

## **GCSE**

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

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

General Certificate of Secondary Education

### **Mark Scheme for June 2016**

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

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

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

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

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

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

© OCR 2016

## Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select, use and communicate their knowledge and understanding of history.
<b>AO2</b>	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"><li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li><li>• key features and characteristics of the periods studied and the relationships between them.</li></ul>
<b>AO3</b>	Understand, analyse and evaluate: <ul style="list-style-type: none"><li>• a range of source material as part of an historical enquiry</li><li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li></ul>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (a)		7	
	<p><b>Q: Study Sources A and B. Do these two sources show that the Romans understood less about medicine than the Egyptians? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates show sound understanding of the sources and knowledge and understanding of medicine in both Egyptian and Roman times in order to produce a response directly comparing their understanding to AGREE <b>AND</b> DISAGREE and explaining in detail whether the Romans understood less about medicine than the Egyptians.</p> <p><b>Level 3 (4–5 marks)</b> Candidates show some understanding of the source(s), and some knowledge and understanding of medicine in both Egyptian and Roman times in order to produce a response explaining in some detail TO AGREE <b>OR</b> DISAGREE whether the Romans understood less about medicine than the Egyptians.</p> <p><b>Level 2 (2–3 marks)</b> Candidates describe the source(s) and show limited knowledge and understanding of medicine in Egyptian and Roman times. <b>No comparison. Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source(s) and produce a very limited response. Surface use.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I do not really agree with this although the sources might suggest it. Source A shows the Egyptians obviously had some knowledge of the human body. The source shows that they have investigated the body and its functions and they know about the heart, the liver and other organs. They also seem to believe in natural causes of disease when they say that diseases are caused 'by overfilling with blood'. (L2) Source B on the other hand shows that the Romans are using the Greek god of medicine, Asclepius. They built temples to him and believed that they could visit him and be cured. This shows that the Romans believed in supernatural causes and cures while the Egyptians believed in natural. (L3) However, this is not really true. The Egyptians also believed in gods causing illnesses such as Bes while the Romans spent a lot of time building public facilities such as aqueducts, sewers and public baths because they realised the connection between disease and dirt and dirty water. In fact, both the Egyptians and the Romans had supernatural and natural beliefs about medicine but I would say the Romans were more advanced because of their public health improvements. (L4)</i></p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
1 (b)		8	
	<p><b>Q: Study Source C. ‘Greek ideas about medicine were still accepted in the eighteenth century’ How far does this source support this interpretation? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (7–8 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that Greek ideas about medicine were still accepted in the eighteenth century. <b>Supports AND challenges</b> the interpretation L4/7. Plus uses critical attitude of cartoonist L4/8.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Greek ideas about medicine were still accepted in the eighteenth century. <b>Supports OR challenges</b> the interpretation</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Greek ideas were still accepted in the eighteenth century. <b>Identification level.</b></p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the source and produce a simple response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source only partly supports this interpretation. The source shows a family being treated for the flu and the doctor and the surgeon treating them by blood-letting.(L2)This was based on the Greek idea of the Theory of Four Humours. The letting of blood was meant to bring the humours back into balance. This seems to show that Greek ideas were still being used and there is other evidence that the Four Humours were used at this time.(L3) Barber surgeons still carried out blood-letting and had special blood-letting kits they would take around with them. They still even used leeches. However, the drawing seems to be mocking the use of bleeding and so this suggests that the artist at least, does not accept these Greek ideas. On the other hand, the fact that he is mocking its use suggests that he feels he has to do this because many people do accept the ideas. (L4)</i></p> <p><i>However, many advances had been made since Greek times, and Harvey by proving that blood circulated around the body proved that blood-letting was not an effective treatment. This reduced its use but it was not really dropped until successful blood transfusions were able to be carried out in the early twentieth century. Of course, other Greek ideas like gods causing and curing diseases were certainly no longer accepted because by the eighteenth century most people knew that disease had natural causes. (L4)</i></p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (a)		5	
	<p><b>Q: Briefly describe prehistoric ideas about illness.</b></p> <p>One mark for each valid idea. Up to three marks for an idea that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>evil spirits could make people sick</i></li> <li>• <i>you became sick if your spirit left your body</i></li> <li>• <i>medicine men could deal with the spirits and make people better</i></li> <li>• <i>charms could ward off evil spirits</i></li> <li>• <i>simple illness could be treated by use of herbs</i></li> <li>• <i>evil spirits can be made to enter the body and make somebody ill by use of a pointing bone</i></li> </ul>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (b)		7	
	<p><b>Q: Why was public health in the Middle Ages so poor? Explain your answer.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of why public health in the Middle Ages was so poor. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the Medieval period and its public health.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge and understanding of why public health in the Middle Ages was so poor. They produce a <b>single-causal response</b> that demonstrates understanding of the past through explanation and analysis of the relevant key concepts and features of Medieval public health</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge and understanding of why public health in the Middle Ages was so poor. They produce a basic response. Identification level.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge and understanding of why public health in the Middle Ages was so poor.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One of the reasons why public health in the Middle Ages was so poor was the fall of the Roman Empire. (L2) Goths invaded and destroyed many of the Roman cities. These cities were in ruins and their public health systems fell into decay and were lost. There was also no proper government for a long time and you need strong governments to provide public health facilities. Roman libraries were also destroyed and this meant that ideas about the importance of public health were also lost. (L3)</i></p> <p><i>Later in the Middle Ages governments did not think it was their job to look after public health and provide facilities. Monasteries had good public health but in the rest of the country it was dreadful. In towns there was rubbish in the streets, animals wandered around spreading diseases and rivers were used for drinking and for depositing human waste. These conditions made it easy for the Black Death to spread. (L4)</i></p> <p><i>It was like this because there was no understanding of what caused disease. Most people were Christians and thought illness was sent as a punishment by God. This meant they did not realise how important it was to provide clean living conditions and so little was done. (L4)</i></p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
2 (c) ⇒		11 (8 + 3)	⇒ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: ‘The authorities responded to the plague in similar ways in the fourteenth and seventeenth centuries.’ How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that the authorities responded to the plague in similar ways in the two periods. They produce a fully-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to <b>explain both sides</b> of the argument about whether the authorities responded to the plague in similar ways in the two periods. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, features of the period.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think there were similarities and differences in the ways the authorities responded to the plague in these different periods. In the fourteenth century they did order the streets to be cleaned because they thought that the smells from the waste was causing the plague. They also told people not to eat too much because this put the humours out of balance which was another cause. They encouraged people to light fires to keep the bad smells away. The king ordered bishops to lead processions pleading with God to end the plague.(L2) In the seventeenth century many of these methods were still used. Rakers were employed to clean the streets as people still believed bad air was the cause and fires were lit in streets to purify the air. The Government ordered public prayers and fasting because they thought the plague was sent by God. These methods were the same because their ideas about the causes of the plague were the same - bad air and a punishment by God. (L3)</i></p> <p><i>However, there were also differences. The reaction in the seventeenth century was more organised. Households that had the plague were shut up in their houses to stop them spreading it. Examiners were sent round to put red crosses on their door. Searchers were used to discover which houses had people who had died of the plague. Regulations were passed saying that all the bodies had to be buried at least six feet deep and the burials had to be at night time with no one being allowed to be present. (L4)</i></p> <p><i>Many of the ideas about what caused the plague had not changed. They still thought it was spread by bad air caused by rubbish and waste or by God sending it as a punishment. This meant that many of the things the authorities did were similar e.g. fires and cleaning the streets, but the response of the authorities in the seventeenth century was far more organised. More regulations were passed and they interfered in people's lives more to try and</i></p>

