

Crime and punishment in Britain, c1000–present

Question		
3		<p>Explain one way in which smuggling in Britain during the eighteenth century was similar to smuggling during the twentieth century.</p> <p>Target: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
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]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> Smuggled goods were often 'luxury' goods such as tea, brandy, or silk in the eighteenth century and cigarettes and alcohol in the twentieth century. Smuggling was often carried out by organised gangs who had a distribution network to sell the goods in both periods. 		

Question		
4		<p>Explain why there were new definitions of crimes against authority in the years c1000–c1700.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • poaching • heresy <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	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><i>No access to Level 4 for answers which do not address three or more aspects of content.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

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:

- Poaching was defined as a crime against authority during the medieval period because it was a challenge to the authority of the landowners.
- Heresy was defined as a crime against authority because new religious ideas were challenging the authority of the Church.
- William I was king only because he had invaded and conquered England; he defined new crimes against authority, such as the Forest Laws, as a way of reinforcing his authority.
- Crimes against authority challenged the social hierarchy, so the Treason Act, 1351 extended the definition of treason by distinguishing between high treason (disloyalty to the king) and petty treason (murder of a master or a husband).
- During the sixteenth century, fear of rising unemployment and possible crime or political unrest led to vagabondage being defined as a crime.
- During the sixteenth and seventeenth centuries, the context of religious changes and political unrest led to witchcraft being defined as a crime.

Question		
5		<p>'The role of local communities was the most important factor affecting law enforcement in medieval England (c1000–c1500).'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • tithings • trial by ordeal <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation and consequence [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> • Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark. • The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks. <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> • Because there was no formal body to enforce law and order in the Middle Ages, the unpaid local parish constable became very important. • Local communities were on the spot and could react quickly in the hue and cry. • Local communities would know many of the people involved and would be aware of their character and the likelihood of guilt. • The tithing system made groups of 10 men responsible for each other's behaviour and was therefore a formalised version of local community action. • Most crimes were petty and the public humiliation within their own community of punishments, such as the stocks, was an effective punishment. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> • Ideas about crime and morality in the Middle Ages were reinforced by religious teachings and therefore the Church played an important role in law enforcement. • Religious beliefs encouraged the idea that God would indicate someone's guilt at trial by ordeal. • The local community might unite against an outsider and punish him for any crimes committed. 		

Question		
6		<p>'The main purpose of punishment during the period 1900–present was to deter people from committing crimes.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> capital punishment the introduction of borstals <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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.

Relevant points that support the statement may include:

- Capital punishment was reported in the national newspapers in order to publicise the punishment and deter criminals from committing capital crimes.
- At the start of the twentieth century, prisons were deliberately harsh in order to deter people from committing crimes.
- Electronic tagging is used to restrict a criminal's activities, and this can have a deterrent effect on other people.
- Community service is carried out in public and therefore can act as a deterrent to others.

Relevant points to counter the statement may include:

- The use of capital punishment was reduced and then suspended in 1965 and abolished in 1998, partly because it was felt that it did not have a sufficiently deterrent effect.
- Borstals were set up specifically for young offenders to reform and rehabilitate them.
- Rehabilitation programmes in prison are used to provide training and to reform prisoners.
- Fines on a sliding scale are used to punish offenders but have limited deterrent effect.

Medicine in Britain, c1250–present

Question		
3		<p>Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.</p> <p>Target: Analysis of second order concepts: similarity [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
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]
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Question		
4		<p>Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • magic bullets • high-tech treatment <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	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><i>No access to Level 4 for answers which do address three or more aspects of content.</i></p>

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Indicative content guidance

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Relevant points may include:

- The role of science and the discovery of Salvarsan 606 as a magic bullet in the early twentieth century led to other new medicines which could target microbes and therefore a range of different diseases, for example penicillin.
- Research teams were important because scientists with different specialisms could share ideas.
- Government funding and the role of technology in the mass production of drugs, made treatment more widely available.
- The establishment of the NHS meant that there was improved access to treatment through both the GP and hospitals.
- New technologies made better diagnosis possible, leading to intervention at an earlier stage, when there is more chance of successful treatment, for example, the diagnosis and treatment of cancer.
- Attitudes towards government action changed, with the view developing that the government had a responsibility to take action on health issues and to ensure that the NHS was well funded.

