



GCSE History: Paper 1 Marking Training

1HI0-24O8/01

Q1 Describe a feature (2 marks)

Crime and punishment Q1a, mock papers adapted from 2024

Question	
1 (a)	Describe one feature of the types of crime that were committed in Whitechapel. Target: knowledge of key features and characteristics of the period. AO1: 2 marks.
Marking instructions	
Award 1 mark for a valid feature identified. The second mark should be awarded for supporting information. e.g. <ul style="list-style-type: none">• <i>Theft was common, usually petty theft of food or of things that could be easily sold (1). Many people in Whitechapel were poor and were sometimes desperate for food (1).</i>• <i>There were often protection rackets organised in the area (1). Gangs would threaten to damage a business unless a fee was paid regularly (1).</i>• <i>There were violent attacks, often targeting ethnic groups (1). Migrants were often perceived as a threat to people already living in the area (1).</i> Accept other appropriate features and supporting information.	

Introductory exemplar response

Feature 1

Theft and robbery were quite common due to the high rates of poverty, people could not afford things such as food or water. They had no other option.



Q2a Analysis and Evaluation of Source Utility (8 marks)

[Getting Started Guide](#), p.30.

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance¹. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with implicit links to the sources.
2	3–5	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance¹. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used to support comments on the usefulness of the content of the sources and/or their provenance.
3	6–8	<ul style="list-style-type: none">Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance¹ affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.
Notes: 1. Provenance = nature, origin, purpose.		

Activity 1: Using the mark scheme above, what do you notice is the difference between a Level 2 and a Level 3 answer?



Exemplar response 1

Medicine in Britain Q2a (2022)

2 (a) Study Sources A and B in the Sources Booklet.

How useful are Sources A and B for an enquiry into the problem of trench foot?

Explain your answer, using Sources A and B and your knowledge of the historical context.

(8)

Source A is useful as it provided us with a direct experience of what went on in the trenches. It tells us that the "battalion lived in mud and water" and "about 200 men" had to be evacuated from this part of the trench. This is useful as it gives ~~exact~~ numbers to signify how many were impacted by trench foot. My own knowledge supports this as I know that trench foot was one of the main causes of deaths in the trenches and infection. I also know they didn't have accurate treatment methods to cure this other than amputation therefore it was really important they was evacuated. Source A is also useful as it provides an insight



into trench conditions from a captain on the western front who experienced it first hand.

Source B is useful as it shows us directly how many soldiers per sector of the trench required foot inspection and how frequent of an issue trench foot was. It also shows how crowded trenches were so inspections were very difficult to carry out. My own knowledge supports this as most trenches had drainage issues

or just no drainage, therefore it was very necessary to carry out these inspections ~~regularly~~^{regularity} ~~regularly~~ as it was common. This source is also useful as it provides a clear image of conditions on the western front with the image inside the trench. Although we can question its authenticity as it may have been used for propaganda which would make it less useful.



Medicine in Britain Q2a (2022) – Sources A and B

Source A: From an account written after the First World War by Captain Impey. Captain Impey was an officer in the Royal Sussex regiment, which served on the Western Front. Here he is describing the conditions in the trenches and the problem of trench foot.

The trenches were wet and cold and some of them did not have duckboards covering the mud on the floor of the trench. Many trenches also did not have dug-outs where soldiers could shelter while they slept. The battalion lived in mud and water.

These conditions caused many men to develop trench foot. Altogether about 200 men with trench foot had to be evacuated from our section of the trenches.

Trench foot was a new illness and it was vitally important to provide dry socks for the troops. Rubber boots were provided for the troops in the worst positions in the trenches. One section of the trench was kept as an area where men were sent, two at a time, to rub each other's feet with grease. They would do this at least once a day.

Source B: A photograph showing a medical inspection in a support trench on the Western Front, 1918. The Medical Officer is carrying out a foot inspection.





Medicine in Britain Q2a (2022) – indicative content in the mark scheme

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited. The grouping of points below does not imply that this is how candidates are expected to structure their answers.

