

OCR/EDEXCEL

Crime and Punishment Investigations

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For the Source Investigations

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SOURCE INVESTIGATION 1

WERE THE MIDDLE AGES LAWLESS?

1 Study Source A.

**What impression does this source give of law and order in the Middle Ages?
Use the source to explain your answer. (6 marks)**

- | | | |
|----------------|---|--------------|
| Level 1 | Copies or paraphrases the surface details of the source | (1–2) |
| Level 2 | Unsupported but valid inference(s)
<i>e.g. It shows law and order was poor. It shows it was a very violent time.</i> | (2–3) |
| Level 3 | One valid inference supported from the source
<i>e.g. It shows that law and order was poor because of the eighty-one murderers only three were hanged and most got away. So they were not very good at catching them.</i> | (4–5) |
| Level 4 | More than one valid inference supported from the source | (6) |

- 2 Study Sources B, C and D.**
How similar are the events in these three sources?
Use the sources and your knowledge to explain your answer. (8 marks)
- Level 1 Unsupported assertions (1)**
e.g. These sources are similar because they are about the same thing.
- Level 2 Comparisons of surface features (2–3)**
- Level 3 Identifies the fact that they are all about finding out if someone was guilty (3)**
- Level 4 Identifies the fact that B and C are about deciding guilt but D is about finding suspects (4)**
- Level 5 Uses knowledge to Explain Level 3 or 4 (5–7)**
OR
Uses knowledge to explain that God is deciding in B and C but people are being used in D (6–7)
e.g. These sources are showing that they used different methods in the Middle Ages. In Sources B and C they are asking God to decide if someone was guilty but in Source D they are not using supernatural methods at all. In Source C they thought that is a person was defeated this was a sign by God that he was guilty of the crime. But in Source D they are asking the local community to use their local knowledge to decide if people were likely to be guilty.
- Level 6 Covers both types of Level 5 (8)**

- 3 Study Source E.**
What can you learn from this source about law and order in the Middle Ages?
Use the source and your knowledge to explain your answer. (9 marks)
- Level 1** **Answers that copy/describe the source – no selection made (1)**
OR
Unsupported assertions(1)
e.g. This source is very useful about law and order and tells you a lot.
- Level 2** **Selects information but no inferences made (2–3)**
e.g. This source tells me a lot about law and order. It tells me that robbery and murder happened everyday and that juries allowed crimes to go unpunished. It also tells me that they let everyone have their own weapons.
- Level 3** **Makes valid but unsupported inference(s) from the source (3–4)**
e.g. This source shows that law and order was very bad. This source shows me that the government was trying to do something about law and order.
- Level 4** **Makes valid inference about law and order being in a poor state – supported by evidence from the source (5–8)**
OR
Makes valid inference about law and order being improved – supported by evidence from the source (5–8)
e.g. This source tells me that they were trying to improve law and order at that time. You can see this by the fact that they are trying to widen the roads and remove trees and bushes from the side of the road. This was done to make it harder for robbers to hide by the side of the road and jump out at people.
N.B. Only award 8 marks if answer is supported by contextual knowledge
- Level 5** **Both types of Level 4 (9)**

- 4 Study Sources F and G.**
Do these two sources give similar impressions of medieval outlaws?
Use the sources to explain your answer. (8 marks)
- Level 1** **Answers that write about the sources but fail to compare them (1–2)**
- Level 2** **Valid similarities (2–3)**
 These answers will probably simply state that in both sources the outlaw is violent. Award 3 marks if the answer is supported from the sources.
- Level 3** **One-sided comparisons for differences (4)**
 These answers will identify a genuine area of difference e.g. that one source shows outlaws to be heroic but will fail to state how the other sources differs.
- Level 4** **Identifies valid difference – not supported from the sources (5)**
e.g. No these sources say different things about outlaws. Source F shows them to be heroic and Source G shows them to be nasty and brutal.
- Level 5** **Explains how the two sources give different impressions (6–8)**
e.g. These two sources give very different ideas about outlaws. Source F shows Robin Hood to be a dashing figure who is fighting a fair fight. He is doing this to save the throne for Richard I. So he is a hero. Source G, on the other hand, shows outlaws to be no better than cowardly common murderers because they murder people just for money.

5 Study Sources H and I.
How far do these two sources prove that law and order was getting worse towards the end of the Middle Ages?
Use the sources to explain your answer. (7 marks)

Level 1 **Assertions that two sources cannot prove anything, or that they only tell us about one place at one time (1)**

Level 2 **Answers based purely on Source I (2–3)**
These answers will use the information in Source I as evidence that things were getting worse.
e.g. Yes they do prove things were getting worse because Source I shows that people were taking things into their own hands and there was a kind of mob rule. They stoned the man to death.

