

## **GCSE**

### **History A (Schools History Project)**

Unit **A954D/14**: Study in Development and Study in Depth: with  
Germany, c.1919-1945

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 – in body of script
	Noted but no credit given
	Cross
	Level 5
	Level 4
	Level 3
	Level 2
	Level 1
	Blank page

Q	Answer	Marks	Guidance
1 (a)	<p><b>Q: Study Source A. Why was this source published at this time? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 5 (7 marks).</b> 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 <b>explain the purpose</b> of the source (in terms of intended impact) <b>(to stop vaccination)</b> and they use their knowledge and understanding of the <b>context to explain why it was published AT THAT TIME.</b></p> <p><b>Level 4 (6 marks).</b> 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 <b>explain the purpose</b> of the source (in terms of intended impact) <b>(to stop vaccination)</b> and they use their knowledge and understanding of <b>the general context to explain why</b> it was published.</p> <p><b>Level 3 (4-5 marks).</b> Candidates demonstrate some understanding of the source and knowledge and understanding of the context of Jenner's smallpox vaccination to <b>explain the message of the source (against vaccination) in general context.</b></p> <p><b>Level 2 (2-3 marks).</b> Candidates demonstrate some understanding of the source and limited knowledge and understanding of Jenner's smallpox vaccination. They explain <b>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.</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> 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>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><b>Specific context at that time</b>  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> <p><b>General context</b>  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</p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (b)		8	
	<p><b>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.</b></p> <p><b>Level 4 (7–8 marks)</b> 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. <b>Source plus context for one side (to show vaccination still opposed) AND context for other side (to show vaccination not opposed) = L4/7</b> <b>Both sides plus source evaluation = L4/8</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation <b>in context (one side supported)</b> that vaccination was still opposed in the second half of the nineteenth century.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to simply comment on the interpretation that vaccination was still opposed in the second half of the nineteenth century. <b>ID or inference or evaluation without context.</b></p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the source and produce a simple response.</p> <p><b>Level 0 (0 marks)</b> 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 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.</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>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>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>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (a)		5	
	<p><b>Q: Briefly describe how Rome was kept healthy in ancient times.</b></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><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>aqueducts provided clean, fresh water (2)</i></li> <li>• <i>public baths</i></li> <li>• <i>sewers took away the waste (1)</i></li> <li>• <i>cesspits were emptied every night</i></li> <li>• <i>burying bodies within the city was banned</i></li> <li>• <i>prevention rather than cure</i></li> <li>• <i>aediles used to monitor system</i></li> </ul>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p><b>Q: Why were the Ancient Greeks able to make progress in medicine? Explain your answer</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the reasons why the Greeks were able to make progress. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the Greek period. <b>Explains more than one reason</b></p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge and understanding of why the Greeks were able to make progress. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge and understanding of why the Greeks made progress. They produce a <b>basic response. (id or description without explaining how progress was made)</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge and understanding of the progress made by the Greeks.</p> <p><b>Level 0 (0 marks)</b> 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 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><i>Level 2/3 mark example</i> <i>Asclepiions encouraged people to eat healthily and exercise as they had a gym there.</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 52 to allocate SPaG marks.
	<p><b>Q: 'Galen was a turning point in the history of medicine.'</b> <b>How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></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 (<b>both sides</b>) that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion. Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to <b>explain both sides</b> 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 <b>general</b> conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></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 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>⇒</p>	<p>of Galen's work in order to <b>give one side</b> 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><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify reasons</b> why/why not Galen was a turning point in the history of medicine. Or <b>describes work of Galen</b> without explaining how it might be a turning point.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the work of Galen.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (a)		5	
	<p><b>Q: Briefly describe the role of women in medieval medicine.</b></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><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>looked after the health of their families</i></li> <li>• <i>developed treatments based on herbs</i></li> <li>• <i>wise women sold medicines and charms/ examined people</i></li> <li>• <i>faith healers sold medicines and charms</i></li> <li>• <i>acted as midwives</i></li> <li>• <i>looked after the sick in hospitals</i></li> <li>• <i>nuns in hospitals</i></li> </ul>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p><b>Q: Explain how Vesalius' work was progress in medicine.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge to explain ways in which Vesalius' work was progress. They produce a <b>multi-example response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b></p> <p>Candidates demonstrate sound knowledge to explain how Vesalius' work was progress. They produce a <b>single-example response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates demonstrate some knowledge of how Vesalius' work was progress on the past. They produce a <b>basic response. ID / description of his work.</b></p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the work of Vesalius.</p> <p><b>Level 0 (0 marks)</b></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>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>

