asclepeion for help and a temple was built in Rome. Temples to Asclepius were then built all over the Roman Empire.</i></p> <p><i>Another reason is that the Romans did not develop their own doctors. The head of each household looked after his family's health and doctors were not regarded as necessary. However, the influence of Greek ideas on the Romans gradually increased and more and more Greek doctors like Galen went to Rome. Wealthy Roman families began to employ Greek doctors and so their ideas about the causes of disease and treatments based on the Four Humours began to spread across the Empire.</i></p>

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 43 to allocate SPaG marks.
	<p>Q: ‘Greek medical ideas and practices prevented progress in medicine in the period between the Romans and the end of the Medical Renaissance.’ 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 Greek ideas and practices prevented progress in medicine in the period from the Romans to 1700. 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.</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 Greek ideas and practices prevented progress in medicine up to 1700. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of medicine through time up to 1700 in order to give one side 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>I think that Greek medical ideas did help prevent progress to some extent. This is particularly true of Galen. His ideas fitted in very well with Christianity because he believed that every person was made of the same elements as the universe as a whole. This matched the Christian idea that God created everything. This led to the Church supporting Galen's ideas. This meant that new ideas were not allowed and little progress was made in medicine because all the doctors had to follow Galen. They thought he had all the answers. Even dissections were used only to show students what Galen said about the body. When doctors were trained they simply learned Galen's ideas. This shows how Greek ideas stopped any progress in medicine for a long time.</i></p> <p><i>However, Greek ideas also had the effect of helping new ideas develop. At the time of the Renaissance there was a new interest in Greek ideas. They had been learning Galen's ideas through translations that were not very accurate. So they went back to the original writings and this encouraged people to take more interest in the natural world around them. They began to study the natural world, including the human body, very carefully. People like Leonardo da Vinci made lots of detailed drawings of how the body worked. They soon found Galen had made mistakes because he had mainly used animals for his work but he did encourage people to study human bodies if they could. When people like Vesalius started to do this they saw Galen's mistakes. This led to Vesalius producing his Fabric of the Human Body which gave people a much better understanding of the human body. This only happened because of Greek ideas.</i></p> <p><i>It is clear that Greek ideas encouraged and prevented progress in medicine. I think the help it gave was more important because it only held up progress for a few hundred years but when it helped it led to an enormous step forward that has led to modern medicine today.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons whether Greek ideas prevented medical progress since Roman times and up to 1700. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of Greek ideas on medicine since Roman times and up to 1700.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		<p>Must be based on Greek ideas – see above examples but other examples are also relevant as long as they are based on Greek ideas</p> <p>DO NOT FORGET SPAG OUT OF THREE MARKS</p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
3 (a)		5	
	<p>Q: Briefly describe treatments in medieval hospitals.</p> <p>One mark for each valid treatment identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>treatments based on the Four Humours - purging, bleeding</i> • <i>most were houses of religion so their main job was to care for patients spiritually, patients spent their time praying</i> • <i>they were fed and kept clean</i> • <i>the poor were given a few nights shelter by almshouses</i> • <i>leper houses kept lepers separate from the rest of society</i> • treatments performed by nuns and priests (religious people – nuns and priests/monks are not to be awarded separately) • Sanitation in monasteries