Source A

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source A is useful because it describes the conditions in the trenches that led to soldiers developing trench foot.
- Source A is useful because it demonstrates the attempts of the army to prevent soldiers developing trench foot.
- It is useful in the way it suggests that trench foot was a serious problem affecting the health of large numbers of the soldiers.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- Captain Impey was an officer, so he would have been responsible for the health of soldiers under his command and he would have had a reliable overview of their health problems.
- The source was written after the war, which suggests that he remembers trench foot as a significant problem.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- Soldiers would be on the front-line trench in muddy conditions for several days with no chance to get clean and dry until they moved back to the support or reserve trenches.
- Whale oil was recommended for use as a way of preventing trench foot.

Source B

The usefulness could be identified in terms of the following points which could be drawn from the source:

- Source B is useful because it suggests that the army took trench foot seriously, as a formal foot inspection was being carried out by the Medical Officer.
- The content of Source B is useful as it shows a cause of trench foot, the base of the support trench was earth, which would become muddy in wet weather.

The following points could be made about the authorship, nature or purpose of the source and applied to ascribe usefulness to material drawn from it:

- The photograph was taken in 1918, so it can be used to show that the army had developed measures to prevent trench foot developing.
- It is possible that the photograph was used to reassure people at home or army senior ranks that action was being taken to deal with the problem of trench foot.

Knowledge of the historical context should be deployed to support inferences and/or to assess the usefulness of information. Relevant points may include:

- The army took trench foot seriously because it was a form of gangrene and, in severe cases, resulted in amputation.
- Some sections of the trenches were in low-lying ground, which did not drain well, for example the trenches at Passchendaele were waterlogged and muddy.



Activity 2: Use the mark scheme (p.2 above) to form a 'best-fit' judgement as to the Level for Exemplar response 2 below.

Exemplar response 2

Medicine in Britain Q2a (2022)

Source A is somewhat useful, it was written after WWI by Captain Impey who served on the Western front. This shows some reliability as he was there to experience and see the conditions of the trenches and people who had trench foot. He describes the trenches as "wet and cold", he also tells us that the trenches did not have duckboards covering the mud, meaning soldiers stood in the mud on the floor of the trench which caused them to develop trench foot.

Source B is somewhat useful, I can see a medical officer carrying out a foot inspection on the soldiers. Therefore I can infer that trench foot was a popular disease as there were many men waiting to be inspected. This shows it was usually important for it to be treated. This source has details such as how it was treated and how did the soldiers develop trench foot.



Q2b Framing historical questions (4 marks)

Exemplar response 3

Medicine in Britain Q2b (2022)

Detail in Source A that I would follow up:

~~'these conditions came'~~ 'About 200 men with trench foot had to be evacuated from our section of the trenches'

Question I would ask:

~~What happened to the men who had trench foot?~~ ^{What was the} treatment ~~was~~ given to the men who ~~developed~~ ^{had} been evacuated due to trench foot? ~~trench foot?~~

What type of source I could use:

RAMC medical records.

How this might help answer my question:

This would show me the different ways doctors and surgeons would treat trench foot at the time.



Medicine in Britain Q2b (2022) – indicative content in the mark scheme

Question	
2 (b)	<p>How could you follow up Source A to find out more about the problem of trench foot?</p> <p>In your answer, you must give the question you would ask and the type of source you could use.</p> <p>Target: Source analysis and use (the ability to frame historical questions). A03: 4 marks.</p>
Marking instructions	
<p>Award 1 mark for selecting a detail in Source A that could form the basis of a follow-up enquiry and 1 mark for an appropriate follow-up question.</p> <p>e.g.</p> <p>Detail in Source A that I would follow up: <i>The provision of dry socks and rubber boots.</i> (1)</p> <ul style="list-style-type: none">• Question I would ask: <i>Was this effective in preventing trench foot?</i> (1) <p>(No mark for a question that is not linked to following up Source A, e.g. 'because it would be an interesting question to ask'.)</p> <p>Award 1 mark for identification of an appropriate source to use in a follow-up enquiry and 1 mark for an answer that explains how the information it contains could help answer the chosen follow-up question.</p> <p>e.g.</p> <ul style="list-style-type: none">• What type of source I would look for: <i>British Army War diaries.</i> (1)• How this might help answer my question: <i>Extracts from a range of diaries could give us individual soldiers' description of the condition of their feet, providing an overview of what measures were taken and how effective they were.</i> (1) <p>Accept other appropriate alternatives.</p>	



Activity 3: Use the mark scheme (previous page) to award marks for Exemplar response 4 below.