Q	Answer	Marks	Guidance
<p>2 (c)</p> <p>☞</p>	<p>of medicine through time in order to <b>give one side</b> of the argument about the similarity or difference in the response of the authorities to the plague They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge <b>to identify examples</b> of difference and/or similarity in the response of the authorities to the plague. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the response of the authorities to the plague</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		<p><i>stop the plague spreading.</i> (L5)</p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (a)		5	
	<p><b>Q: Briefly describe the work of Pare.</b></p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>used ligatures instead of cauterising when treating wounds</i></li> <li>• <i>used soothing ointments instead of burning oils</i></li> <li>• <i>developed artificial limbs</i></li> <li>• <i>used an experiment to prove that bezoar did not work</i></li> </ul>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (b)		7	
	<p><b>Q: Explain why Harvey was able to make advances in medicine at this time.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge to explain reasons why Harvey was able to make advances. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the Medical Renaissance through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge to explain why Harvey was able to make advances. They produce a <b>single-causal response</b> that demonstrates understanding of the Medical Renaissance.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of why Harvey was able to make advances. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of Harvey's advances.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Harvey's important advance was to prove the blood circulates around the body and is pumped round by the power of the beating of the heart. This was different from old ideas that the body was constantly using up blood and then replacing it. He was able to do this at that time because he was working at the time of the Medical Renaissance. (L2) This was a time when people were taking a lot of interest in how the natural world around them worked and were questioning old ideas. (L3) One important invention at that time was a mechanical water pump. It was used to deal with fires. This pump may have given Harvey the idea of the heart acting as a pump and sending blood around the body. Past doctors like Galen would never have had this idea because they had not seen these water pumps.(L4)</i></p> <p><i>Another reason was that because it was the time of the Renaissance people were new ideas through experiments. Pare had used an experiment to prove that bezoar did not work. Harvey used an experiment to test his idea about the circulation of the blood. He carried out an experiment on the arm that showed that there were valves in the veins that made sure the blood only flowed one way. Again he would not have carried out an experiment if he had lived before the Medical Renaissance. (L4)</i></p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
3 (c) ⇒		11 (8 + 3)	⇒ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'Vesalius was more important than Harvey in the history of medicine.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding of medicine through time in order to explain how far they agree that Vesalius was more important than Harvey in the history of medicine. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of medicine through time in order to <b>explain both sides</b> of the argument about whether Vesalius was more important than Harvey in the history of medicine. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, features of the period.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I agree with this statement because I think that Harvey's work depended on the progress made by Vesalius. He proved that Galen was wrong about the anatomy of the body. (L2) For example, that the lower jaw is made of one piece and not two as Galen claimed. He showed that Galen was wrong because he had based his work on the dissection of animals. Vesalius argued that the only way to find out about the human body was to dissect human bodies. This led to people realising that Galen's ideas had to be tested rather than just being accepted. (L3) Vesalius also produced a book full of illustrations of parts of the human body. The book was printed and thousands of copies were circulated showing doctors how the body was really structured. His book became a bible for doctors. (L3) He also encouraged doctors to find out about the body by carrying out dissections and these were introduced into medical training.</i></p> <p><i>Harvey's work was also very important. His discovery that blood circulated around the body was a step forward from old ideas and meant that the need for blood transfusions could be understood. However, it took a long time for successful blood transfusions to be developed because they did not know about different blood groups. (L4)</i></p> <p><i>Harvey did not know about these either. So although Harvey made blood transfusions possible, it needed further discoveries before they could be used. Also Harvey's questioning of old ideas and his use of experiments were influenced by Vesalius who started these approaches. Vesalius' work also had a faster impact than Harvey's. He encouraged people to question Galen and his new ideas about the body were spread quickly using the printing press. He also gave others the methods by which they could make further discoveries about the human body.(L5)</i></p>