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p>Q: How did the Church help the development of medicine in the Middle Ages? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain the ways in which the Church helped the development of medicine in the Middle Ages. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain how the Church helped the development of medicine in the Middle Ages. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of the ways in which the Church helped the development of medicine. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the ways in which the Church helped the development of medicine in the Middle Ages.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Church helped the development of medicine in several ways. One important way was through the monasteries. They built hospitals because it was the duty of monks to look after the sick. They would also study and grow herbs for treating their patients. The monasteries also were wealthy enough to build themselves good public health facilities to provide clean water, drains, privies and wash houses. Often the best public health in the Middle Ages was to be found in monasteries.</i></p> <p><i>The Church also helped by preserving the medical writings of the Greeks and Romans like Galen and Hippocrates. When the Roman Empire collapsed the study of medicine was wiped out and many old ideas were lost. However, the libraries in the monasteries and cathedrals kept copies of Greek and Roman writers and this helped preserve their ideas so that they were not lost. The monks copied and studied the ideas and ensured that these ideas could be studied again later such as in the Renaissance when there was a new interest in Greek and Roman ideas.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: How far do you agree that the Medical Renaissance had little impact on how patients were treated in the period up to 1914? 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 the Medical Renaissance had little impact on how patients were treated in the period up to 1914. 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.</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 the Medical Renaissance had little impact on how patients were treated in the period up to 1914. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, features of the period to reach a 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</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 partly disagree with this because some of the ideas in the Medical Renaissance did have an impact on how patients were treated. Pare's ideas led to doctors slowly giving up the use of cauterising for wounds. He used ligatures instead to stop the bleeding after an amputation. However it did take a long time for his ideas to be accepted. His work also showed that soothing oils were much better at cleaning wounds than burning oils. He carried out an experiment that showed the patients who had had the ointments used on them recovered better. He put his ideas into his books and this gradually spread the ideas. It is also important to point out that although Harvey's discovery of the circulation of the blood had no immediate effect it did make successful blood transfusions possible around 1900 and it also led to the understanding of different blood groups.</i></p> <p><i>However, many of the discoveries in the Renaissance like those of Vesalius and Harvey did not lead to new treatments straight away. One of the reasons for this is that their ideas were about the structure of the body and how it works. They did not actually come up with new ways of treating patients. Vesalius' ideas about the structure of the body challenged Galen and so there was opposition to his ideas for some time. Harvey's work on the circulation of the blood was very important but not immediately. This was because doctors still did not know about different blood groups and this stopped them from carrying out successful transfusions.</i></p> <p><i>It is clearly the case that these discoveries had little impact on the treatment of patients because we can still see old treatments like bleeding and purging and even supernatural ideas about the causes of the Plague being used. However, overall I would disagree with the statement because in the long term all the modern methods like blood transfusions and complicated surgery would not be possible without the discoveries made in the Renaissance.</i></p>

Q	Answer	Marks	Guidance
<p>3 (c) </p>	<p>of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914 in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of the Medical Renaissance on the treatment of patients in the period up to 1914.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		<p>DO NOT FORGET SPAG OUT OF THREE MARKS</p>



Section A – Medicine Through Time


Q	Answer	Marks	Guidance
4 (a)		5	
	<p>Q: Briefly describe attempts to solve the problem of pain during operations between 1790 and before the work of Simpson in the late 1840s.</p> <p>One mark for each valid example of attempts to solve pain.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Humphrey Davy and the use of laughing gas in 1790s - not followed up</i> • <i>Horace Wells and use of laughing gas for extraction of teeth in the 1840s</i> • <i>John Warren uses ether to remove a tumour</i> • <i>Robert Liston uses ether to remove a leg</i> • <i>other methods - hypnosis, drugs like opium, get patients drunk. (Max of three marks)</i> • Putting them to sleep (= 1 mark for a general answer) • Working quickly

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (b)		7	
	<p>Q: Explain how war helped the development of medicine in the period 1800 to 1918.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain how war helped the development of medicine in the period 1800-1918. They explain at least two examples that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain one example of war helping the development of medicine in the period 1800-1918. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of war helping development in medicine in the period 1800-1918. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of war helping development in medicine in the period 1800-1914.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>War helped medicine develop in the nineteenth century in several ways. First, it encouraged Pasteur and Koch to make new discoveries about germs and vaccines. Pasteur and Koch were French and German and these two countries were great rivals at that time. In 1870 they fought a war against each other. Both Pasteur and Koch wanted to make discoveries for the national glory of their country. As soon as one made a discovery the other went one step better. For example Koch made discoveries about which germ caused a particular disease but Pasteur went on to develop vaccines for these diseases.</i></p> <p><i>Another example is during the First World War. There were many soldiers very badly wounded and doctors needed to be able to store blood so that they could give the soldiers transfusions at the Front. When it was stored it often clotted. However, the desperate need to store blood drove them to discover a way of using sodium citrate to stop the blood from clotting. They were soon able to refrigerate it and could transport it to, and use it at, casualty stations near the Front.</i></p>