Question		
5		<p>'There was little progress in medicine in Britain during the Renaissance period (c1500–c1700).'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> the work of William Harvey bloodletting and purging <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
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	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
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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.
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Relevant points that support the statement may include:

- The work of Vesalius improved knowledge of anatomy but had little relevance to illness and treatment, therefore there was little change.
- The work of Harvey improved knowledge of physiology but had little impact on knowledge of disease and treatment therefore there was little change.
- Medical training was still dominated by the ideas of Galen, therefore little change was likely.
- Religion remained a key factor in people's ideas about disease, prevention and treatment, for example Charles II continued the ceremony of 'touching' to cure scrofula.

Relevant points to counter the statement may include:

- The authority of the Church was declining and therefore people were more willing to challenge Galen's ideas.
- The printing press meant that ideas could spread more rapidly and medical students/ doctors could see accurate drawings of the body even if they didn't conduct dissections. This undermined Galen's authority and made challenges to accepted ideas more possible.
- The Royal Society was set up to encourage scientific investigation and communication of new ideas.
- Thomas Sydenham stressed the importance of studying the symptoms of different diseases, leading to a new method of classification and differentiation of disease.

Question		
6		<p>'Jenner's vaccination against smallpox was a major breakthrough in the prevention of disease in Britain during the period c1700–c1900.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • cowpox • cholera <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
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2	5–8	<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]
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	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.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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.

Relevant points that support the statement may include:

- Jenner's vaccination was the first time a specific disease could be effectively prevented.
- The only development in the prevention of disease before Jenner's vaccination was during the eighteenth century, when inoculation was used, but this had many problems, so it was not a major breakthrough.
- Jenner's vaccination succeeded in preventing one of the major killer diseases of the period, so that by 1900 it was no longer the threat it had been in 1700.
- Jenner was willing to offer free vaccinations so that all groups within society could receive protection from smallpox.

Relevant points to counter the statement may include:

- Many people resisted Jenner's vaccination because they disliked the idea of using a disease linked to animals or because vaccination was sometimes incorrectly applied and seemed to fail; it therefore had limited effect until it was made compulsory and enforced by the government in 1853 and 1871.
- Preventive measures against disease did not change – during the cholera epidemics of the nineteenth century, local authorities ordered barrels of tar to be burned, based on the idea of miasma.
- No one understood how or why the vaccination worked, and so this technique could not be applied to other major killer diseases such as cholera which appeared as a new threat in the nineteenth century.
- The application of Jenner's vaccination depended on the chance link between smallpox and cowpox; even if the link was understood, it could not be replicated for other diseases. Only after the work of Pasteur and Koch in the late nineteenth century could vaccination be understood and others developed.

Warfare and British Society, c1250–present

Question		
3		Explain one way in which the reporting of war in Britain was different in the coverage of the Crimean War and the Iraq War (2003). Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 2 marks. AO1: 2 marks.
	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none">• Simple or generalised comment is offered about a difference. [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 difference. [AO2]• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]
Marking instructions <p>Markers must apply the descriptors above in line with the general marking guidance (page 3). Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> Indicative content guidance <p>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.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none">• During the Crimean War, photographs and articles were printed in the newspapers whereas during the Iraq War there were also television reports showing action directly.• During the Crimean War there was a delay in the news reaching Britain but during the Iraq War coverage was almost immediate.		

Question		
4		<p>Explain why the role of the mounted knight changed during the period c1250–c1500.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • the longbow • the feudal army <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

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 longbow could fire arrows with enough power to penetrate armour and therefore the role of mounted knights changed as they became more vulnerable during battle.
- Pike formations and the use of the schiltrons were effective defensive tactics against the charge of the mounted knights and therefore tactics relying on mounted knights had to adapt.
- Archers could be used to shoot the horses of mounted knights, destroying the power of their charge and leading to a change in tactics.
- The introduction of gunpowder began to change the nature of warfare as cannons were used after c1320, making charges by mounted knights less effective.
- The limited duration of knights' service (40 days) meant that commanders often relied on mercenary forces, especially for campaigns abroad, which reduced the importance of mounted knights as a component within the army.

Question		
5		<p>'The creation of the New Model Army (1645) was a turning point in the composition of the army in Britain in the period c1500–c1700.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • a standing army • the use of cavalry, c1500-c1700 <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: significance/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks. AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.