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

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (a)		5	
	<p><b>Q: Briefly describe the work of Simpson.</b></p> <p>One mark for each valid example of Simpson's work. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>carried out an experiment to discover chloroform as a useful anaesthetic</i></li> <li>• <i>realised that an alternative to ether was needed</i></li> <li>• <i>used chloroform during childbirth</i></li> <li>• <i>wrote articles supporting its use and persuaded other doctors to use it</i></li> <li>• <i>Queen Victoria had chloroform for the birth of her eight child</i></li> </ul>

Q	Answer	Marks	Guidance
4 (b)		7	
	<p><b>Q: Explain why the work of Koch was important in the development of medicine.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge to explain why the work of Koch was important in the development of medicine. They <b>explain several reasons</b> that demonstrate thorough understanding of the past, and through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge to explain why Koch was important in the development of medicine. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of Koch's work and its importance. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of Koch's work.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Koch's work was important because he was able to find a way of proving which bacteria was causing a particular disease. (L2) He did this by injecting the same type of bacteria into lots of mice. They all ended up with anthrax. This was important because scientists now had a way of finding the bacteria which caused other diseases such as cholera and typhoid. It was only once they knew which germ caused a particular disease that they could develop drugs to fight it. This led to the development of a whole range of vaccines such as one that prevented cholera.(L3)</i></p> <p><i>Another reason why he was important was that he developed a method for growing and observing bacteria. He used a new method for growing the bacteria and then developed a method of staining them with dyes so they could be seen. Once they could be easily seen it was easier for scientists to work on them and find out more about them. He also developed a way of photographing the germs so they could be studied more closely. This led to other germs being discovered like that for septicaemia.(L4)</i></p>

## Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) ⇒		11 (8 + 3)	⇒ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'Jenner was more important than Pasteur in the history of medicine.' Explain how far you agree with this statement.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree that Jenner was more significant than Pasteur. They produce a fully-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about whether Jenner was more important in the history of medicine than Pasteur. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think Pasteur was more important for several reasons. The work of Jenner was very significant because he was the person who discovered the process of vaccination. (L2)He realised that dairymaids who caught cowpox did not seem to ever catch the much more serious disease of smallpox. He carried out an experiment on a boy called James Phipps and showed how vaccinating someone with cowpox could protect them against smallpox. Smallpox was a killer at the time and so this was an important step forward and saved thousands of lives. It was a big improvement on inoculation which used smallpox itself and sometimes killed people. (L3)</i></p> <p><i>Pasteur was important for more than just one reason. He developed Jenner's work on vaccinations. Jenner had come to a full stop because he never understood why vaccination worked. This meant it could not be developed to protect people from other diseases. Pasteur did this. Through his work on chicken cholera he understood that a weakened version of the germ would protect people. This made it possible for a whole range of vaccines to be developed e.g. for anthrax and rabies. Within twenty years vaccines had been developed for a whole series of serious diseases. Jenner would never have been able to do his. (L4) Pasteur disproved spontaneous generation and developed the germ theory of disease. This was the basis of all the important developments in fighting disease in the nineteenth century. It made possible the development of drugs to cure diseases. Koch's work would not have been possible without Pasteur's theory.(L4)</i></p> <p><i>So Pasteur was much more important. Jenner never understood how vaccination worked and so his work was a dead end. It could not lead to other developments in fighting disease and for other vaccines to be developed until the work of Pasteur which made more vaccines, and the development of drugs, possible. (L5)</i></p>