Level 3 **Answers that compare Source H and I and accept them as evidence that things were getting worse (4–6)**
e.g. Yes these sources do show that law and order was getting worse. Source H shows that they investigated the evidence very carefully. They seem to have called witnesses. They have taken into account the fact that it seemed to be an accident. But in Source I sanctuary is still being used. This allowed criminals to escape justice. Then things got worse when the man was killed by a mob. This is a much worse way of handling things than in Source H.

Level 4 **Answers that use contextual knowledge to test the evidence in the sources (7)**

- 6 Study all the sources.**
Do these sources show that the Middle Ages were lawless?
Use the sources and your knowledge to explain your answer. (12 marks)

N.B. Sources must be referred to by letter or direct quote.

Level 1 Answers which do not use the sources (1–3)

Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (4–5)

Level 3 Answers which use sources to show how sources do or do not support the statement (6–7)

Level 4 Both parts of Level 3 (8–10)

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be developed discussions of reliability.

SOURCE INVESTIGATION 2

WHAT CAN ROBIN HOOD TELL US ABOUT OUTLAWS?

1 Study Sources A and B.

Do you agree that it was dangerous to live in Barnsdale or Sherwood at this time?

Use the sources to explain your answer.

(5 marks)

Level 1 Generalised answers (1–2)

Answers at this level will consider the sources in generalised terms only.
e.g. *Both the sources make them out to be pretty dangerous places so I agree it wouldn't be too sensible to live there.*

Level 2 Answers focusing on the content of the sources (3–4)

Answers at this level will focus on the content of the sources to demonstrate agreement/disagreement with the proposition.
e.g. *The steward of the Sherwood Forest found Robin the Monk and Robert of Alfreton with bows and arrows in the Forest. John of Braythewell kept going into the Forest with bows and arrows, So, yes, it would be a pretty dangerous place to live in.*

Level 3 Answers focusing on making inferences from the sources (5)

Answers at this level will go beyond the surface features of the content of the sources to make inferences in order to demonstrate agreement/disagreement with the proposition.
e.g. *In both the sources the men who were arrested were arrested because they were poaching deer and other animals. They weren't threatening ordinary people. They only people who were threatened were William de Stodlay's wife, because she wouldn't give them food and the Forest steward because he had thrown a poacher into prison. Barnsdale and Sherwood were places outlaws went to and people became outlaws for lots of different reasons. They weren't all thieves and murderers. So Barnsdale and Sherwood could have been reasonably safe for ordinary people to live in, provided they kept in with the outlaws.*

- 2 **Study Sources A, B and C.**
How far does the *Anglo-Saxon Chronicle* (Source C) explain what was happening in Sources A and B?
Use the sources and your knowledge to explain your answer. (6 marks)

Level 1 Generalised cross-referencing (1–2)
Answers at this level will cross-reference the sources in generalised terms only
e.g. *Source C says that William I stopped people hunting deer and in Source A Robert the Monk and Robert of Alfreton were arrested for killing deer.*

Level 2 Specific cross-referencing of content (3–4)
Answers at this level will undertake detailed cross-referencing of the sources, focusing on their content.
e.g. *Source C explains that King William I made laws stopping ordinary people killing deer (harts and hinds), wild boar and hares. Sources A and B give evidence that Robert the Monk, Robert of Alfreton and John of Braythewell and many others were arrested because they had been taking wild animals and deer from Barnsdale and Sherwood Forests. But Source C says that these laws only applied to the deer parks that William had created and we don't know whether Barnsdale or Sherwood were two of those deer parks or whether the laws against hunting had been extended to include them. So Source C only goes some of the way towards explaining what's happening in Sources A and B.*

Level 3 Specific cross-referencing of content and provenance (5–6)
Answers at this level will undertake detailed cross-referencing of the content and will use the provenance of the sources as part of their explanation.
e.g. *As above, plus Source C was written by monks, probably not later than 1154, but the other two sources were much later. Source A is from 1277 and Source B from 1315-16. The monks say that rich and poor people hated the anti-hunting laws, but there's no evidence in Sources A and B that rich people were angered by them. The monks may have had a particular reason for portraying William I in a bad light.*

3 Study Sources D and E.

Source D shows the dreadful consequences of becoming an outlaw. Why, then, did the poet (Source E) take the risk?

Use the sources and your knowledge to explain your answer. (7 marks)

Level 1 Generalised explanations (1)

Answers at this level will provide credible explanations that could apply to anyone, anywhere and at any time.

e.g. Because he thought it must have been worth the risk. If he lived deep enough in the forest, no one would find him.

Level 2 Focus on content of sources to provide an explanation (2–3)

Answers at this level will use the content of Source E to provide an explanation.

e.g. Because he can't see his friends and lead a normal life, he wants to go off into the green wood of Belregard where no one will bother him, and he can just lie around all day in the pleasant shade with the wild animals for company.