Exemplar response 4

Medicine in Britain Q2b (2022)

Detail in Source A that I would follow up:

~~A ~~third~~ ~~common~~ ~~caused~~ ~~men~~~~
"rubbish boxes provided for hoops in
worst positions of trenches."

Question I would ask:

where was the worst position
to be in the trenches, which would
most likely lead to trench foot?

What type of source I could use:

I would use hospital records to
~~to~~ see where men which placed
positions in the trenches, did there with trench
foot typically come from?

How this might help answer my question:

This might help because hospital
records will often ~~s~~ have description
of ~~cause of~~ cause of ~~the~~ disease & where
it was from



Q3 Comparison of similarity or difference over time (4 marks)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">Simple or generalised comment is offered about a similarity. [AO2]Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]
2	3–4	<ul style="list-style-type: none">Features of the period are analysed to explain a similarity. [AO2]Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

Exemplar response 5

Migrants in Britain Q3 (2024)

- 3 Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800–c1500) were **similar** to opportunities for Jewish migrants in the eighteenth- and nineteenth centuries (c1700–c1900).

industrial

In the medieval period Jews were invited over in 1070 by William I as he needed money lenders because Christians had been banned from usury this meant they had royal protection however there were still restrictions on their job opportunities as they could not be lawyers as said in the Statute of Jewry. Similarly in the industrial period Jewish migrants also had restrictions on their job opportunities and could still not be lawyers this often led to them having to work in unsafe conditions.



Activity 4: Use the mark scheme on the page above to form a 'best-fit' judgement as to the Level and marks for Exemplar response 6 below.

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- In both time periods, there were economic opportunities for Jewish migrants. In the medieval period, Jewish merchants were offered opportunities by William I, whilst in the eighteenth and nineteenth centuries, there were economic opportunities, such as trading on the Royal Exchange.
- In both time periods, Jewish migrants were subject to antisemitism, which limited their opportunities. In the medieval period, Jewish people suspected of a crime lost their property, including commercial premises, whilst in the eighteenth and nineteenth centuries, there were restrictions on Jewish people attending universities. For example, they were not allowed to attend Oxford University until 1871.

Exemplar response 6

Migrants in Britain Q3 (2024)

- 3 Explain **one** way in which opportunities for Jewish migrants in the medieval period (c800–c1500) were **similar** to opportunities for Jewish migrants in the eighteenth- and-nineteenth centuries (c1700–c1900).

One way in which opportunities for Jewish migrants in the medieval period ~~was~~ were similar to the ~~18th~~ 18th and 19th centuries was ~~the~~ economic opportunity. In the 11th century William invited Jewish people to England to lend money, which made them very important to the English economy and allowed them to prosper. Similarly in the 18th century Jewish people were able to play a role in the economy through being skilled ~~commerce~~ workers. An example of a Jewish ~~person~~ migrant who ~~imposed~~ had economic opportunity is Joseph Hart, who was able to trade on the Royal Exchange.



Q4 Explanation of the process of change (12 marks)

[Getting Started Guide](#), pp.36–37.

Mark	12-mark questions	Level
0	No rewardable material.	
1–3	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] 	1
4–6	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] 	2

Mark	12-mark questions	Level
7–9	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>Maximum 8 marks for answers that do not address three or more aspects of content.</p>	3
10–12	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] <p>No access to Level 4 for answers that do not address three or more aspects of content.</p>	4

Medicine in Britain Q4 (2024)

- 4 Explain why there was little change in medicine in England during the medieval period (c1250–c1500).