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

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (a)		7	
	<p><b>Q: Study Source A. Why was this source published at this time? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates show sound understanding of the source and sound knowledge and understanding of witches and witch-hunting in the seventeenth century. They interpret the source and use its <b>purpose (intended impact), and knowledge of the context</b>, to explain why it was published in the seventeenth century.</p> <p><b>Level 3 (4–5 marks)</b> Candidates show some understanding of the source and some knowledge and some understanding of witches and witch-hunting in the seventeenth century.. They interpret the source and <b>use its message and knowledge of the context</b> to explain why it was published then.</p> <p><b>Level 2 (2–3 marks)</b> Candidates show limited knowledge and understanding of witches in the seventeenth century. They <b>explain some context but fail to explain the message or purpose</b> of the source or they explain the <b>message or purpose without setting it in context</b>.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source was published at this time because people were very worried by witches. (L2) In this period there was an enormous increase in the number of people being accused of being a witch and some of them were hanged. An Act of Parliament had been passed making death one of the punishments. This rise in witch-hunting may have been caused by all the social and religious changes of the time. People felt very insecure and often blamed witches for their worries and problems. Around the time of this source there were even witch-finders like Matthew Hopkins. People were happy to pay them if they found out who was a witch.(L2)</i></p> <p><i>This source is telling everyone that witches have been executed. (L3/4) Most of the witches mentioned are women and this was usually the case. People are shown celebrating the fact that they are being hanged. (L3/5)</i></p> <p><i>The source could have been published as a warning to people of the dangers of being a witch. (L4/6) It shows that the authorities will come down hard on them if they have relations with the devil and do his work. The message is clear - don't do it. (L4/7)</i></p> <p><i>The source was also published to reassure people that they were being dealt with. People at the time thought that witches were causing all kinds of problems like bad harvests and they would be pleased to see that they are being punished. (L4/7)</i></p>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
5 (b)		8	
	<p><b>Q: Study Sources B and C. 'The importance of religion in crime and punishment did not change in the period 1066 to 1600.' How far do you agree with this interpretation? Use the sources and your knowledge to explain your answer.</b></p> <p><b>Level 4 (7–8 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound analysis and evaluation of the source, to evaluate effectively the interpretation that the importance of religion did not change in the period 1066-1600. <b>Argues for AND against the interpretation.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the importance of religion did not change in the period 1066-1600. <b>Argues for OR against the interpretation.</b></p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the importance of religion did not change in the period 1066-1600. <b>Identification level.</b></p> <p><b>Level 1 (1–2 marks)</b> Candidates describe the sources and produce a simple response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I agree with this interpretation to the extent that religion was always important in crime and punishment during this period. (L1)</i></p> <p><i>Source B shows that at the beginning of the period they turned to God to decide if people were guilty or not of crimes. This shows ordeal by cold water. The accused was put into the water on the end of the rope. The rope was knotted and if the knot went below the surface he was innocent because the pure water had been willing to accept the person. This showed that God said he was innocent. (L3) In some ways religion became even more important because trial by battle was introduced which was another way that God decided if someone was innocent. However, as the period went on juries decided most cases and royal courts were set up all over the country. Trial by ordeal died out after 1200. (L4/7)</i></p> <p><i>Source C shows that religion was still important at the end of the period. One of the most serious offences was to be a heretic. This meant going against the official religion of the day. It shows that heretics were burned. This was because if people disagreed with the religion of the government they might rise up in rebellion as they did in Elizabeth's reign. So religion did stay important throughout the period but reasons why it was important did change. (L4/8)</i></p>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (a)		5	
	<p><b>Q: Briefly describe the how Anglo-Saxons punished criminals.</b></p> <p>One mark for each valid way in which Anglo-Saxons punished criminals.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>the blood-feud which allowed the victim's family to hunt down those responsible for the crime</i></li> <li>• <i>wergilds, the blood price or money fines</i></li> <li>• <i>being outlawed</i></li> <li>• <i>mutilation or death</i></li> <li>• <i>prisons were used to hold prisoners before trial</i></li> <li>• <i>banishment</i></li> <li>• <i>hanging</i></li> </ul>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (b)		7	
	<p><b>Q: Explain how the story of Robin Hood is useful evidence about crime and punishment in the Middle Ages.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge of how medieval manorial courts imposed law and order. They produce a <b>multi-example response</b> that demonstrates thorough understanding of the story of Robin Hood and how it is useful evidence through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge of the story of Robin Hood and how it is useful evidence. They produce a <b>single-example response</b> that demonstrates understanding of how manorial courts worked.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of the story of Robin Hood and how it is useful as evidence. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of the story of Robin Hood and how it is useful evidence.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Although Robin Hood may be fiction his story is still useful. It tells us what people in the Middle Ages wanted to hear.(L1) These stories would have been told by village story-tellers and tells us how unpopular sheriffs and tax collectors were at the time.(L2) In the stories Robin Hood, who is an outcast, always gets the better of these officials who were often hated. They often ruled unjustly and were corrupt. Robin Hood represented hope and justice. This tells us something about people's lives at the time and how they thought.(L3)</i></p> <p><i>The story of Robin Hood also tells us something about outlaws at the time. It tells us that they were often people who were fleeing the law and that there was no police force to hunt them down. This meant that they could collect together in bands and live in remote parts of the country like forests (the Robin stories are often set in places like this such as Sherwood Forest and Barnsdale). It tells us that they would kill animals owned by rich men in deer parks and were genuinely a nuisance. Although the stories are very romantic and unrealistic, there are parts of them that do tell us what the life of outlaws was like. (L4)</i></p>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
6 (c) ⇒		11 (8 + 3)	⇒ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'The ways in which governments responded to problems of law and order changed little during the Middle Ages.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether the ways in which governments responded to problems of law and order changed little during the Middle Ages. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to explain whether the ways in which governments responded to problems of law and order <b>changed AND changed little</b> during the Middle Ages. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding in order to <b>give one side of the argument</b> about whether the</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think there were several ways in which governments did change in the ways they responded to law and order. William I made big changes to try and cope with problems of law and order. This was especially important since he was a Norman and had to impose his ways on the Saxons.(L2) There were several rebellions against him. He decided that any crimes committed in the country were crimes against the king's peace rather than against other people. This meant that anyone committing a crime was going against him, which allowed him to punish criminals. Fines that were imposed were paid to the king's officials. This was a big change because before the Normans they would have been paid to the victims as compensation. Gradually the king's power spread across the country with royal courts being set up and officials like sheriffs being appointed. This was a massive change from Saxons times when problems of law and order were often seen as private matters between the victims and the accused rather than a matter for the whole of society.(L3)</i></p> <p><i>There were ways in which things were not changed much. When William became king he realised that if he was to be accepted, he could not change everything. He kept many old laws so that he could be seen as the true heir of Edward the Confessor. He kept trial by ordeal. However, as the Middle Ages went on more and more methods from Saxon times died out and the idea of the 'king's peace' was spread across the country. (L4)</i></p> <p><i>Although some of the punishments did not change, the overall system did change. By the end of the Middle Ages there was a proper system of royal courts and officials to deal with problems of law and order which was not there at the beginning. These royal courts travelled to all parts of the country and local landowners acted as JPs to enforce the king's peace everywhere. (L5)</i></p>