Level 3 Focus on inferences from content to provide an explanation (4–5)

Answers at this level will go beyond the surface features of the sources and will draw inferences. Where knowledge is used to support the inferences, mark at the top of the level.

e.g. The poet clearly thinks he's an innocent man because he says he has been indicted by evil men who have lied about his supposed crime. This did happen quite often. A jury could get together and swear someone had done something just because they wanted them out of the village. The thought of what would happen if he was caught doesn't seem to have entered his head – probably because he's convinced of his own innocence. Anyway, not everyone outlawed was hanged, drawn and quartered. When there was a change of king, or even local lord, an outlaw could be pardoned.

Level 4 Focus on inferences from content and provenance to provide an explanation (6–7)

Answers at this level will combine making inferences from the content and the provenance.

e.g. As above, plus

Writing a poem is a bit of an odd way for a person to explain why he became an outlaw. Maybe he was a poet before. But he could have romanticised his situation a bit. We don't know why the woodcut was made. Obviously people were treated in this way, but it might have been made to look even more horrific as a warning to would-be outlaws. This wasn't a warning the poet took. Or maybe he didn't try. Not many people deliberately became outlawed. People could be outlawed for many reasons. For example ...

4 Study Sources F and G.
Do you think these stories are about the same ‘Robin Hood’?
Use the sources and your knowledge to explain your answer. (7 marks)

Level 1 Generalised answers (1–2)

Answers at this level will make accurate but generalised comments
e.g. *Both the stories mention Robin and Much and the Sheriff of Nottingham so it would be odd if they were about different people with exactly the same names.*

Level 2 Focus on provenance of the sources (3–4)

Answers at this level will focus on the provenance of the sources. Own knowledge will be accurate and will be used in support.
e.g. *Source G was written down more than seventy years after Source F. This doesn't mean they can't be about the same person. Source G was originally a story sung by minstrels so it could have started at the same time as Source F. It was just written down later.*

Level 3 Focus on cross-referencing content of the sources (5–6)

Answers at this level will focus on the content of the sources, and those that effectively cross-reference rather than simply describe, should be marked at the top of the level. Where own knowledge is used it will probably be generalised.
e.g. *Source F describes a Robin who attacked the Sheriff of Nottingham and his men, wounding many and killing twelve. They were after him because he'd robbed a monk. It goes on to say that Much killed a page boy in case he told on them. Source G presents a different image of Robin Hood and his men. Here Robin is telling his men not to harm anyone except bishops, archbishops and the Sheriff of Nottingham. So although the people seem to be the same, what they are like is a bit different.*

Level 4 Focus on content and provenance of the sources (7)

Answers at this level will combine elements of L2 and L3 in order to explain whether or not the stories are about the same Robin Hood.

5 Study Sources F, G, H and I.
Why did people draw pictures, sing songs and tell tales about child murderers, killers and thieves?
Use the sources and your knowledge to explain your answer. (8 marks)

Level 1 Generalised answers (1)
Answers at this level will give a reason that could be accurate but which lack specific referencing either to the sources or to knowledge.
e.g. *Because they were entertaining and drew the crowds.*

Level 2 Focus on similarities between then and now (2–3)
Answers at this level will assume that what interests people now interested people in the past for the same reasons.
e.g. *People nowadays read murder and mystery stories and are fascinated by real life horror like the moors murderer Myra Hindley. People in the past weren't so different from us. They would have been equally fascinated by the Robin Hood stories and would have tried to work out whether he was good or evil.*

Level 3 Focus on differences between then and now (4–6)
Answers at this level will demonstrate an understanding of the media differences between past and present, and will focus on the attraction of the sources to medieval people.
e.g. *Robin Hood appears in these sources as a drawing, a chronicle, a ballad and a story. These were typical of the ways in which people in medieval England were able to communicate and pass on stories that entertained. They didn't have television or cinema or DVDs. At a time when communications were difficult, entertainment only came to most people from bands of passing minstrels and players.*

Level 4 Focus on persistence of the Robin Hood story and its appeal (7–8)
Answers at this level will focus on the attraction of the Robin Hood story over a long period of time and its universal appeal.
e.g. *Source H tells us that the common people were fond of celebrating Robin Hood in comedy and tragedy. So there must have been many different sorts of representations of Robin Hood. The earliest of the sources, Source F, dates from the 1330s and the latest source, Source I, was drawn in the sixteenth century. From this we can tell that the story of Robin Hood had a message that appealed to many generations of people. But the chronicler called these people 'foolish' so maybe Robin Hood wasn't a hero but was more of a common robber.*

- 6 Study Sources J and K.**
When Source K says that ordinary people had little sympathy for outlaws, does it prove that Source J is wrong?
Use the sources to explain your answer. (7 marks)