(12)

You **may** use the following in your answer:

- Galen
- monastery hospitals

You **must** also use information of your own.



Exemplar response 7

Medicine in Britain Q4 (2024)

There One reason why there was little change in medicine in England was the work of Galen. Galen, ~~was~~ although proven wrong later on, was revered in England, especially by the church because his work suggested that there is a creator, which lines up with the Church's religious views. One of the reasons his work was not challenged is because people did not dare to challenge him as if they did, they would be seen as challenging the church also.

Another reason medicine had little change ~~over~~ in England was the Church. In ~~medieval~~ medieval times, the Church had a vice-like grip on everything in the country. For example, libraries were ~~a~~ heavily controlled, so if you wanted to educate yourself, then it would only be the stuff the Church wanted you to know. They also capitalised on the lack of willingness from the public to challenge their ideas as nobody wanted to oppose the church because so many were heavily religious.



Medicine in Britain Q4 (2024) – indicative content in mark scheme

Indicative content guidance

Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.

Relevant points may include:

- The ideas of Galen were the basis of medical training throughout this period, therefore physicians continued to use the same treatment.
- The Church discouraged experimentation and dissection and therefore there was little evidence to challenge Galen's ideas.
- The Church provided care for the sick in monastery hospitals but focused on care rather than cure, so new ideas were not tried.
- Although there were individuals who were interested in new ideas, the technology did not exist to discover microbes and the authorities were not prepared to take action, therefore there was little attempt to implement change.
- Medical texts were circulated but the texts were based on established theories rather than introducing new ideas.
- Most people could not afford to consult a trained physician so they relied on remedies passed down from one generation to the next.



Activity 5: Use the mark scheme on p.13 above to form a 'best-fit' judgement as to the level and mark for Exemplar response 8 below.

Exemplar response 8

Medicine in Britain Q4 (2024)

One reason there was little change in medicine during the medieval period was because of the physician Galen. Galen's ~~was~~ theories and discoveries were widely accepted and respected due to them linking to Christianity and the Bible. This is a result of the strong religious society that ~~was~~ ^{was} constantly influenced by the church. Some of Galen's theories include the male anatomy has one less rib than the female, this is based on the Genesis story where God created woman from a man's rib; another is the theory of opposites, for example if you have a ~~fever~~ cold, wrap up in warm clothing and sweat it out. The consequence of Galen's work being accepted, is that anyone who goes against church beliefs will receive judgement and rejection, meaning it is hard to argue against Galen's work.

Another reason there was little change during this time is because of monastery hospitals.



In the medieval period, hospitals were run by the church ~~despite~~ as a result of the strong influence ~~that~~ these hospitals were not helping advance medicine given that they didn't cure sick people, they cared for them by giving food, shelter, a bed and prayer. This would have led to ~~the~~ spread in disease since they were unhygienic, often shared beds and were not receiving accurate treatment, demonstrating why little change was made in medieval medicine. Since there was no doctors or physicians, monks and nurses - who ran the hospitals - would not have made any discoveries or theories ~~since~~ given that they are not medical professionals.

A third reason there was little change in medieval medicine ~~is~~ was the lack of technology and resources. This meant that without equipment such as the printing press which wasn't made until the renaissance, the church's ^{influence} ~~influence~~ was still preventing any developments as they were the ones who hand wrote the books, leading to no improvements in medicine given that physicians only had other physicians work, such as Galen and Hippocrates, to base their medicine on. Having the printing press ~~is~~ would helped as it didn't require the church's authority.



Q5/6 Judgement question (16 + 4 marks)

Getting Started Guide, pp.36–37.