Q	Answer	Marks	Guidance
6 (c) ☞	<p>ways in which governments responded to problems of law and order changed little during the Middle Ages. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify examples</b> of how governments responded to problems of law and order in the Middle Ages. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of how governments responded to problems of law and order in the Middle Ages.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (a)		5	
	<p><b>Q: Briefly describe how highwaymen operated.</b></p> <p>One mark for each valid example of how highwaymen worked.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>robbed travellers, coaches</i></li> <li>• <i>operated mainly on the main routes into London</i></li> <li>• <i>used horses and guns</i></li> <li>• <i>often attacked the mail service</i></li> <li>• <i>used isolated areas for their work such as heathland or woodland such as Hounslow Heath</i></li> </ul>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (b)		7	
	<p><b>Q: Explain why the authorities found it difficult to end smuggling.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge to explain why the authorities found it difficult to end smuggling. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge to explain why the authorities found it difficult to end smuggling. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of why the authorities found it difficult to end smuggling. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of why the authorities found it difficult to end smuggling.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were many reasons why the authorities found it difficult to end smuggling. One was that it often took place on remote parts of the coast (L2) and in secluded coves that were difficult to find. There are hundreds of miles of coastline along the south coast and there were not enough revenue officers to keep an eye on it all. This made it easy for the smugglers who knew their coastline really well and would have lookouts posted just in case.(L3) Even if they were discovered, their gangs were large and violent enough, like the Hawkhurst gang, to fight and kill the customs officials. (L2)</i></p> <p><i>Another reason was that many people did not regard it as a crime. These people thought that the taxes the government put on imported goods were too high and unfair. For many small communities along the south coast like those in Cornwall it was regarded as a normal part of life and most people were involved in one way or another. For many people it meant cheaper tea and other goods. If a smuggler was caught the local people would not inform on them so it was difficult to get a conviction. Even members of the government bought smuggled goods, so it was difficult to persuade many people what a serious crime it was. Many saw it as a 'social crime' (L4)</i></p>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
7 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'In the period 1600-1850 the authorities were more concerned about crime against property than about other types of crimes.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the authorities were more concerned about crimes against property than about other types of crimes. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of law and order to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about how far the authorities were more concerned about crimes against property than about other types of crime. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of law and order.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of the authorities' attitudes towards crime in order to <b>give one</b></p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I agree with this statement. This was a period when the landowners governed the country with the monarch. They passed lots of laws to protect their property like the Bloody Code and the Black Act. (L2)Poaching is a good example. As the landowners owned the land, they thought they owned the animals on it like deer, rabbits and fish. They employed gamekeepers to stop anyone else hunting these animals. (L3)They also passed the Black Act which introduced the death penalty for anyone with a blackened face in any hunting area. This was to protect the property of the rich people. The authorities also punished very harshly other crimes against property such as stealing sheep and burning down hay-ricks. The Bloody Code introduced the death penalty for hundreds of offences like this against property. (L3)</i></p> <p><i>The argument against the statement is that in this period there was a general worry that crime was going up. This might have been because of bad harvests and high food prices or soldiers returning from war. Broadsheets gave the impression that crime was rising rapidly. The authorities felt they had to act to protect everybody and this is why they introduced the harsh punishments in the Bloody Code. At that time they believed that harsh punishments deterred crime and that it was to no one's benefit to have lawlessness.(L4)</i></p> <p><i>Overall, I think the rich landowners were just looking after their own property. If you look at the offences that were given the harsher sentences like stealing sheep and poaching, they were often ones that were about the property of the rich. Parliament was dominated by the landowning classes and they used their power to protect their property. (L5)</i></p>

Q	Answer	Marks	Guidance
7 (c)	<p><b>side of the argument.</b> They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify examples</b> of the authorities' attitudes towards crime. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the attitude of the authorities towards crime. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (a)		5	
	<p><b>Q: Briefly describe prison conditions for women at the beginning of the nineteenth century.</b></p> <p>One mark for each valid example identified. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>crowded (120 in one cell), slept on the floor</i></li> <li>• <i>mixed cells</i></li> <li>• <i>had all their children with them</i></li> <li>• <i>dressed in rags, some nearly naked</i></li> <li>• <i>they drank and swore</i></li> <li>• <i>no attempt to reform or educate them</i></li> <li>• <i>conditions were filthy and the smell was disgusting</i></li> </ul>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (b)		7	
	<p><b>Q: Explain why transportation to Australia was feared</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge of the reasons why transportation was feared. They produce a <b>multi-causal response</b> that demonstrate thorough understanding of the past through explanation and analysis of the relevant key concepts.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge of why transportation was feared. They <b>explain one example</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of transportation. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of transportation.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>People were afraid of transportation to Australia for many reasons. The conditions there were usually terrible especially in places like Tasmania. (L2) It was almost impossible to escape from. The only route of escape from Port Arthur was guarded by savage dogs that would tear the prisoners to pieces. (L2) They could suffer from solitary confinement for hard labour for years, often working in chains They were often flogged. (L2) Some of the prisoners would deliberately murder other prisoners so that they themselves would be executed because they could not put up with the conditions anymore. (L3)</i></p> <p><i>Another reason was the fact that Australia was so far away and had only been discovered by Cook in the 1770s. For most people being sent off to Australia was like disappearing off the face of the earth. (L4) It also meant that the prisoner would have to leave his family behind. They would be left in poverty with no one to look after them and might well end up on the Poor Law. This is why there was so much fuss when people like the Tolpuddle Martyrs were sent to Australia. Most of the people sent there were thieves and this seemed a terrible punishment to pay for such a small crime. (L4)</i></p>