Level 1 Agreement/disagreement with proposition focusing on content (1–2)
Answers at this level will use the content of the sources to agree/disagree with the proposition. Where own knowledge is used, it will be generalised and will provide support.
e.g. *No. Source K says that ordinary people had little sympathy for outlaws, but Source J says that the outlaws never robbed the poor.*

Level 2 Agreement/disagreement with proposition focusing on provenance (3–4)
Answers at this level will use the provenance of the sources to agree/disagree with the proposition. Where own knowledge is used, it will relate to the provenance of the sources.
e.g. *Source K is a secondary source and the author will have consulted a wide range of material in order to draw his conclusions about the ways in which ordinary people viewed outlaws. Source J would have been just one of the sources he consulted. So, no, Source K doesn't prove that Source J is wrong; just that it wasn't typical.*

Level 3 Agreement/disagreement with proposition focusing on inference (5–6)
Answers at this level will make inferences from the source in order to agree/disagree with the proposition. Where own knowledge is used, it will be specific and related to the argument.
e.g. *Both sources really agree. John Major isn't making a secret of the fact that Robin Hood and Little John were notorious robbers, whatever their motives were. If Robin could afford to pay 100 archers from the proceeds of his robberies, he must have terrorised a pretty large area.*

Level 4 Balanced argument (7)
Answers at this level will combine Levels 2 and 3 with elements of level 1 to create a balanced argument. Own knowledge will be detailed, relevant and accurate.

N.B. Answers that assert that two sources by themselves can prove nothing should be marked at Level 1 UNLESS there is good, supporting contextual argument, in which case Level 3 would probably be appropriate.

- 7 Study all the sources.**
‘The stories of Robin Hood tell us nothing at all about real outlaws.’
How far do the sources support this statement?
Use the sources and your own knowledge to explain your answer. (10 marks)

N.B. Sources must be referred to by letter or direct quote.

- | | | |
|----------------|---|--------------|
| Level 1 | Answers which do not use the sources | (1–2) |
| Level 2 | Answers which make reference to ‘the sources/some sources’ etc but have no direct source use | (3) |
| Level 3 | Answers which use sources either to confirm or to oppose the proposition in the question | (4–6) |
| Level 4 | Both parts of Level 3 | (7–9) |

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be a developed discussion of reliability.

SOURCE INVESTIGATION 3

WHY WAS THERE A WITCH-HUNTING CRAZE IN THE SIXTEENTH AND SEVENTEENTH CENTURIES?

1 Study Source A.

Why were people ready to believe in ‘evidence’ like this?

Use the source and your knowledge to explain your answer. (5 marks)

Level 1 Answers that focus on the content of the source (1–2)

Answers at this level will focus on the content of the source and any purpose will be implied or form a minor part of the answer.

e.g. *The first witness says that because she didn't have any cheese to pay Ursula Kemp, Ursula Kemp cursed her and soon afterwards she began to limp.*

Level 2 Answers that focus on the provenance of the source (3–4)

Answers at this level will focus on the provenance of the source in order to determine purpose.

e.g. *These are witness statements made under oath and so they must have been made because the witnesses wanted people to believe them, or because they believed them themselves.*

Level 3 Answers that focus on the purpose of the source (5)

Answers at this level will combine Levels 1 and 2 and take this further in order to consider purpose.

2 Study Sources A and B.
Do you agree that Ursula Kemp must have been a witch?
Use the sources and your knowledge to explain your answer. (6 marks)

Level 1 Generalised answers (1–2)

Answers at this level will consider the sources in generalised terms only.
e.g. *Yes. Both the sources say that Ursula Kemp bewitched people.*

Level 2 Answers focusing on the content of the sources (3–4)

Answers at this level will focus on the content of the sources to demonstrate agreement/disagreement..
e.g. *In Source B Ursula Kemp says she had four imps. Two of them killed people and two of them made people go lame and things like that. Source A shows how these imps worked. One made a woman limp because she couldn't pay Ursula Kemp in cheese and the other bewitched a baby because its mother didn't keep her side of a bargain she made with Ursula Kemp.*

Level 3 Answers focusing on making inferences from the sources (5–6)

Answers at this level will go beyond the surface features of the content and will make inferences from the sources in order to demonstrate agreement/disagreement.
e.g. *The people making the witness statements probably did believe that Ursula Kemp was a witch, or at least they wanted to believe she was one, probably to excuse their behaviour towards her. Belief in witchcraft was common and even Ursula herself may have believed she was a witch. So, no, I don't believe Ursula was a witch. I just believe that people thought she was.*

3 Study Source C.
Are you surprised that a king should write a book about witchcraft?
Use the source and your knowledge to explain your answer. (7 marks)