Marking instructions

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The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

Indicative content guidance

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Relevant points that support the statement may include:

- The New Model Army has been described as Britain's first professional standing army with regular pay, a uniform and weapons.
- Before 1645 many individual commanders raised and equipped their troops; the New Model Army was a standing army, created by parliament; later standing armies continued to be funded by parliament.
- The composition of the New Model Army included not only cavalry but also a separate force of mounted infantry as dragoons, which became a feature in later armies.

Relevant points to counter the statement may include:

- The cavalry continued to be an important section within the army throughout the period, and was often drawn from the upper classes who could provide their own horses.
- Throughout the period 1500–1700, infantry continued to be largely untrained and often poorly equipped.
- The creation of the New Model Army, under the command of Fairfax, with Cromwell as his second-in-command and lieutenant-general of horse, was unusual; throughout the rest of period 1500–1700, armies tended to fight as separate components, under their individual commanders.
- Before 1645, command within the army depended on social status. The New Model Army demonstrated a new approach to promotion based on merit, but this was temporary.

Question		
6		<p>'The use of artillery was the main reason why warfare changed during the period c1700–c1900.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • the use of infantry squares during the Battle of Waterloo • the use of artillery during the Crimean War <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks.</p> <p>AO1: 6 marks.</p> <p>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.
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Indicative content guidance

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Relevant points that support the statement may include:

- Artillery could be used at long range and therefore decreased the effectiveness and importance of the cavalry.
- Cannon were often deployed at the corners of infantry squares, making them a key component of the army.
- In the Crimean War, the use of cannon led to the development of trench warfare, involving more sieges and defensive tactics.

Relevant points to counter the statement may include:

- Cannon could be ineffective in wet weather and in the early years they were often unreliable, and so they did not lead to immediate changes in warfare.
- Cannon were effective only at a distance, once the armies were in close contact, cannon had little impact, and so many tactics did not change.
- The new tactic of infantry squares was a very effective way of withstanding cavalry charges at Waterloo and therefore led to changes in both deployment and combat.
- Warfare changed because the development of a permanent army allowed a greater emphasis on training and drill and therefore a greater range of tactics in battle.
- Warfare changed because of army reforms and changes to recruitment and promotion which all changed the nature of the army to a more professional standing.

Migrants in Britain, c800–present

Question		
3		<p>Explain one way in which opportunities for Huguenot migrants in the seventeenth century were different from opportunities for Asian migrants in the twentieth century.</p> <p>Target: Analysis of second order concepts: difference [AO2]; Knowledge and understanding of features and characteristics of the period [AO1]. AO2: 2 marks. AO1: 2 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Simple or generalised comment is offered about a difference. [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 difference. [AO2] Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]

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Indicative content guidance

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Relevant points may include:

- The Huguenots brought new skills in a range of industries and many became prosperous, whereas Asian migrants often found their qualifications were not recognised so they usually had to take menial and poorly paid jobs.
- Huguenot migrants were often able to settle in communities, which offered support to each other in housing, whereas Asian migrants were often faced with hostility and suspicion, meaning that opportunities in housing were less open to them.

Question		
4		<p>Explain why migration to Britain increased during the eighteenth and nineteenth centuries.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Industrial Revolution • British Empire <p>You must also use information of your own.</p> </div> <p>Target: Analysis of second order concepts: causation/change [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 6 marks. AO1: 6 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	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]
2	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]
3	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><i>Maximum 8 marks for answers that do not address three or more aspects of content.</i></p>
4	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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

Marking instructions

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The middle mark in each level may be achieved by stronger performance in either AO1 or AO2.

Indicative content guidance

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Relevant points may include:

- The demand for labour increased as a result of the Industrial Revolution, encouraging people to move and settle in Britain in order to find employment, e.g. in the textile industry.
- The development of railways during the Industrial Revolution prompted many Irish workers to move to Britain to work as navvies.
- Many administrators of British rule in the colonies brought their servants with them when they returned to Britain, e.g. from India or the West Indies.
- As slavery was not recognised in law in Britain, slaves trying to establish their freedom, aimed to settle in Britain, e.g. American 'Loyalists' after the War of Independence.
- Laws were passed that made Britain a more tolerant society, e.g. laws increasing the civil liberties of Jews and Catholics encouraged those facing persecution in Europe to settle in Britain.
- Many Jewish migrants felt that they could join established Jewish communities in Britain. For example, Jews leaving Russia as a result of pogroms in the late nineteenth century settled in the East End of London.