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: 'The most important development in medicine in the twentieth century was the introduction of the National Health Service.' Explain how far you agree with this statement.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree with the statement. 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.</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 the NHS was the most important development in the twentieth century. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The introduction of the National Health Service was very important indeed. This was because before it was introduced most people could not afford health care. They could not even afford to go to the doctors when they were ill. This was because doctors and hospitals charged people for treatment. Only some people had health insurance. The situation was made worse in the 1930s when lots of people were out of work. This meant they could not pay their insurance contributions. The situation was desperate as the death rate of infants grew higher and higher. Little was done until the Second World War. Evacuation made well-off people see how unhealthy the working classes were and a National Health Service was planned. It was important because it gave people health care free. It was paid for by taxes. Hospitals were nationalised and doctors joined the NHS. Millions of people now saw a doctor for the first time and the health of the nation was dramatically improved. This is why it was important.</i></p> <p><i>Another development that was vital was the development of penicillin. Doctors had nothing to protect people against deadly staphylococcus germs that killed a lot of people. When Fleming discovered penicillin and it was later mass produced, it became very important in the Second World War. Over a quarter of a million soldiers were treated and saved. After the war it was developed more and it was now used to treat a whole range of diseases such as syphilis. There are not many people in this country that have not had penicillin at some stage in their lives. However, I think the NHS is far more important because without it most people would not be able to afford penicillin and so it would not have had the effects it has had.</i></p>

Q	Answer	Marks	Guidance
<p>4 (c)</p> 	<p>Level 3 (3–4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the introduction of the NHS, or of one other development, in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why the introduction of the NHS or another development was the most important development in the twentieth century. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of developments in the twentieth century.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 mark)</p> <p>No response or no response worthy of credit.</p>		<p>DO NOT FOR GET SPAG OUT OF THREE MARKS</p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		7	
	<p>Q: Study Sources A and B. Why do these two sources give different impressions of law enforcement? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates show sound understanding of the sources and sound knowledge and understanding of law enforcement in the early nineteenth century. They interpret the sources and use contextual knowledge to evaluate why the sources give different impressions.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates show some understanding of the sources and some knowledge and some understanding of law enforcement in the early nineteenth century. They interpret the sources and use the sources to explain why they give different impressions.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates show limited knowledge and understanding of law enforcement in the early nineteenth century. They use surface information of the sources to produce a simple response with some attempt to explain the different impressions.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>These two sources give different impressions because they describe the police before and after Peel's reforms and the setting up of the Metropolitan Police Force. Source A describes the watchmen who were used at this time. They had been first used when towns were not so big but they were now useless. The towns were industrial and large and had much more crime. The watchmen also often had day jobs to go to so they did not do much good during the night. As the source shows they were too old or too unwell to do an effective job. All they ended up doing was calling out the time. The Fielding brothers realised how useless they were and set up the Bow Street Runners to patrol the streets.</i></p> <p><i>When Peel became Home Secretary he realised that a proper police force was needed. In 1829 he set up the Metropolitan Police Force in London. They were a proper professional force with uniforms. Source B contains some of the instructions given to Peel's policemen. It is clear that they were meant to be much more efficient than the watchmen. This can be seen by the fact that they had to know their beat well and the people living on it. They also had to visit every part of their beat every ten minutes. This gives a very different impression from Source A because they are meant to be a big improvement. They have been introduced because the watchmen were not effective.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p>Q: Study Source C. ‘After 1829 the police were a success through the rest 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 the police were a success for most of the nineteenth century.</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 the police were a success for most of the nineteenth century.</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 the police were a success for most of the nineteenth century.</p> <p>Level 1 (1–2 marks) Candidates describe the source and produce a simple response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</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>I agree with this interpretation to some extent. The police certainly had an uncertain start. When they were set up in 1829 many people were very suspicious of them. People feared that they would interfere with their freedom and that they would be very costly. The first policemen were not well paid and this meant that the quality of the first recruits was poor. They were often drunk and did not stay in the force for long. They were also unpopular because of their violent actions against demonstrations such as in Hyde Park in 1855.</i></p> <p><i>However, as Source C shows they gradually became popular with the public. Instead of being called 'Crushers' they became know as 'Bobbies' which shows that they were beginning to be seen differently. Source C shows the policeman to be kindly and helpful and the people around trust the policeman to look after the lost little girl. However, the picture is very sentimental and has clearly been drawn to put the police in the best possible light. This is why a lost little girl has been used. But just because this source is suspect does not mean that the police were not a success as the nineteenth century went on. In the second half of the century the crime rate began to fall and the police were so popular that other parts of the country set up their own forces. So overall, I mostly agree with the interpretation although the police were not completely successful as Jack the Ripper showed.</i></p> <p>Failure to capture Jack the Ripper = ID BUT</p> <p>Allow explanations based on Police failings in attempt to catch Jack the Ripper e.g. Police were unsuccessful because they decided not to use bloodhounds as they were being mocked in the press for using dogs.</p>