## 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.
3 (c)			

Q	Answer	Marks	Guidance
3c	<p><b>Q: 'Paré's work was a turning point in the history of medicine.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></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 (<b>both sides</b>) that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion</b>. <b>Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to explain <b>both sides</b> 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.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of Paré's work to give <b>one side</b> 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>	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 in 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 around 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
	<p><b>Level 2 (2 marks)</b> 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.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of Pare's work. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 mark)</b> No response or no response worthy of credit.</p>		

## Section A – Medicine Through Time


Q	Answer	Marks	Guidance
4 (a)		5	
	<p><b>Q: Briefly describe the development of plastic surgery in the first half of the twentieth century.</b></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><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>the work of McIndoe in the Second World War reconstructing faces and hands</i></li> <li>• <i>The First World War and the setting up of special units at the front</i></li> <li>• <i>The work of Gillies in the First world War - set up a special unit to restore the appearance of soldiers</i></li> <li>• <i>skin grafting</i></li> <li>• <i>face transplants</i></li> <li>• <i>repairing the skin by joining up the nerves</i></li> </ul>

Q	Answer	Marks	Guidance
4 (b)		7	
	<p><b>Q: Explain why the lack of effective blood transfusion was important in the nineteenth century.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge to explain how why the lack of effective blood transfusion was important in the nineteenth century. They <b>explain several reasons</b> that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge to <b>explain one reason</b> 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.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of why the lack of blood transfusion in the nineteenth century was important. They produce a <b>basic response. (ID / description of transfusions)</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of blood transfusion in the nineteenth century.</p> <p><b>Level 0 (0 marks)</b> 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 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.</i></p> <p><i>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>



## 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><b>Q: 'Lister's work was a turning point in the history of medicine.' How far you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></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 (<b>both sides</b>) that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to <b>justify a valid conclusion. Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> 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.</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

Q	Answer	Marks	Guidance
4 (c) 	<p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of Lister's work in order to give <b>one side</b> 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><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify reasons</b> why/why not Lister was a turning point. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of Lister's work.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 mark)</b></p> <p>No response or no response worthy of credit.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		8	
	<p><b>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.</b></p> <p><b>Level 4 (7–8 marks)</b> 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. <b>(L4/7 – both sides. L4/8 both sides plus evaluation.)</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that transportation was harsh. <b>(one side explained)</b></p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that transportation was harsh. <b>(ID/inference/evaluation only)</b></p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the source and produce a simple response.</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>I am not sure whether to trust this source because it is from the government and is trying to persuade people that transportation was harsh and is using the fact that criminals did not really know this as an excuse.</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	Mark s	Guidance
	<p><b>Level 0 (0 marks)</b> No response or no response worthy of credit. Candidates describe the sources and produce a very limited response.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p><b>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.</b></p> <p><b>Level 4 (6-7 marks)</b> 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. <b>(L4/6 – explains both sides. L4/7 – both sides plus evaluation)</b></p> <p><b>Level 3 (4-5 marks)</b> 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. <b>(explains one side)</b></p> <p><b>Level 2 (2-3 marks)</b> 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. <b>(ID/ inference/ evaluation only)</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> 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 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 where prisoners were kept separate all the time. This was a harsh punishment and drove some prisoners mad. 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 as well as punish them.</i></p> <p><i>This source does not tells us about the silent system The silent system was not quite so harsh because at least they could see other prisoners. It was designed to stop prisoners communicating with each other and therefore stop them from corrupting each other.</i></p> <p><i>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>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (a)		5	
	<p><b>Q: Briefly describe the work of church courts in the Middle Ages.</b></p> <p>One mark for each example of the work of church courts. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 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"> <li>• <i>to try priests</i></li> <li>• <i>to try accusations of witchcraft</i></li> <li>• <i>to try anyone claiming benefit of clergy</i></li> <li>• <i>they could not impose the death sentence</i></li> <li>• <i>their purpose was to reform people and reconcile them with God rather than punish them</i></li> <li>• <i>they dealt with cases involving morals e.g. sexual offences</i></li> <li>• <i>trial by ordeal(1) ONLY allow development if trial by consecrated bread</i></li> <li>• <i>approved sanctuary.</i></li> </ul>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p><b>Q: How did the fall of the Roman Empire affect law and order? Explain your answer.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a <b>multi-example response</b> 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.</p> <p><b>Level 3 (4–6 marks)</b></p> <p>Candidates demonstrate sound knowledge of the fall of the Roman Empire affected systems of law and order. They produce a <b>single-example response</b> that demonstrates understanding of systems of law and order at the time.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates demonstrate some knowledge of how the fall of the Roman Empire affected systems of law and order. They produce a <b>basic response.(id/ description of law and order)</b></p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of systems of law and order at the time.</p> <p><b>Level 0 (0 marks)</b></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>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>