## Section A – Crime and Punishment Through Time

Q	Answer	Marks	Guidance
8 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'Prisons improved in the period 1750 to 1900.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b> Candidates demonstrate comprehensive knowledge and understanding in order to explain whether prisons improved in the period 1750 to 1900.' They produce a fully-developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about whether prisons improved in the period 1750 to 1900. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of the improvement/lack of improvement in prisons in the period 1750 to 1900. They produce a <b>one-sided answer</b>. They produce a response, not always fully developed, that demonstrates some understanding of the past.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think there was an overall improvement in prisons. People like John Howard and Elizabeth Fry made people aware of the dreadful conditions and campaigned for improvements. (L2)</i></p> <p><i>Howard made sure prison guards were paid rather than receiving fees from prisoners, that sanitary conditions improved and that surgeons and inspectors visited prisons on a regular basis. These reforms were introduced in the nineteenth century some time after Howard died. (L3)</i></p> <p><i>Later prisoners were given separate cells and work was provided for them with the idea of reforming, as well as punishing, them. There were also improvements in the treatment of children. Reformatory schools were set up to try and ensure that children gave up a life of crime and by the end of the nineteenth century no child prisoners were sent to adult prisons where they simply picked up criminal habits. (L3)</i></p> <p><i>However, there were also ways in which not only was there no improvement, but conditions got worse. It was claimed that reform did not work and reforms were passed to make prisons as terrifying as possible. Hard labour was increased and electric shocks were introduced. (L4)The separate system was meant to help reform prisoners but lead to dreadful conditions where they were not allowed to see other prisoners. Some went mad from loneliness. (L4)The silent system was a bit better because they were allowed to work together, although they could not talk. This reaction that set in during the second half of the period meant that despite the work of people like Fry, and despite conditions being cleaner, life in prison really got worse because of the loneliness and the pointless work they were given such as oakum picking and the treadmill. By the end of the century the aim was to break prisoners rather than reform them. (L5)</i></p>