Section A – Crime and Punishment Through Time


Q	Answer	Marks	Guidance
6 (a)		5	
	<p>Q: Briefly describe how the Romans kept law and order in the countries they conquered.</p> <p>One mark for each valid way in which Romans treated people in the countries they conquered.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Roman laws were introduced</i> • <i>legionaries were used to police villages and towns</i> • <i>uprisings like Boudicca's were put down harshly</i> • <i>conquered kings were taken back to Rome</i> • <i>governors were appointed. They travelled the province hearing complaints and acting as a judge</i> • <i>use of civitates</i> • <i>magistrates were elected</i> • <i>use of client kingdoms.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p>Q: Explain how medieval manorial courts imposed law and order.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of how medieval manorial courts imposed law and order. They produce a multi-example response that demonstrates thorough understanding of manorial courts and how they worked through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of how manorial courts imposed law and order. They produce a single-example response that demonstrates understanding of how manorial courts worked.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of manorial courts and how they imposed law and order. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of how manorial courts imposed law and order.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The manorial court was under the control of the lord of the manor. Many were in rural areas. Most of the people would either work for him or hold land from him so they had to do as he said. The court was often run by the lord's Steward. The court was held several times a year and all the villagers had to attend. If they did not then they would be fined. The jury was made up of 12 of the villagers and they would collect all the evidence and then decide if somebody was guilty. This meant that the whole village was involved or represented. This all made sure that everybody would obey the court because it was the community sorting out the problems. This helped it keep law and order.</i></p> <p><i>The court would also punish people to keep law and order. Most of those found guilty of offences at the manorial court would be fined but when a person committed a crime against the village as a whole, such as selling underweight bread, they were usually punished by spending time in the stocks. If people committed serious crimes they should have been sent to the king's courts. However, some lords of the manor preferred to deal with these crimes in the manorial court and a few people were even executed or mutilated.</i></p>

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 43 to allocate SPaG marks.
	<p>Q: Were punishments harsher in the eighteenth or the nineteenth century? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to compare harshness of punishments in the eighteenth and nineteenth centuries. 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.</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 punishments in the eighteenth and nineteenth centuries. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation 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 whether punishments were harsher in the eighteenth or nineteenth centuries. They produce a response that demonstrates some</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>Punishments were very harsh in the eighteenth century. This was because of the Bloody Code. This was introduced because people were worried about the increase in crime. They also wanted to protect property and stop crimes like poaching. The death penalty was introduced for all kinds of crime and by the end of the eighteenth century there were over 200 offences that had the death penalty like stealing sheep or horses. The government thought this would act as a deterrent, especially the fact that the executions were carried out in public.</i></p> <p><i>It could be argued that punishments in the nineteenth century were less harsh. This is because early in the century the Bloody Code was abolished and the number of offences that carried the death penalty was reduced. Instead, prison was used a lot more. However, the punishments in prisons were still very harsh. Two systems that were used were the silent and separate systems that prevented prisoners from talking to each other and spending long periods in solitary confinement. This sent some of them mad. There was also hard labour, whipping and electric shocks. The idea was to make prisons as terrifying as possible to act as a deterrent. At the same time there were people like Elizabeth Fry who were improving prison conditions.</i></p> <p><i>The answer to this question is not straightforward. In the eighteenth century many people thought the Bloody Code was unfair and juries stopped finding people guilty because they thought the death penalty was unfair for the offence. Amazingly the number of executions actually went down. So I think that punishments in the nineteenth century were more harsh because many of those in the eighteenth century were not being carried out.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of punishments being harsh. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of punishments in the eighteenth or nineteenth centuries.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		<p>DO NOT FORGET SPAG OUT OF THREE MARKS</p>