## 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.



Q	Answer	Marks	Guidance
6 (c) ⇒	<p><b>Q: 'Little changed in crime and punishment during the Middle Ages.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to judge how far crime and punishment changed. They produce a fully developed response (<b>both sides</b>) that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion. Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> 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 general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding in order to give <b>one side</b> of the argument about how far crime and punishment changed. 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>	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><b>Level 2 (2 marks)</b>                      Candidates use some relevant knowledge to <b>identify examples</b> of continuity/changes in crime and punishment. They produce a basic response.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b>                      Candidates demonstrate limited knowledge of crime and punishment in the Middle Ages.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b>                      No response or no response worthy of credit.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (a)		5	
	<p><b>Q: Briefly describe the methods used by smugglers in the eighteenth century.</b></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><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>using isolated parts of the coast</i></li> <li>• <i>hiding smuggled goods in secret places</i></li> <li>• <i>meeting ships from Europe and rowing the goods ashore</i></li> <li>• <i>selling the goods locally or to duffers who took them to London to be sold</i></li> <li>• <i>attacking revenue men</i></li> <li>• <i>involving the local community</i></li> </ul>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p><b>Q: Explain why the authorities in the eighteenth century thought that poaching was a serious crime.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge to explain why the authorities thought that poaching was a serious crime. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b></p> <p>Candidates demonstrate sound knowledge to explain why the authorities thought that poaching was a serious crime. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates demonstrate some knowledge of why the authorities thought that poaching was a serious crime. They produce a <b>basic response.(ID/ description)</b></p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of why the authorities thought that poaching was a serious crime.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</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>

## 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.

Q	Answer	Marks	Guidance
<p>7 (c) ⇒</p>	<p><b>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.</b></p> <p><b>Level 5 (7–8 marks)</b></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 (<b>both sides</b>) that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of law and order to <b>justify a valid conclusion. Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> 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 general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of punishments under the Bloody Code and in the Middle Ages in order to give <b>one side</b> 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>8</p>	<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
	<p><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify examples</b> of punishments under the Bloody Code and in the Middle Ages They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></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</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p><b>Q: Briefly describe the treatment of conscientious objectors in the First World War.</b></p> <p>One mark for each valid description identified. 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"> <li>• <i>court martialled</i></li> <li>• <i>imprisoned in solitary confinement</i></li> <li>• <i>hostile public opinion</i></li> <li>• <i>made to do hard labour such as farming, mining or hospital work</i></li> <li>• <i>put in front of tribunals</i></li> <li>• <i>humiliated by women./ given white feather to show cowardice.</i></li> <li>• <i>Field punishments.</i></li> </ul>



Q	Answer	Marks	Guidance
8 (b)	<p><b>Q: Explain how the treatment of juvenile offenders changed during the twentieth century.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge of the treatment of juvenile offenders. They explain <b>at least two examples of change</b> that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge of the impact of the treatment of juvenile offenders. They explain <b>one example of change</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of the treatment of juvenile offenders. They produce a <b>basic response. (ID/ description)</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of the treatment of juvenile offenders.</p> <p><b>Level 0 (0 marks)</b> 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>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>

## 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.

Q	Answer	Marks	Guidance
	<p><b>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.</b></p> <p><b>Level 5 (7–8 marks)</b></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 (<b>both sides</b>) that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features to <b>justify a valid conclusion. Answers must reach L4 before L5 can be awarded.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> 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 some relevant key concepts, and features to reach a general conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of the impact of developments in communications on crime and policing. They produce a <b>one-sided answer</b> and explain the impact of one factor. They produce a response, not always fully developed, 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>	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>

Q	Answer	Marks	Guidance
	<p><b>Level 2 (2 marks)</b>                      Candidates demonstrate some relevant knowledge to <b>identify examples</b> of the impact of one factor on crime and policing and they produce a basic response.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b>                      Candidates demonstrate limited knowledge of the impact of one factor on crime and policing.                      Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b>                      No response or no response worthy of credit.</p>		