Level	16-mark questions	Mark
	No rewardable material.	0
1	<ul style="list-style-type: none"> A simple or generalised answer is given, lacking development and organisation. [AO2] Limited knowledge and understanding of the topic is shown. [AO1] The overall judgement is missing or asserted. [AO2] 	1–4
2	<ul style="list-style-type: none"> An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1] The overall judgement is given but its justification is asserted or insecure. [AO2] 	5–8

Level	16-mark questions	Mark
3	<ul style="list-style-type: none"> An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1] The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2] <p>Maximum 11 marks for answers that do not address three or more aspects of content.</p>	9–12
4	<ul style="list-style-type: none"> An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2] Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1] Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2] <p>No access to Level 4 for answers that do not address three or more aspects of content.</p>	13–16

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> The learner writes nothing. The learner's response does not relate to the question. The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> Learners spell and punctuate with reasonable accuracy. Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> Learners spell and punctuate with considerable accuracy. Learners use rules of grammar with general control of meaning overall. Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> Learners spell and punctuate with consistent accuracy. Learners use rules of grammar with effective control of meaning overall. Learners use a wide range of specialist terms as appropriate.

- 5 'The most important factor affecting crime and punishment in the years c1000–c1500 was attitudes in society.'

How far do you agree? Explain your answer.

(16)

You **may** use the following in your answer:

- punishment in public
- the Norman Conquest

You **must** also use information of your own.

(Total for spelling, punctuation, grammar and use of specialist terminology = 4 marks)



Exemplar response 9

Crime and punishment Q5 (2024)

though attitudes ⁱⁿ ~~of the~~ society was one factor in driving crime and punishment, other factors, such as the King and Church affected were also significant.

Public humiliation was a common punishment for minor crimes such as drinking and swearing. ^{the} Stocks and ~~tithings~~ pillory were most often used, where the criminal would be bound by their ~~ne~~ neck, wrists or feet and humiliated. People would often throw things such as stones and rotten foods at them to further their discomfort. This acted as a deterrent to commit further crime and its prevalent use shows that it was effective. This shows that attitudes in society were an important factor affecting crime and punishment as they dictated the punishments given through their use of tithings and trial by jury and also the crimes committed. The effective use of public humiliation shows that people were actively deterred by the punishment and saw it as fit.

Poaching became illegal under the Forest Laws.



introduced by the Normans. Under these laws, people were now unable to cut down trees for fire or building ^{and} own dogs and bows and arrows. People caught breaking this law hunting deer had their two forefingers chopped off and repeat offenders were blinded. However, this was labeled as a sexual crime as, usually, if people saw someone committing this offence they would turn a blind eye as they disapproved the laws. This shows that public attitudes in society were important in dictating crime and punishment as people would readily allow criminals to get away with their crime if they saw it as unjust.

Under the Norman Conquest, many laws affecting the King and Church were introduced such as the Murdrum Fine. If a Norman was killed, everyone in the region would need to pay a heavy fine, not to the victims family as once done before but to the King. This compounded the debt of those who were in poverty. Moreover, wergild was shifted with fines being paid to the Kings officials instead of the victims. This shows how many new crimes were introduced and some old crimes changed



under the authority of William the Conqueror, proving that figures of authority were also a significant factor affecting crime and punishment.

In conclusion, though figures of authority such as William and the Normans played a part in changing the definitions of crimes and administering punishments, ultimately, it was left to the public to decide if the punishment was worthy or not. Due to this, more often than not, ^{it was} the public ^{who} either acted as a deterrent or joined together to combat social crimes, proving that the impact of attitudes in society were much more pivotal in dictating crimes and punishments than authorities such as the King. Moreover, crimes ^{changed} ~~changed~~ by the king were sometimes minor and so their effect was limited, such as fines which the use of paled in comparison to public ~~but~~ humiliation.



Crime and punishment Q5 (2024) – indicative content in mark scheme

Indicative content guidance

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Relevant points that support the statement may include:

- Public humiliation, and its effect on public attitudes, was a key element in punishments for petty crimes, for example the use of the pillory or the stocks, in order to both punish the criminal and deter other crimes.
- Attitudes in local communities were important in law enforcement, for example a willingness to join in the hue and cry.
- Public attitudes had a big influence in small communities, where people were responsible for each other's behaviour through the organisation of tithings.
- The attitudes of the authorities and local communities were very different towards some crimes, meaning that the communities often did not support attempts to enforce the laws about 'social crimes' such as poaching.
- Attitudes in society towards crime and punishment were influenced by religious beliefs about morality and about heaven and hell.