**Section A – Crime and Punishment Through Time**

Q	Answer	Marks	Guidance
	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2 marks)</b></p> <p>Candidates demonstrate some relevant knowledge to <b>identify examples</b> of improvement/lack of improvement in prisons in the period 1750 to 1900, and they produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the state of prisons in the period 1750-1900.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
9 (a)		7	
	<p><b>Q: Study Source A. Why was this painting published in Nazi Germany in the 1930s? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates show sound understanding of the source and sound knowledge and understanding of Nazi Germany and Nazi ideas about the family. They interpret the source and use its <b>purpose (intended impact), and knowledge of the context</b>, to explain why it was published in the 1930s by the Nazis.</p> <p><b>Level 3 (4–5 marks)</b> Candidates show some understanding of the source and some knowledge and understanding of Nazi Germany. They interpret the source and <b>use its message and knowledge of the context</b> to explain why it was published in the 1930s by the Nazis.</p> <p><b>Level 2 (2–3 marks)</b> Candidates show limited knowledge and understanding of Nazi Germany. They <b>explain some context but fail to explain the message or purpose</b> of the source or they <b>explain the message or purpose without setting it in context</b>.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source was published in Nazi Germany because the Nazis valued the family so much. (L2)</i></p> <p><i>The Nazis were very worried by the fall in the birth rate. They wanted more children born to increase the size of the army and the number of workers to make Germany great again. The family was crucial to increasing the birth rate. (L3)</i></p> <p><i>However, this was not all. The family was also where Nazi ideas could be handed on to a new generation. It was the parents' duty to encourage their children to love the Fuhrer and join the Hitler Youth. The Nazis mounted a huge propaganda campaign supporting the family and encouraging people to have more children. This painting shows the ideal German family. There are lots of children and the two parents are Aryan. This was important. The Nazis did not want German men marrying anyone. They had to marry Aryan women to keep the blood pure. Nazis thought that Aryans were superior to everyone else. So this painting is to show people what their family should be like (L3)and to encourage Aryans to marry each other and to have lots of children. (L4)This is connected in the painting with the lovely Germany countryside to emphasise the family is important to safeguard Germany.</i></p>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
9 (b)		7	
	<p><b>Q: Study Source B. 'The lives of German women were worse during the Nazi period than in the time of the Weimar Republic.' Use the source and your knowledge to explain how far you agree with this interpretation.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to <b>agree AND disagree</b> to evaluate effectively the interpretation that German women were worse off during the Nazi period than in the time of the Weimar Republic.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to <b>agree OR disagree</b> to evaluate the interpretation that German women were worse off during the Nazi period than in the time of the Weimar Republic.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that German women were worse off in the Nazi period than in the time of the Weimar Republic. <b>Points from the source identified or lives of women described without reference to the source.</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response about women in the Nazi period or in the time of the Weimar Republic.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p><i>I agree with this. Under the Weimar Republic women were more free. At the height of the Weimar Republic they benefited from new fashions and enjoyed the night life of cities like Berlin. Many smoked, went out to work and voted in large numbers after they won the vote in 1919. The number of women workers was much higher than before the war. The birth rate dropped with women able to use contraceptives. This meant that fewer women were tied to the home and looking after children. Few families had more than two children. Abortion was not made legal but the punishments for it were greatly reduced. Overall, many women were more liberated and had more rights. (L3)</i></p> <p><i>The Nazis hated these changes that had taken place under Weimar. They believed that women belonged at home looking after their husband and children. Hitler made women dress modestly and learn skills like cooking and sewing. The Nazis discouraged women from going out to work. Source B shows the pressure women were under to have large families. They were given medals for having more children. (L3)</i></p> <p><i>However, this cartoon is making fun of Nazi policies and is from Czechoslovakia. This is where a lot of the SDP members had fled to from Nazi Germany so this source might be published by them which explains why it is criticising Nazi policies. (L3)</i></p> <p><i>There is evidence that some German women liked staying at home and did worship Hitler. From the later 1930s women were encouraged to go back to work and this continued throughout the war because men were needed for the army. But they did not go into well-paid jobs, they ended up doing manual work in armaments factories or on farms. They were still expected to have lots of children.(L4)</i></p> <p><i>I think they were better off under Weimar when women had more social freedom and could dress as they liked. Some of them ended up with important jobs in business and could choose whether they wanted children. Under the Nazis they were under pressure to have children and even when they could have jobs in the war they were badly paid and low-level jobs.</i></p>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
9 (c)		6	
	<p><b>Q: Study Source C. How useful is this source as evidence about education in schools in Nazi Germany? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6 marks)</b> Candidates demonstrate a sophisticated knowledge and understanding of the period, of indoctrination of children in Nazi Germany, and of the source. They produce a sound evaluation of the source for utility by making sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response which includes some consideration of the limitations of the source. <b>Uses knowledge to explain limitations of the source.</b></p> <p><b>Level 3 (4-5 marks)</b> Candidates demonstrate a sound knowledge and understanding of the period, of the indoctrination of children in Nazi Germany, and of the source. They produce some evaluation of the source for utility by making valid inferences from the source in context and produce a developed response. <b>Explains value/lack of value using knowledge of Nazi policies.</b></p> <p><b>Level 2 (2-3 marks)</b> Candidates demonstrate some knowledge and understanding of children in Nazi Germany but <b>without reference to utility of source.</b></p> <p><b>Level 1 (1 mark)</b> Candidates describe the source and produce a very limited response OR misunderstands source.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This source is very useful evidence about education in Nazi Germany. It is from a school book and shows the kind of material they were using to indoctrinate German children. (L2)</i></p> <p><i>The picture in the source shows happy children in the Hitler Youth. You can see this from their uniforms and the symbol on the flag. It is an idealistic scene to persuade children how wonderful the Nazis and the Hitler Youth are. (L3) This shows us something about Nazi education policies. The Nazis wanted German children to join the Hitler Youth where they would be trained to be loyal Nazis and future soldiers. The source shows a militaristic scene as they wanted the boys to grow up like this. It also gives an ideal picture of what Germany was like to want the children to be ready to fight for it. So the source tells us about Nazi propaganda methods in their schools. (L3)</i></p> <p><i>It does not tell us everything about Nazi education. They indoctrinated the children in other ways. For example, they used History lessons to tell them how unjust the Treaty of Versailles was, and they used Biology to tell children their racial theories about Jews being inferior. Girls were given a lot of lessons about cooking and how to be good mothers and housewives. (L4)</i></p> <p><i>They even set up separate schools for Jews as they did not want them mixing with German children. Jewish teachers were also banned. However, the source is very useful for telling us the most important thing - that education was used as propaganda to indoctrinate children rather than to educate them. (L4)</i></p>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
10 (a)		5	
	<p><b>Q: Briefly describe the aims and activities of the Spartacists.</b></p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>left-wing revolutionaries, they wanted a real social revolution like the one in Russia</i></li> <li>• <i>wanted to defeat militarism, capitalism and the landowners</i></li> <li>• <i>Spartacist rising of 1919 in Berlin, captured some buildings</i></li> <li>• <i>put down by the Freikorps</i></li> <li>• <i>the leader, Rosa Luxemburg, was murdered</i></li> </ul>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
10 (b)		7	
	<p><b>Q: Explain why the Treaty of Versailles was unpopular in Germany.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge of why the Treaty of Versailles was unpopular in Germany. They produce a <b>multi-causal response</b> that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge of why the Treaty of Versailles was unpopular in Germany. They produce a <b>single-causal response</b> that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of the unpopularity of the Treaty of Versailles. They produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of the unpopularity of the Treaty of Versailles.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Treaty of Versailles was unpopular because Germany was blamed for starting the war. (L2)</i></p> <p><i>Germans thought this was very unfair because many countries had been involved in starting the war. They thought that Germany had been forced into the war by the policies of other countries like Russia and France. They were especially angry because Germany was punished for starting the war by reparations. These came to £6600 million which Germany had to pay to countries like France for war damage. This made it very hard for Germany to recover after the war. (L3)</i></p> <p><i>Another reason they hated the Treaty was because of the stab in the back myth. The German people did not believe they had been defeated in the war. The army leaders like Ludendorff claimed that they could have fought on. He claimed that weak politicians, especially Jews, were responsible for making peace and agreeing to a peace treaty that Germany did not deserve. They should not have agreed to the Treaty because Germany was not a defeated nation. This was a myth that Hitler later supported. (L4)</i></p>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
10 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'It was the Great Depression that destroyed the Weimar Republic.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether it was the Great Depression that destroyed the Weimar Republic. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to <b>justify a valid conclusion</b>.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about how far it was the Great depression that destroyed the Weimar Republic. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (4 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of the reasons for the destruction of the Weimar Republic, to <b>give one side</b> of the argument. They produce a response that</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Depression was important in the destruction of the Weimar Republic but I think it was just the last straw that brought the Republic down. There were fundamental weaknesses to the Republic which meant that as soon as there was trouble it would collapse. (L2)The Depression led to poverty, unemployment and homelessness. The Wall Street Crash in America led to a massive decline in international trade. This meant there was no demand for German exports and so people lost their jobs. In 1933 over half of young Germans were out of work and 40% of factory workers. Even farmers suffered because prices went down. People were desperate and had to queue up at soup kitchens for food. The Weimar government did not help by raising taxes and cutting wages and unemployment benefit. This made it easier for Hitler to promise full employment. Gradually as the Republic became more unpopular, Hitler rose in popularity and one of his policies was to end the Weimar Republic.(L3)</i></p> <p><i>However, the Republic was always weak. It depended on American loans and when the Depression hit America, the banks called in the loans which led to German businesses closing.(L4) It is also true that Weimar never solved the problem of unemployment which remained high throughout the period and farming was in a bad state throughout the 1920s. So it only needed something like the Depression to finish the Republic off. The Depression was important, but it would not have had the effect it did if the Republic had not been so weak anyway.(L5)</i></p>