## Section B – Germany c.1919-45

Q	Answer	Marks	Guidance
9 (a)		7	
	<p><b>Q: Study Source A. What is the cartoonist's message? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6-7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period and of Hitler's methods in 1933. They interpret the source by explaining the <b>main message</b> and produce a sound response in context.</p> <p><b>Level 3 (4-5 marks)</b> Candidates demonstrate some knowledge and understanding of the period and of Hitler's methods in 1933 and some understanding of the source to <b>explain valid sub-messages in some context</b>.</p> <p><b>Level 2 (2 -3 marks)</b> Candidates demonstrate limited knowledge and understanding of Hitler's methods in 1933. They show some surface understanding of the source. They produce a simple response. <b>Context only or message without context</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response. <b>Misinterprets source</b>.</p> <p><b>Level 0 (0 marks)</b> 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>The message of this cartoon is that Hitler is not as popular in Germany as it might appear. By 1933 Hitler was Chancellor of Germany but he had got there through back-room deals. Once he was in power he ruled through intimidation and violence. He banned Trade Unions and political parties and had Communists and other opponents locked up and forced the Reichstag to pass the Enabling Act allowing him to act as a dictator. He also acted against the SA in a very violent way and all the time his thugs were beating up anyone who dared to oppose him. The cartoonist is suggesting that Hitler is getting people to support him by his use of force. The cartoon shows people being forced to buy copies of Mein Kampf. At the bottom of the cartoon it says 'The Best-Seller' but this means that it was only a best seller because people were being intimidated into it. Overall, the cartoonist's view is that Hitler is staying in power through violence and force.</i></p> <p><i>Main message: Hitler's support in Germany is not genuine because it is forced.</i></p> <p><i>Sub messages might include:</i>  <i>Hitler forces people to support him</i>  <i>Hitler uses propaganda</i>  <i>People in Germany are scared of Hitler</i></p> <p><i>Misinterpretation of message: Hitler is popular/ doing well.</i></p>

Q	Answer	Marks	Guidance
9 (b)		6	
	<p><b>Q: Study Source B. Explain how this source is useful evidence about the Nazi regime. Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6 marks)</b> Candidates demonstrate a sophisticated knowledge and understanding of the period, of <b>Nazi anti-semitism in German schools</b>, 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.</p> <p><b>Level 3 (4-5 marks)</b> Candidates demonstrate a sound knowledge and understanding of the period, of <b>Nazi anti-semitism in German schools</b>, 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.</p> <p><b>Level 2 (2-3 marks)</b> Candidates demonstrate some knowledge and understanding of <b>Nazi ideology in German schools</b>. They extract information from the source and use this as evidence of its usefulness or they explain its limitations.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> 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>This source is very useful evidence about Nazi Germany. When the Nazis took over Germany they also began to control what was taught in schools. They used education as a way of indoctrinating children into their beliefs. One of these was hatred of Jews. This source shows that even Maths lessons were used as indoctrination. Although the exercise on the surface is about Maths is also puts across the idea of bombing Warsaw because that is where a lot of Jews lived. The source gives the impression that this is a good thing to do and this is really taken for granted in the school book. So the source is good evidence about how the Nazis carried out their indoctrination. However it doesn't show that History lessons were used to criticise the Treaty of Versailles and Biology lessons to put across Nazi ideas about race, so therefore it doesn't show the full picture of what the Nazis were doing in schools.</i></p>


Q	Answer	Marks	Guidance
9 (c)		7	
	<p><b>Q: Study Source C. 'The Nazi regime won the support of the German people through propaganda.' Use the source and your knowledge to explain how far you agree with this interpretation.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that the Nazi regime won the support of the German people through its use of propaganda. <b>Both sides</b></p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the Nazi regime won the support of the German people through its use of propaganda. <b>One side supported by context</b></p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the Nazi regime won the support of the German people through its use of propaganda. <b>Description of propaganda or interpretation only from source without contextual support.</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response about how the Nazi regime won support..</p> <p><b>Level 0 (0 marks)</b> 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>Source C supports this interpretation to some extent. It shows that many people turned up to celebrate Hitler's 50th birthday, especially women and children. Hitler receives repeated ovations from the crowd showing how popular he was. The source also shows how the celebrations and the film would be used to create propaganda. The film was going to emphasise certain things like the discipline of the event and to appeal to women the idea that Hitler loved children. This shows the Nazi film workers at work creating propaganda. The film would be shown around Germany in a newsreel. This is typical of the propaganda methods used by the Nazis. They held torchlight parades to win over people emotionally. Radios were set up in workplaces and even in public squares to send out Nazi propaganda. All this was designed to create a 'People's Community' winning the hearts and minds of the German people and getting them to feel that they belonged to this community. Ideas about Hitler's greatness, and how the Nazis were solving unemployment and making Germany great, and about how the Jews were responsible for Germany's troubles, were fired constantly at the German people. Through these methods the Nazi did win a lot of support.</i></p> <p><i>However, the source does not actually prove that these methods were working. It just shows the techniques they were using. The Nazis also won support in other ways. They started a massive programme of public works building, for example, motorways. This gave people jobs after the high unemployment under Weimar. They set up the 'Strength Through Joy' programme which provided trips on cruise ships and film shows for the workers. The Nazi foreign policy of winning back lost territory and making the country great again also won support. Finally, not all Germans were won over. The regime did have opponents and these were dealt with by the SS and the Gestapo, but the fact that they existed shows that the propaganda was not totally successful.</i></p>