Section A – Crime and Punishment Through Time


Q	Answer	Marks	Guidance
7 (a)		5	
	<p>Q: Briefly describe how women suspected of being witches were questioned and punished.</p> <p>One mark for each valid example of how women suspected of being witches were questioned and punished.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>hanging</i> • <i>the swimming test</i> • <i>torture e.g. depriving suspects of sleep</i> • <i>Hopkins looked for the Devil's marks on women's bodies</i> • <i>imprisoned</i> • <i>burning</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Why did people in the sixteenth and seventeenth centuries believe in witches? Explain your answer.</p> <p>Level 4 (7 marks)</p> <p>Candidates demonstrate comprehensive knowledge to explain why people believed in witches. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 3 (4–6 marks)</p> <p>Candidates demonstrate sound knowledge to explain why people believed in witches. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate some knowledge of why people believed in witches. They produce a basic response.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of why people believed in witches.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There are several reasons why people believed in witches at this time. People believed in witches because people did not have natural ways of explaining why many things happened such as a bad harvest or a child dying. They turned to supernatural explanations like witches to explain these things. Everybody believed in the Devil and so it made sense to them to believe in witches who were the Devil's followers.</i></p> <p><i>The sixteenth and seventeenth centuries were periods of great instability and religious change. There was the Reformation but there were still many Catholics in the country. In the sixteenth century England had changed between being Protestant and Catholic several times. Some of the new Protestant beliefs said that the Devil and his servants were trying to draw people away from God. So as more people became Protestant more of them believed in witches. Some of them even thought that Catholics were agents of the Devil.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: Did the treatment of women by the law improve in the period 1600 to 1900? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the treatment of women by the law improved between 1600 and 1900. 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.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the treatment of women by the law improved between 1600 and 1900. 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.</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 treatment of women by the law between 1600 and 1900 in order to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation</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 the 1600s and 1700s there were ways in which women were not treated fairly. This was especially the case when a man and a woman got married. The woman ceased to exist legally and was under the authority of the husband. This led to much unequal treatment. For example, if a husband and a wife were accused of drunkenness then only the woman would be sent to the stocks. When adultery took place women were more likely to be punished because adultery might lead to illegitimate children. There was a great stigma about this then and the local community might have to pay for the children to be brought up. This would be blamed on the woman. The ducking stool was used for punishing women who argued in public but it was not used for men. Behind all this was the idea that women should behave more properly and that they were inferior to men. If a woman murdered her husband she was burned to death as a sign that this kind of murder was worse because she had acted against the ruler of the household.</i></p> <p><i>In the nineteenth century women were not at first treated fairly by the law. They were still regarded as the property of their husbands. When a woman got married all her wealth went to her husband and if she worked her wages belonged to her husband. Men could divorce their wives for adultery but women could not. If they divorced the man would get the children. Women were also not allowed to be magistrates. However, things did begin to change later in the nineteenth century. Women could divorce their husbands for violence and they could keep the money they earned. In the 1880s the law was changed so that women kept their own property when they married. Married women were at last separate beings according to the law.</i></p> <p><i>Overall, although there was not much improvement for a long time, by 1900 women, although not equal, were being treated more fairly.</i></p>

Q	Answer	Marks	Guidance
7 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of the treatment of women improving or not improving between 1600 and 1900. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the treatment of women by the law 1600 to 1900. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		DO NOT FORGET SPAG OUT OF THREE MARKS



Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p>Q: Briefly describe the work of one individual who had an impact on crime and punishment.</p> <p>One mark for each valid description identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Credit can be given for one individual only.</i></p> <p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>Fry and prison reform, shocked by what she saw at Newgate prison, responsible for reforms - rules for women to obey, female warders, schools in prison for women and children, regular work for them in prison</i> • <i>William I introduced trial by battle and the forest laws but kept many of the old Saxon laws, also introduced the idea of the king's peace so fines were paid to the king.</i>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (b)		7	
	<p>Q: Explain how wars have had an impact on crime and punishment.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of the impact of wars on crime and punishment. They explain at least two examples that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of the impact of war on crime and punishment. They explain one example that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the impact of war on crime and punishment. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the impact of war on crime and punishment.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The First World War had an impact on crime and punishment because it created a new crime. In the war conscription was introduced and all men between the ages of 18 and 41 had to join the armed forces. Some men were not willing to fight because they were against using violence. Many of them were Quakers. Some of them helped doing jobs like ambulance drivers but others refused to do anything. They were put in prison and they lost the right to vote.</i></p> <p><i>Another example is when the Roman Empire was destroyed by invasions and war. Angles and Saxons settled in Britain and much of the Roman system of law and order was lost. The Saxons introduced their own systems that included the hue and cry and the wergild which means the blood price. This was the price a guilty person had to pay to victims as a punishment for a crime. So the destruction of the Roman Empire by war led to these changes.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (c) 		11 (8 + 3)	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: Which had the more important impact on crime and punishment, religion or government? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether religion or government had the greater impact on crime and punishment. 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.</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 religion or government had a greater impact on crime and punishment. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</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 on crime and punishment of religion or government. They produce a one-sided answer and explain the impact of one factor. They produce a response, not always fully developed, that demonstrates some understanding of the past.</p>	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>Religion has had an important impact on crime and punishment. For example the idea of trial by ordeal in the Middle Ages was based on the belief that God would decide if someone was guilty or not if a jury could not decide. Trial by battle introduced by William I is another example of God deciding. This was also the case with witchcraft and the swimming test where it was God that decided who was guilty. This shows how much people depended on religion to find out if someone was guilty or not. Another way in which religion was important is the crime of heresy. For a long time people had to obey the religious ideas that the government and the Church enforced. In the Middle Ages this was Catholicism. If people had other beliefs they would be guilty of heresy and would be punished, probably executed.</i></p> <p><i>Government has also had an important impact on crime and punishment. Governments have often decided what was a crime and what types of punishments should be used. For example, it was the government that introduced the Bloody Code in the eighteenth century and increased the number of offences that carried the death penalty. This had a great impact on people. It was also government that introduced harsh punishments for vagrants in Elizabeth's reign. The silent and separate systems in prisons in the nineteenth century were also introduced by governments. Because governments have so much power and can change the law they have had an important impact on crime and punishment.</i></p> <p><i>In the Middle Ages religion and government were almost the same thing and it is difficult to say which was more important. The government supported the church. But in more recent times religion has become less important and it has been governments which have had a more important impact.</i></p>

Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
	<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 religion and government on crime and punishment and they produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the impact of religion and government on crime and punishment.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		<p>DO NOT FORGET SPAG OUT OF THREE MARKS</p>

Section B – American West 1840-1895

Q	Answer	Marks	Guidance
9 (a)		7	
	<p>Q: Study Source A. 'Homesteaders found conditions on the Plains very disappointing.' Use the source and your knowledge to explain how far you agree with this interpretation.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that homesteaders found conditions on the Plains very disappointing.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that homesteaders found conditions on the Plains very disappointing.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that homesteaders found conditions on the Plains very disappointing.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about homesteaders on the Plains.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I agree that they found conditions on the Plains disappointing. Source A shows this. The author describes the Plains as 'desolate' and is afraid the Indians are so close. However, there are also signs of hope in that they had a friend already there who is helping them to find good land. One of the things that made the Homesteaders disappointed is that the propaganda from railroad companies and states made the Plains sound so good. They claimed there were thousands of acres of land ready to grow enormous quantities of crops. This was misleading as they found when they got there. The land was often hard and very difficult to plough, there were shortages of water and no wood for building or for fuel. The types of crops they planted were not strong enough to survive the conditions. The weather did not help - hot in the summer and cold blizzards in the winter with little rainfall. All these made some homesteaders give up.</i></p> <p><i>However, not all homesteaders felt like this. They were happy to be receiving free land, land that they could never afford anywhere else and for groups like ex-slaves and people fleeing from religious persecution in Europe this was a wonderful opportunity. Many were determined to make it a success and found solutions to all the problems. They constructed windmills to pump up water and used dry farming to get round the problem of little rain. They also used new hardy types of wheat and the sod-buster allowed them to plough the land.</i></p> <p><i>I only partly agree with the interpretation. Some homesteaders were disappointed by the conditions but those that survived the first years were then able to make a success of their homesteads by exploiting new methods like dry farming and new types of machinery.</i></p>

Section B – American West 1840-1895

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Study Source B. How useful is this source as evidence about the American West? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6)</p> <p>Candidates demonstrate sound knowledge and understanding of the source and knowledge and understanding of the American West to analyse and evaluate how the source is useful and its limitations as evidence. They produce a fully developed response with a conclusion.</p> <p>Level 3 (4-5)</p> <p>Candidates demonstrate some knowledge and understanding of the American West West and of the sources to explain how useful the source is. There is some evaluation of the source. The source is either accepted or rejected as evidence.</p> <p>Level 2 (2-3)</p> <p>Candidates demonstrate limited knowledge and understanding of settling in the West and of the source. They do extract surface information from the source or produced a simplistic rejection.</p> <p>Level 1 (1)</p> <p>Candidates describe the source and produce a limited response about settling in the West.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>There are problems with Source B. It shows a very idealised picture of what it was like in the West. This is probably because it was an advertising card and so nice gentle images were required for the advertising. It shows lots of trees which was not common in the West. There was often a shortage of wood and homesteaders had to build their houses out of sods. Very few were able to build nice timber cabins like the one in the source. Most of the Indians lived out on the Plains not in forests and this is why they lived in tepees and used buffalo skins - because they had no wood. They would not find many buffalo in the forest shown. It also shows the Indians and homesteaders living peacefully together, which was rare. The problem with this source it is that it is an Easterner's idea of what the West was like. The artists had probably never been in the West.</i></p> <p><i>However Source B is useful for showing us what people in the East thought the West was like. They obviously thought that life was great with nice and tidy log cabins to live in and friendly Indians nearby. It is important to know what people in the East thought because this could explain why many people travelled West to settle. They clearly had no idea about the real conditions. The source also shows us how advertisers worked and what they thought would sell their products. There were many popular magazines at the time about the West and this source fits in with the images shown in them. It is very useful for the historians to know what people in the East thought about the West.</i></p> <p>Other examples of usefulness – to show Manifest Destiny; contextual aspects of Indian life</p>