- Level 1 Generalised answers (1–2)**
Answers at this level will either express surprise / no surprise in general terms not specifically tied in to the source or specific contextual knowledge.
e.g. Yes, I am surprised. In those days royalty was better educated than the rest of the people and King James should have known better.
- Level 2 Focus on content of sources (3–4)**
Answers at this level will use the content of Source C to explain surprise/ lack of surprise. Own knowledge will probably be generalised.
- Level 3 Focus on provenance of source (5–6)**
Answers at this level will focus on the provenance of the source to express surprise/lack of surprise. Own knowledge will make specific points in support of the answer.
e.g. No, I'm not surprised. King James took a serious interest in witchcraft, and he says he was encouraged to write the book 'Demonologie' so people at the time who were close to the King thought in writing it he would be able to influence what people thought about witchcraft.
- Level 4 Balanced answers using content and provenance (7)**
Answers at this level will combine Levels 2 and 3 with specific and relevant own knowledge to provide a balanced answer.

4 Study Sources D, E and F.
These sources all show methods involved in the legal treatment of women accused of being witches. Were these women treated fairly?
Use the sources and your knowledge to explain your answer. (8 marks)

Level 1 Generalised answers with no support from the sources (1–2)
Answers at this level will give responses that, whilst they will be accurate do not refer directly to the sources
e.g. *The punishments were legal so they must have been fair.*

Level 2 Agreement/disagreement for non-historical reasons (3–4)
Answers at this level will agree/disagree that women were treated fairly for non-historical reasons.
e.g. *Of course the women weren't treated fairly. It can never be fair to have a punishment that says if you're dead you must have been innocent.*

Level 3 Agreement/disagreement focusing on the content of the sources (5–6)
Answers at this level will show a clear understanding of the nature of the punishments shown in the sources and whether or not they were typical of punishments at the time OR whether or not they reflect contemporary attitudes to women.

Level 4 Agreement/disagreement contextualising sources (7–8)
Answers at this level will be a development of Level 3 in that the main focus will be on the context of the punishments and will reflect BOTH elements of Level 3.

5 Study Sources G and H.
‘A historian investigating the work of Matthew Hopkins would find Source G much more reliable than Source H.’ Do you agree?
Use the sources and your knowledge to explain your answer. (7 marks)

Level 1 Focus on type of source (1–2)
Answers at this level will focus on the type of source and will maintain that one type of source is more reliable than another.
e.g. Source G is much more reliable because it’s giving facts but Source H is just a picture and could have been made up.

Level 2 Focus on content of the sources (3–4)
Answers at this level will consider the content of the sources and will maintain that a source is reliable because of what it tells us. Where own knowledge is used, it will be limited.

Level 3 Focus on the provenance of the sources (5–6)
Answers at this level will focus on the provenance of the sources and will maintain that a source’s reliability depends upon the position of its author/artist/compiler to know about the situation being described. Where own knowledge is used, it will be mainly accurate and supportive.
e.g. Source G could be more reliable than Source G, but we don’t know who compiled Source G. Did he or she have access to all the data needed, or was he or she trying to make a point? Why are only those particular counties chosen? Source H, on the other hand, was drawn at the time and so probably accurately shows what Matthew Hopkins looked like and how he discovered witches. So I’d say that Source H was more reliable.

Level 4 Balanced answers using content, provenance and type (7)
Answers at this level will combine the previous three levels to create a balanced response making/not making a choice with support from own knowledge.

6 Study Sources I and J.
Do you think that the Rev John Gaule would have agreed with Lord Chief Justice Sir John Holt, or with Lord Chief Justice North?
Use the sources to explain your answer. (7 marks)

Level 1 Generalised answers (1–2)
Answers at this level will consider the sources in generalised terms only.
e.g. He didn't want women to be wrongly accused so would have wanted justice.

Level 2 Focus on the content of the sources (3–4)
Answers at this level will use the content of the sources to address the question.
e.g. The Rev Gaule wanted to keep Matthew Hopkins out of his parish because he was afraid that elderly women who might appear odd would be wrongly accused of being witches. He would probably agree with Lord Chief Justice Sir John Holt, who did his best to bring about acquittals.

Level 3 Focus on inference(s) from the sources (5–6)
Answers at this level will make inferences from the sources in order to address the proposition.
e.g. There's not a lot of difference between the Lord Justices. John Holt clearly tried to bring about acquittals, and Lord Chief Justice North admits to convicting innocent women, so he must have thought the witchcraft thing was a bit dubious, too. So John Gaule would probably have agreed with both of them.

Level 4 Balanced answers using content and inference(s) (7)
Answers at this level will combine Levels 2 and 3 to reach a balanced, supported judgement.