<b>10 (a)</b>		<b>5</b>	
	<p><b>Q: Briefly describe the events of the Munich Putsch.</b></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>	<b>5</b>	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Hitler threatens Bavarian politicians in beer hall and forces them to support a putsch</i></li> <li>• <i>march on Munich with Ludendorff</i></li> <li>• <i>the Bavarian government resists with police and army</i></li> <li>• <i>some Nazis shot and are defeated, Hitler flees</i></li> <li>• <i>Nazis are arrested</i></li> </ul>



Q	Answer	Marks	Guidance
10 (b)		7	
	<p><b>Q: Explain why Stresemann was important to the Weimar Republic.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge of why Stresemann was important to the Weimar Republic. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge of why Stresemann was important to the Weimar Republic. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of the importance of Stresemann to the Weimar Republic. They produce a <b>basic response. ID or description without judgement on importance.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of Stresemann.</p> <p><b>Level 0 (0 marks)</b> 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>Stresemann was important to the Weimar Republic because he solved the problem of hyperinflation that Germany was suffering from in the early 1920s. This was a dreadful problem because prices went up all the time and people's savings became worthless. Wages went up but they were worthless. Stresemann became Chancellor in 1923 and called off the strike in the Ruhr which was adding to inflation and introduced a new currency called the Rentenmark. He also reduced government spending and stopped printing so much money. Gradually this stopped hyperinflation.</i></p> <p><i>He was also important because he was able to get Germany accepted into the international community again. This is showed by the fact that he was able to negotiate the Dawes Plan which involved the US lending Germany money to help its economy. He also managed to get Germany accepted into the League of Nations and in 1929 agreement was reached over reparations which meant the Allies withdrew from the Rhineland. These were all signs that Germany was taking its place in the international world. This was an important achievement of Stresemann.</i></p>

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 17 to allocate SPaG marks.
	<p><b>Q: 'Which was more important in causing the downfall of the Weimar Republic, the appeal of the Nazis or the weaknesses of the Weimar Republic? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain the relative importance of the <b>appeal of the Nazis and the weakness of Weimar</b> in causing the downfall of the Weimar Republic. 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 <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about whether the appeal of the Nazis or the weaknesses of Weimar caused the downfall of the Weimar Republic. 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> <p><b>Level 3 (4 marks)</b></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 weaknesses of the Weimar Republic were important in its downfall. These weaknesses were there from the start. It was blamed for the Treaty of Versailles and some Germans never accepted it. It also got off to a very bad start with inflation, risings and the French occupation of the Ruhr. Its constitution also made coalition governments very likely and this led to weak government. So when the Depression hit Germany it was hitting a Republic that was already weak. The depression finished it off. There was massive unemployment and the government had to cut unemployment benefit. This left millions of people in poverty with many living in shanty towns. This finished off the Weimar Republic. People wanted an alternative.</i></p> <p><i>The Nazis were also important in the fall of the Weimar Republic. Their propaganda emphasised the weakness of the Weimar Republic and offered strong leadership through Hitler instead. They promised jobs by setting up public works and also presented themselves as the only alternative to the Communists who a lot of people feared. They also used propaganda very well and managed to win over the support of the middle classes who suffered from the Depression the most.</i></p> <p><i>Overall, although the Nazis were very important and made themselves appealing by presenting themselves as the opposite of the Weimar Republic, they only won a lot of support because of the weaknesses of Weimar. If Weimar had not had these weaknesses then the Nazis would not have been able to bring it down.</i></p>