Q	Answer	Marks	Guidance
10 (c) ☞	<p>demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify some reasons</b> why the Weimar Republic was destroyed. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of the period and of the end of the Weimar Republic.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
11 (a)		5	
	<p><b>Q: Briefly describe the aims, membership and methods of the SA.</b></p> <p>One mark for each valid example identified. Up to three marks for an example that is described in detail. Allow a maximum of one mark for general answers lacking in specific contextual knowledge. 0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> <li>• <i>had supported Hitler since the Putsch in 1923</i></li> <li>• <i>used violence against Hitler's opponents like the Communists and helped him rise to power, many were just thugs</i></li> <li>• <i>by 1934 had over 2 million members</i></li> <li>• <i>had extreme socialist and anti-capitalistic aims and wanted a second revolution</i></li> <li>• <i>planning some type of action in 1934 when Hitler conducted the Night of the Long Knives against them.</i></li> </ul>

## Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
11 (b)		7	
	<p><b>Q: Explain the different types of opposition to the Nazi regime within Germany.</b></p> <p><b>Level 4 (7 marks)</b> Candidates demonstrate comprehensive knowledge to explain the types of opposition to the Nazi regime. They produce a response that explains <b>more than one type</b> and that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p><b>Level 3 (4–6 marks)</b> Candidates demonstrate sound knowledge to explain opposition to the Nazi regime. They produce a response that <b>explains one type</b> of opposition and that demonstrates understanding of the past.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate some knowledge of opposition to the Nazi regime to produce a basic response. <b>Identification level.</b></p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate limited knowledge of opposition to the Nazi regime.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Towards the end of the Nazi period opposition grew from youth groups. Young people were forced into the Hitler Youth which was less fun and more focused on military affairs. Some young people turned away from it. (L2) Swing Youth were many middle class youngsters who wanted to listen to swing music. They wore English-style clothes and accepted Jews into their group. Their favourite music was jazz music by Black Americans which Hitler hated. Another group that was more political was the Edelweiss Pirates. These were more working class and they wore long hair and were scruffy. They sheltered army deserters and carried out acts of sabotage against Nazi targets. They stole arms and explosives. (L3)</i></p> <p><i>Another type of opposition came from some religious people. Although parts of the Churches made deals with Hitler there were some churchmen who were bitterly against what Hitler was doing. Cardinal Galen of the Catholic Church criticised Nazi actions against mentally and physically handicapped people. He even managed to get the euthanasia programme stopped. Martin Niemoller was a Protestant. He formed the Confessional Church as an alternative to the German Christians to criticise Nazi policies. He and hundreds of his followers were put in concentration camps.(L4)</i></p>

Section B – Germany c1919-1945

Q	Answer	Marks	Guidance
11 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p><b>Q: 'Propaganda was more important than terror in keeping the Nazis in power.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (7–8 marks)</b> Candidates demonstrate comprehensive knowledge and understanding in order to explain how far the Nazis were kept in power by propaganda and terror. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to <b>justify a valid conclusion</b>. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to <b>explain both sides</b> of the argument about how far the Nazis were kept in power by propaganda and terror. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 (4 marks)</b> Candidates demonstrate some knowledge and understanding in order to <b>give one side</b> of the argument about whether it was propaganda or terror that kept the Nazis in power. They</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Terror was very important in keeping the Nazis in power. The SA had been the organisation to beat up Hitler's opponents (L2) but after 1934 he turned more to the Gestapo and the SS. The Gestapo were the secret police. Everyone lived in fear of a visit from them. Led by Himmler, they used hundreds of informers who informed on their neighbours and friends and even members of their own family. They arrested and tortured people and hunted down Communists and people guilty of any anti-Nazi activity. The SS was led by Himmler and did much to support Hitler. It dealt more with racial matters and ran the concentration camps. It was also heavily involved in the Final Solution.(L3)</i></p> <p><i>The Nazis also used propaganda a lot. Hitler knew that this was vital to win over the masses. He, and Goebbels who was in charge of Nazi propaganda, used simple slogans that were repeated again and again. They had radios in factories and even in public places shouting out Nazi propaganda. Books were censored and there were book-burning days where banned works were destroyed. Torchlight parades were held. These were spectacular and appealed to the emotions of the people. In posters, flags, the cinema and newspapers, it was impossible to get away from the Nazi messages. People were not able to hear or see any alternative views, so it is not surprising many ended up accepting it all. (L4)</i></p> <p><i>I don't think the Nazis could have stayed in power for so long just by terror. They needed many people on their side and the propaganda won the hearts and minds of many German people. This meant the terror could just be left to deal with opponents. So I think propaganda was more important.(L5)</i></p>

Q	Answer	Marks	Guidance
11 (c) ☞	<p>produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (2–3 marks)</b></p> <p>Candidates use some relevant knowledge to <b>identify examples</b> of propaganda/terror keeping the Nazis in power. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates demonstrate limited knowledge of how the Nazis managed to stay in power.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b></p> <p>No response or no response worthy of credit.</p>		

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

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

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

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

[www.ocr.org.uk](http://www.ocr.org.uk)

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

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

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

© OCR 2016