- 7 Study all the sources.**
‘The witch-hunting craze of the sixteenth and seventeenth centuries was nothing more than mass hysteria directed at vulnerable women.’
How far do the sources support this view?
Use all the sources and your knowledge to explain your answer. (10 marks)

N.B. Sources must be referred to by letter or direct quote.

Level 1	Answers which do not use the sources	(1–2)
Level 2	Answers which make reference to ‘the sources/some sources’ etc but have no direct source use	(3)
Level 3	Answers which use sources either to confirm or to oppose the proposition in the question	(4–6)
Level 4	Both parts of Level 3	(7–9)

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be a developed discussion of reliability.

SOURCE INVESTIGATION 4

WHY WERE VAGABONDS TREATED SO HARSHLY IN THE SIXTEENTH CENTURY?

1 Study Source A.

Why do you think Harrison was worried about vagrants?

Use the source and your knowledge to explain your answer. (7 marks)

Level 1 Copies or paraphrases the source with no selection of material (1)

Level 2 Identifies reason(s) from the source – no explanation (2–3)

e.g. They are thieves. They are only pretending to be ill. There are so many of them.

Level 3 Explains reasons from the source (4–5)

e.g. He was worried about vagrants because he thought they were thieves. He says that they are pretending to be ill and are begging. So they are getting money for doing nothing while other people are working hard and getting far less.

Level 4 As for Levels 2 or 3 but answer explained through contextual knowledge (6–7)

e.g. He is worried about vagrants because he does not like the fact that they are avoiding work. The source tells how they pretend to be ill so they can beg. Harrison would regard this as wrong and evil. In those days people believed that it was going against God to be lazy and idle. Harrison says they are taking from the godly – these are the people that worked hard. This was why Harrison was worried about vagrants.

2 Study Source B.

Are you surprised by this source?

Use the source and your knowledge to explain your answer. (7 marks)

- Level 1** **Answers that describe what is happening in the source** **(1)**
e.g. *They are whipping the beggars and one is being hanged.*
- Level 2** **Answers based on everyday empathy** **(2)**
e.g. *Yes I am surprised. These people were only begging and yet they are being whipped and executed. This is a very cruel thing to do to beggars.*
- Level 3** **General but valid answers – no specific knowledge shown** **(3)**
e.g. *No I am not surprised this is the kind of thing they did in those days.*
No I am not surprised because they were cruel in those days.
- Level 4** **Identifies contextual reason(s) for not being surprised** **(4–5)**
Answers might mention that there were lots of beggars or people thought beggars were lazy or their religious beliefs told them begging was wrong.
- Level 5** **Answers that explain contextual reason(s) for not being surprised** **(6–7)**
e.g. *No I am not surprised because this is how they punished beggars in those days. Many people were Puritans and they believed it was evil to be lazy and not to work hard. They thought that beggars were lazy and going against God's teaching and this is why they were punished so harshly.*

3 Study Sources C and D.

**Do you think these two engravings were published for the same reason?
Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1** **Unsupported assertions** **(1)**
- Level 2** **Claims that they were both published to show what beggars were like
– unsupported** **(2)**
- Level 3** **As for Level 2 but supported by detail from the sources** **(3–4)**
*e.g. Yes they were both published to show people what beggars were like.
They show that beggars were sometimes women with small children. Some
beggars were blind and others were disabled.*
- Level 4** **Uses surface details to explain how the two groups of beggars are
different – no contextual explanation** **(4)**
*e.g. No, these sources were published for different reasons. They give
different impressions of beggars. One shows them to be blind and crippled
and the other shows they are strong and healthy.*
- Level 5** **Answers that show understanding that one source is saying beggars
are genuine while the other source is saying they are not – no
contextual explanation** **(5)**
- Level 6** **Contextual knowledge used to explain the different messages about
beggars** **(6–7)**
*e.g. No, these sources were not published for the same reason. Source C
was published to show that people that were begging could not help it.
They were genuine beggars. You can see that they are blind and are single
mothers with children to look after. Source D was published to tell people
that beggars were not genuine. Some people at that time used to pretend to
be poor and used to go round in gangs begging and threatening people.
These people were a nuisance and people were afraid of them. This source
is telling people that beggars are really criminals and are pretending.*

- 4 **Study Sources E and F.**
How far would the author of Source E have agreed with the author of Source F?
Use the sources and your knowledge to explain your answer. (8 marks)