Section B – American West 1840-1895

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source C. Why was this poster published at that 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 the why settling in the West (especially ex-slaves). 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.</p> <p>Level 4 (5 -6 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the source and some knowledge and understanding of settling in the West (especially of ex-slaves). 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.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some understanding of the source and knowledge and understanding of the context of settling in the West to explain the message of the source in context.</p> <p>Level 2 (2-3 marks)</p> <p>Candidates demonstrate some understanding of the source and limited knowledge and understanding of settling in the West. 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.</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 at that time because this is when lots of people were travelling West looking for a new start and cheap land. The government often sold land cheaply to encourage people to settle because this would mean the land was gradually civilised. The land in this poster is very cheap but it is being made easier by allowing people to pay in instalments. It is encouraging African-Americans to move to Kansas to buy land there and form a colony. These would probably be ex-slaves who were now free to do this. They had been freed about ten years before and they were looking for a better life. It also seems as if the poster is trying to make sure these African-Americans are protected because it mentions forming a militia. This might mean they were expecting trouble from white settlers and wanted to defend themselves. The purpose is to keep together for self-help and protection.</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) No response or no response worthy of credit</p>		



Section B – American West 1840-1895


Q	Answer	Marks	Guidance
10 (a)	<p>Q: Briefly describe the role of women in the life of the Plains Indians.</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	
		5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>responsible for the tepee - putting it up and taking it down, and the bedding and fire inside</i> • <i>bearers of children and to look after young children</i> • <i>cut up the buffalo and preparing food, fetching water, making clothes, utensils and other items</i> • <i>responsible for loading all the family's possessions on to the travois when they moved</i> • <i>in some tribes the tepee, utensils, tools and children all belonged to the women</i> • <i>if husbands were killed, the widows were shared out between the remaining men</i> • <i>men lived with their wife's family, descent was traced through the mother.</i>

Section B – American West 1840-1895

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Why were the Great Plains at first called 'the Great American Desert' by white Americans? Explain your answer.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of why the Plains were called 'the Great American Desert'. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of why the Plains were called 'the Great American Desert'. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of why the Plains were called 'the Great American Desert'. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of why the Plains were called 'the Great American Desert'.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Great Plains were called the Great American Desert by white Americans for several reasons. The Plains had a very difficult climate with great extremes. The summers were baking hot with a scorching wind that dried up the land, and the winters very cold with blizzards and tornadoes. There was also a lack of water. The explorers that went there thought it looked just like barren land. Much of the Plains was not properly explored and was unknown and they simply did not know it well enough to understand its potential. Only a few mountain men and trappers had been there. The general attitude was that it was all wilderness and this is why it was called a desert.</i></p> <p><i>White Americans only valued land if it was good for farming and if it could be settled. By this they meant living in houses and towns and farming the land by growing crops. The Indians did not think it was a desert because they had adapted to it by becoming nomads and hunting the buffalo. The white Americans called it a desert because it would be useless for their way of life.</i></p>

Section B – American West 1840-1895

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 43 to allocate SPaG marks.
	<p>Q: 'The policy of the American government towards the Plains Indians was unchanged between 1840 and 1895.' 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 or not the policy of the American government towards the Plains Indians changed. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the American government changed its policy towards the Plains Indians. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I agree, and disagree, with this statement. At first the American government was willing to allow the Indians to have all the land west of the Mississippi River. The Indians were left alone. However, the idea of America's Manifest Destiny was then developed. This was a belief that they had a god given right to expand westwards. This led to wagon trains starting to go West and homesteads being set up and then gold was found in California. As more and more people travelled across the plains there were more attacks by the Indians.</i></p> <p><i>The American government was still ready to negotiate with the Indians and in the Fort Laramie Treaty the Indians were allowed to keep large parts of the Plains. But the settlers kept coming and in the 1860s a new agreement was drawn up where the Indians were separated into smaller reservations where the Indians were to be taught how to farm in return for being given food. The American government's new policy was to try and turn the Indians into white men.</i></p> <p><i>However, the American government changed to a new policy when some Indians refused to keep to the reservations and attacked settlers. They decided on all out war on the Indians. This involved destroying the buffalo to force the Indians into the reservations and a policy of extermination of the Indians especially after the Battle of the Little Big Horn.</i></p> <p><i>Overall, apart from the very beginning, the policy of the government was to get the land of the Indians. This stayed the same. But they used different methods - negotiation, reservations and then all out war.</i></p>