Question		
5		<p>'The impact on culture was the most significant consequence of migration to Britain during the Middle Ages.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • language • trade <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 10 marks.</p> <p>AO1: 6 marks.</p> <p>Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The first two bullet points [AO1 and AO2] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [AO2] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:</p> <ul style="list-style-type: none"> Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark. The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks. <p>Indicative content guidance</p> <p>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.</p> <p>Relevant points that support the statement may include:</p> <ul style="list-style-type: none"> The settlement of Vikings led to changes in language, for example in the names of settlements and words such as ugly, wrong, happy. The arrival of the Normans led to changes in language, for example the use of French by the ruling elite and the incorporation of words such as terms for food. After the Norman Conquest, a new style of architecture developed, which was displayed in castles and cathedrals. Jewish migrants providing funding for developments in culture such as the building of cathedrals. <p>Relevant points to counter the statement may include:</p> <ul style="list-style-type: none"> The arrival of Flemings had a significant impact on the wool trade, allowing all stages in the manufacture of cloth to be carried out to a high standard in England, rather than exporting raw wool. Jewish migrants provided funding and experience that facilitated the development of trade. The arrival of migrant craftsmen, for example skilled German metal workers, facilitated developments in trade and industry. The settlement of Vikings and Normans changed landholding and the social and political systems, for example through the introduction of Danelaw and the feudal system. 		

Question		
6		<p>'The experiences of migrants in Britain changed significantly in the period c1700-present.'</p> <p>How far do you agree? Explain your answer.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer.</p> <ul style="list-style-type: none"> • civil liberties • refugees <p>You must also use information of your own.</p> </div> <p>Target: Analysis and evaluation of second order concepts: change and continuity[AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 10 marks AO1: 6 marks. Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<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]
2	5–8	<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]
3	9–12	<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><i>Maximum 11 marks for answers that do not address three or more aspects of content.</i></p>
4	13–16	<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><i>No access to Level 4 for answers that do not address three or more aspects of content.</i></p>

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.

Marking instructions

Markers must apply the descriptors above in line with the general marking guidance (page 3).

Performance in AO1 and AO2 is interdependent. An answer displaying **no** qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge *and* understanding.

The first two bullet points [*AO1 and AO2*] account for 3 of the 4 marks in the level and are equally weighted; the third bullet point [*AO2*] accounts for the remaining mark. Once the level has been found, there are two steps to follow to determine the mark within the level:

- Markers should consider bullet points 1 and 2 together. Strong performance (for the level) in both would be awarded all 3 marks, while 2 marks may be achieved by stronger performance in either bullet point; weak performance would be awarded 1 mark.
- The fourth mark in each level is allocated to the bullet point 3 and should be considered independently of the award of the other marks.

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.

Relevant points that support the statement may include:

- Migrants were able to play a greater role in society after government legislation was passed extending civil liberties, e.g. opening up access to political, legal and educational opportunities.
- There was sympathy and support for various refugee groups, for example the *Kindertransport* from Hitler's Germany, and Ugandan Asians.
- Many migrants faced increased difficulties after the Aliens Act (1905) changed the official attitude of the country towards migrants by restricting the arrival of 'undesirable' migrants who didn't have money or jobs.
- Towards the end of the period, government legislation was passed to end discrimination faced by migrants in housing, employment and public services, e.g. the Race Relations Act (1968).

Relevant points to counter the statement may include:

- Migrants did not always benefit from government attempts to increase civil liberties, e.g. the Jewish Naturalisation Act (1753) was repealed within months as a result of public opposition, suggesting that attitudes had not changed.
- Most groups of migrants continued to face resentment and discrimination throughout the period, for example Irish migrants during the mid-nineteenth century often faced discrimination based on rowdy behaviour, and later in the period were often assumed to be anti-British.
- Antisemitism occurred throughout the period, for example in the east end of London there was tension both in the nineteenth century and in the 1930s.
- Throughout the period, migrants found support from settling within existing migrant communities, which has continued into the twenty-first century.