- Level 1** **Answers that think the sources are about different things (1)**
e.g. I don't think he would have agreed with Source F because he is saying about them not working while Source F is all about religion and not going to church.
- Level 2** **Answers that assert the sources agree it is wrong to be lazy/not to work – no explanation (2)**
e.g. He would agree with Source F because they are both saying that it is wrong not to work.
- Level 3** **Uses details in sources to explain how they both think it was wrong not to work/to be lazy or how E wants to help them while F just condemns them (3–4)**
- Level 4** **Both types of Level 3 (5)**
- Level 5** **Uses contextual knowledge to explain why he might have agreed/not agreed (6–7)**
- Level 6** **Uses contextual knowledge to explain why he might have agreed and not agreed (8)**
e.g. I think the author of Source E would have agreed with Source F. In both sources they think it is wrong not to work. Source F was probably published by a Puritan because it is saying that it is a sin to be lazy. They thought that God wanted everyone to work hard and punished them if they did not. Source E also wants people to work but this source is from the government and they are trying to do something about vagrants. They would be scared by the number that were wandering around and threatening people and so they are trying to give people work to reduce the number of vagrants. So the two sources do have different attitudes towards the poor.

- 5 Study Source G.**
Why did Hext write this letter?
Use the source and your knowledge to explain your answer. (9 marks)
- Level 1** **Answers based on surface information in the source** **(1–2)**
e.g. *Hext wrote this letter to tell people that there were thefts and disorders in the country and that there were dangerous wandering soldiers.*
- Level 2** **Unsupported but valid inferences** **(3–4)**
These might include: *he was scared, he was worried by the violence, he was worried things might get out of control, he wanted help.*
- Level 3** **Valid inferences supported from the source or from contextual knowledge** **(5–7)**
e.g. *He wrote the letter because he was the JP and he was responsible for keeping law and order in that part of the country. He is obviously worried that he cannot do this any longer. He is afraid of some kind of uprising so he is writing to the government for help.*
- Level 4** **Valid inferences supported from the source and from contextual knowledge** **(8–9)**

- 6 Study all the sources.**
‘Vagrants were treated harshly because people in the sixteenth century thought they were pretending not to be able to work.’
How far do the sources support this statement?
Use the sources and your knowledge to explain your answer. (12 marks)

N.B. Sources must be referred to by letter or direct quote.

- | | | |
|----------------|---|---------------|
| Level 1 | Answers which do not use the sources | (1–3) |
| Level 2 | Answers which make reference to ‘the sources/some sources’ etc but have no direct source use | (4–5) |
| Level 3 | Answers which use sources to show how sources do or do not support the statement | (6–7) |
| Level 4 | Both parts of Level 3 | (8–10) |

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be developed discussions of reliability.

SOURCE INVESTIGATION 5

THE GUNPOWDER PLOT: WHO WERE THE CRIMINALS?

- 1 Study Source A.**
What does this source tell you about Robert Cecil?
Use the source to explain your answer. (5 marks)
- Level 1 Extraction of information from the source (1–2)**
Answers at this level will copy from the source and/or paraphrase it.
- Level 2 Unsupported inference(s) from the source (3)**
Answers at this level will make correct inference(s) from the source, but they will not be supported by direct reference to the relevant phrases in the source.
e.g. Robert Cecil believed that King James had treated Catholics too leniently and had ended up ruling a country in which a large number of people (the Catholics) openly owed their prime loyalty to the Pope, a foreign ruler.
- Level 3 Inference(s) supported by the source (4–5)**
Answers at this level will make correct inference(s) from the source and they will be supported by direct reference to relevant phrases in the source.

- 2 Study Sources A and B.**
How far does Source B show that Robert Cecil's worries about the Catholics were correct?
Use the sources and your knowledge to explain your answer. (7 marks)

- Level 1** **Answers focusing on the content of the sources** **(1–2)**
Answers at this level will focus on the content of the sources to demonstrate agreement/disagreement with the proposition that Cecil's worries about Catholics were correct.
e.g. Source A says that Cecil believed that there were a lot of people in England, the Catholics, who obeyed foreign rulers. In Source B the Catholics are trying to blow up Parliament so they couldn't have been very loyal to the King and England. So, yes, Source B does show that Cecil was right about the Catholics.
- Level 2** **Answers focusing on the provenance of the sources** **(3–5)**
Answers at this level will focus on the provenance of the sources to demonstrate agreement/disagreement with the proposition that Cecil's worries about Catholics were correct.
e.g. Source B is part of a letter written by Cecil to the English ambassador in Brussels and he explains that it was the Catholics who tried to blow up Parliament and King James. This shows that the Venetian ambassador was correct when he wrote in his letter that Cecil thought the Catholics would do anything to keep their religion – even kill the king.
- Level 3** **Balanced answers focusing on both content and provenance** **(6–7)**
Answers at this level will combine elements of Levels 1 and 2 to provide a balanced answer.