Q	Answer	Marks	Guidance
10 (c) 	<p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the policy of the American government towards the Plains Indians. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify some knowledge of the policy of the American government towards the Plains Indians. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of American government policy towards the Plains Indians.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		



Section B – American West 1840-95


Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe the main features of Manifest Destiny</p> <p>One mark for each valid feature identified.</p> <p>Up to three marks for a feature that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> • <i>they had a God given right to expand across the West</i> • <i>they had a duty to spread civilisation and Christianity to the wilderness</i> • <i>they had to civilise the savage Indians</i> • <i>they had to take liberty and freedom to the West</i> • <i>anybody who opposed them was opposing God's will</i> • <i>by doing this the Americans were fulfilling their destiny laid down by God.</i> • <i>Live on the Plains instead of the Indians</i> • <i>Increase U.S./white population on the Plains</i>

Section B – American West 1840-1895

Q	Answer	Marks	Guidance
11 (b)		7	
	<p>Q: Explain why the railroad was important in the American West.</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge to explain why the railroad was important in the American West. They explain more than one reason that demonstrate thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge to explain why the railroad was important to the American West. They explain one reason that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of the railroad to produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of the railroad.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The railroads were very important. The American government wanted to unite and control all the new areas of the West that were being opened up including the far west of California. Travel to these places was too slow and difficult to feel they were part of the same country. This is why the transcontinental railroad was so important. The government set up two railway companies to build railways from the East and the West and to meet in the middle. They gave the companies large amounts of land to sell to pay for the work. In 1869 the two lines met. It now took only 10 days to travel from New York to San Francisco. The railroad gave people easy and fast transport and had united America.</i></p> <p><i>They were also important because they helped settle the Plains. As railroads were built farms were started close to the routes. Homesteaders could move west so much easier than by wagon train and immigrants trains were run for them. New equipment and machines for their homesteads could be sent out by train. Also towns and cities sprang up near the railways as well as cow towns when the cattle were transported by train. The railways were used for trade with enormous amounts of raw materials and manufactured goods being sent by train to develop America's economy. The West could not have been settled as quickly, nor America's economy developed so fast, without the railroad.</i></p>

Section B – American West 1840-1895

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 43 to allocate SPaG marks.
	<p>Q: How far do you agree that law and order in the West was ineffective in the period 1840-1895? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how effective law and order was in the West. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how effective law and order was in the West. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Law and order was ineffective in many places in the West but it gradually improved. It was poor at first because new towns grew quickly and the government was slow in getting sheriffs and marshals appointed. This was especially true in mining towns. Most of these towns were in remote places and so it took ages for law officers to arrive. Claim jumping caused a lot of trouble and violence and there was a lot of gold and money to be stolen. Also there were many Chinese and Mexican miners who were sometimes attacked by mobs because they were different. There were also lots of saloons in mining towns and drunkenness caused much trouble. The way the problem was dealt with made the problem even worse. Vigilante groups were formed but they took the law into their own hands and used their power to settle personal disputes. Law and order was not much better in other places because of cattle rustling, train and stagecoach robberies and horse stealing.</i></p> <p><i>However, things did slowly get better. Gradually town marshals were appointed. When a town was officially made into a town it could raise taxes and appoint marshals. The US government appointed US marshals to look after a state. In mining towns miners' courts were set up to deal with disputes over claims. The end of the Johnson County War meant that the cattle ranchers would never take the law into their own hands again when the army took over.</i></p> <p><i>So although there was still much to be done by 1895 there had been important improvements compared to 1840 when there was almost no law and order at all.</i></p>

Q	Answer	Marks	Guidance
11 (c) 	<p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how effective law and order was in the West. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify examples of the effectiveness/lack of effectiveness of law and order in the West. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of law and order in the West.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

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

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.

Intermediate performance 2 marks

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.

Threshold performance 1 mark

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.

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

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2015