Q	Answer	Marks	Guidance
<p>10 (c)  </p>	<p>Candidates demonstrate some knowledge and understanding of the reasons for the downfall of the Weimar Republic to give <b>one side</b> 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><b>Level 2 (2–3 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify some reasons</b> why the appeal of the Nazis and/or the weaknesses of Weimar caused the downfall. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the period and of the downfall of the Weimar Republic.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		


## Section B – Germany c.1919-1945

Q	Answer	Marks	Guidance
11 (a)		5	
	<p><b>Q: Briefly describe Nazi economic policies.</b></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><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>Schacht's New Plan - imports limited, trade agreements to bring in raw material</i></li> <li>• <i>Goering's Four-Year Plan -increased production of raw materials, price and wage controls</i></li> <li>• <i>building new industrial plants</i></li> <li>• <i>aim to make Germany self-sufficient in materials essential for war like steel and oil</i></li> <li>• <i>a war economy during the war</i></li> <li>• <i>work schemes e.g. autobahns.</i></li> </ul>

## Section B – Germany c.1919-1945

Q	Answer	Marks	Guidance
11 (b)		7	
	<p><b>Q: Explain how the Second World War affected the lives of the German people.</b></p> <p><b>Level 4 (7 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge to explain how the Second World War affected the lives of the German people. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p><b>Level 3 (4–6 marks)</b></p> <p>Candidates demonstrate sound knowledge to explain how the Second World War affected the lives of the German people. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates demonstrate some knowledge of the lives of the German people during the war to produce a <b>basic response</b>. <b>1ds points.</b></p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the lives of the German people during the war.</p> <p><b>Level 0 (0 marks)</b></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>Women were one group that were affected a lot by the war. The war meant that Germany needed more workers and so although earlier in the 1930s women had been discouraged from working by the Nazis, they were now needed again. Women were made to complete a compulsory duty year when they worked on farms without pay. As more German men had to fight more and more women were needed in the factories to produce weapons to fight the war. Although many did go back, the Nazis never introduced conscription for women.</i></p> <p><i>Another way that life was affected was the Allied bombing on German cities like Dresden. The British bombed at night and the Americans by day so it could be almost non-stop especially at the end of the war. Incendiary bombs were used which set fire to the buildings and caused fire storms. Thousands of people were killed and the rest lost their homes. Food and water became difficult to find and people survived by using the black market and even eat dead animals killed in the raids.</i></p>

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 17 to allocate SPaG marks.
	<p><b>Q: 'In the period 1933 to 1939 the lives of most Germans improved.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b> Candidates demonstrate comprehensive knowledge and understanding in order to explain how far people were better off 1933-39. They produce a well-developed response to <b>both sides</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to <b>justify a valid conclusion</b>. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about how far people were better off 1933-39. 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. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (4 marks)</b> Candidates demonstrate some knowledge and understanding in order to give <b>one side</b> of the argument about whether people were better off 1933-39. They produce a response that demonstrates some understanding of the past. 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>The answer to this question depends on which kind of Germans you look at. Many of the working classes did benefit. They had jobs when before they were unemployed. They had to join the DAF which was run by Dr Ley. He put them to work building new motorways. He also organised 'Beauty of Labour' which improved working conditions in factories, and 'Strength Through Joy' which arranged activities for workers in their time off. People running small businesses were also better off. The Nazis banned new department stores which had been taking trade from small businesses. Many small businessmen had supported the Nazis and their businesses thrived under the Nazis.</i></p> <p><i>However, many of the workers who were put into government programmes may have had a job but the wages were very low, sometimes even lower than the old unemployment benefit. Trade Unions were banned and this made the workers less powerful. They were basically controlled through the DAF. Some things that the Nazis promised workers were a myth such as the new VW People's Cars that never appeared. A government programme called the Reich Labour Service making all young men do six month's manual labour was very unpopular.</i></p> <p><i>Overall it was a very mixed picture. Some groups were better off while other were not. Overall people had a lot less freedom but they did have jobs and were able to put food in their families' mouths and this must come first, so I would say that overall they were better off.</i></p>

Q	Answer	Marks	Guidance
11 (c) 	<p>are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify reasons</b> examples of people being/not being better off They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of people's lives in Nazi Germany.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></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**

<b><i>High performance 3 marks</i></b>
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.
<b><i>Intermediate performance 2 marks</i></b>
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.
<b><i>Threshold performance 1 mark</i></b>
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
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>6</b>	<b>81</b>

\* 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).

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