Relevant points to counter the statement may include:

- The role of the authorities was key in defining new crimes, for example, after the Norman Conquest, the Normans wanted to establish their control and authority and consequently protect their status.
- The format of punishments was influenced by the authorities' purpose to reduce crime, hoping that harsh punishments would act as retribution but also deter others.

Marks for SPaG		
Performance	Mark	Descriptor
	0	<ul style="list-style-type: none"> • The learner writes nothing. • The learner's response does not relate to the question. • The learner's achievement in SPaG does not reach the threshold performance level, e.g. errors in spelling, punctuation and grammar severely hinder meaning.
Threshold	1	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy. • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall. • Learners use a limited range of specialist terms as appropriate.
Intermediate	2–3	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy. • Learners use rules of grammar with general control of meaning overall. • Learners use a good range of specialist terms as appropriate.
High	4	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy. • Learners use rules of grammar with effective control of meaning overall. • Learners use a wide range of specialist terms as appropriate.



Activity 6: Use the mark scheme on p.18 above to form a 'best-fit' judgement as to the level and mark for Exemplar response 10 below.

Exemplar response 10

Crime and punishment Q5 (2024)

I disagree with the statement as attitudes in society played a ~~big~~ role in crime and punishment but factors like ~~religion~~ ^{religion} and the Norman Conquest played a bigger role. ^{+ compensation}

One factor that affected crime and punishment in the years 1000-1500 was attitudes in society. This was due to the fact a punishment was in public like the stocks and pillory, they were used to publicly humiliate the criminal as many could watch and see the embarrassment they had to face due to their crime. ~~And~~ This shows attitudes in society was a factor affecting crime and punishment as this punishment was put in place to deter others and show them what they will go through if they commit the same crime and the attitude in society was not wanting to face the same humiliation.

Another factor that affected crime and punishment was the ~~the~~ Norman Conquest.



As they introduced new crimes and punishments like it was a crime to cut down a tree, 30% of England's forests were protected by this, and it was a crime to kill a Norman and the punishment was the whole village to pay a fine which went to the King, the Mordrum fine. And the punishment of Wergild was not to be paid to the victim and ~~£~~ instead to the King thus affecting ~~the~~ crime and punishment. This shows the Norman conquest was an important factor in affecting crime and punishment as various crimes and punishments were introduced after their conquest making a bigger impact on crime and punishment.

~~Another factor affecting crime was retribution. An example was a blood feud, the victim's family held the right to kill the criminal.~~

Another factor affecting crime and punishment was compensation. Wergild was a fine that had to be paid by the criminal to the victim's family as a



way to make up for the crime they had committed against them and wergild was a common punishment and was used for most crimes. This shows compensation was a factor in affecting crime and punishment as it allowed the victim to be paid and was commonly used even after the Norman conquest despite the money going ~~to~~ to the king instead.

In conclusion attitudes in society was not the main factor as factors like the Norman conquest which introduced new crimes and punishment and compensation which is commonly used today and then played important roles in affecting crime and punishment.



Levels/marks awarded on exemplar answers

Introductory exemplar	Crime Q1 (2024)		2 marks
Exemplar answer 1	Medicine Q2a (2022)		Level 3, 6 marks
Exemplar answer 2	Medicine Q2a (2022)	Activity 2	Level 2, 4 marks
Exemplar answer 3	Medicine Q2b (2022)		4 marks
Exemplar answer 4	Medicine Q2b (2022)	Activity 3	2 marks
Exemplar answer 5	Migration Q3 (2024)		Level 2, 3 marks
Exemplar answer 6	Migration Q3 (2024)	Activity 4	Level 2, 4 marks
Exemplar answer 7	Medicine Q4 (2024)		Level 2, 6 marks
Exemplar answer 8	Medicine Q4 (2024)	Activity 5	Level 4, 12 marks
Exemplar answer 9	Crime Q4 (2024)		Level 4, 15 marks (+4)
Exemplar answer 10	Crime Q4 (2024)	Activity 6	Level 3, 12 marks (+4)