- 3 Study Source C.**
Why do you think this letter was written?
Use the source and your knowledge to explain your answer. (8 marks)
- Level 1 Focus on extraction of information from the source (1–2)**
Answers at this level will paraphrase and/or copy phrases from the source.
- Level 2 Focus on provenance (3–4)**
Answers at this level will use the provenance of Source C to explain why the letter was written.
e.g. The letter was probably written by Francis Tresham, Lord Monteaule's brother-in-law. He must have known what was going on and wrote the letter to warn Lord Monteaule.
- Level 3 Focus on knowledge (5–6)**
Answers at this level will focus on outside knowledge to explain why the letter was written and will introduce the idea that the Plot was set up by Robert Cecil.
- Level 4 Balanced answers combining provenance and knowledge (7–8)**
Answers at this level will combine Levels 2 and 3 to provide a balanced answer.

- 4 Study Sources D, E and F.**
Guy Fawkes' confession was made under torture.
Does this mean it cannot be trusted?
Use the sources and your knowledge to explain your answer. (6 marks)
- Level 1 Agreement/disagreement with proposition using content (1–2)**
Answers at this level will focus on the content of the sources to agree/disagree with the proposition.
e.g. Anyone who was so tortured that they could hardly write their own name would say anything to stop the agony so, no, Guy Fawkes' confession can't be trusted.
- Level 2 Agreement/disagreement with proposition using provenance (3–4)**
Answers at this level will focus on the provenance of the sources to agree/disagree with the proposition.
e.g. Source D shows that King James has taken a personal interest in the case because he has ordered that the torture should start gently and by the time we get to Source F, which is Guy Fawkes' confession, it's clear that just enough torture has been used to get the confession out of him because it's pretty clear and coherent. So, yes, I think we can trust it.
- Level 3 Balanced argument focusing on the proposition in the question (5–6)**
Answers at this level will clearly contextualise torture as a seventeenth century method of extracting confessions and will provide a balanced answer as to whether or not Guy Fawkes' confession can be trusted.

5 Study Source G.
Why do you think the plotters were punished so publicly and so savagely?
Use the source and your knowledge to explain your answer. (7 marks)

Level 1 Generalised answers (1–2)

Answers at this level will give reason(s) that could be accurate but that lack specific referencing.

e.g. *Because they had tried to do something wicked and to warn others that this would happen to them if they tried to do something similar.*

Level 2 Focus on content of the source (3–5)

Answers at this level will focus on the content of the source and draw conclusions from this about the seriousness of the crime.

Level 3 Focus on contextualising the source (6–7)

Answers at this level will use knowledge and understanding to explain why the plotters were so publicly and savagely punished within the context of the Plot ‘story’.

- 6 Study Sources H and I.**
Does Source I prove that Source H is correct in what it says about government involvement in the Gunpowder Plot?
Use the sources to explain your answer. (7 marks)

Level 1 Agreement/disagreement with proposition focusing on content (1–2)
Answers at this level will use the content of the sources to agree/disagree with the proposition.

e.g. Source I says that the government had a monopoly on the manufacture of gunpowder and that it let the cellars under the Houses of Parliament to a known Catholic agitator. So, yes, this backs up Source H when it says that some of the government spun a web to entangle these poor gentlemen.

Level 2 Agreement/disagreement with proposition focusing on provenance (3–4)

Answers at this level will use the provenance of the sources to agree/disagree with the proposition.

e.g. Source I was written by R Crampton in 1990. He therefore had access to a lot of source material that came to light after 1605, and also to ideas and theories about what might have happened. Source I was written by an Italian visitor to England in 1605 and was probably known about by R Crampton and helped him form his opinions. So it's not surprising that Source I backs what Source H says.

Level 3 Balanced argument focusing on both provenance and content (5–7)

Answers at this level will combine the Level 1 and 2 responses to create a balanced answer.

Mark at the top of the level answers that additionally focus on 'prove' in this context.

N.B. Answers that assert that two sources by themselves prove nothing should be marked at Level 1 UNLESS there is a good, supporting, contextual argument, in which case Level 3 would be appropriate.

- 7 Study all the sources.**
‘The real criminal in the Gunpowder Plot was Robert Cecil, not Guy Fawkes.’
How far do the sources support this view?
Use the sources and your knowledge to explain your answer. (10 marks)

N.B. Sources must be referred to by letter or direct quote.

- | | | |
|----------------|---|--------------|
| Level 1 | Answers which do not use the sources | (1–2) |
| Level 2 | Answers which make reference to ‘the sources/some sources’ etc but have no direct source use | (3) |
| Level 3 | Answers which use sources either to confirm or to oppose the proposition in the question | (4–6) |
| Level 4 | Both parts of Level 3 | (7–9) |

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be a developed discussion of reliability.

SOURCE INVESTIGATION 6

WERE SMUGGLERS VIOLENT AND DANGEROUS?

- 1 Study Source A.**
What impressions does this source give of smugglers and smuggling?
Use the source to explain your answer. (6 marks)
- Level 1 Copies or paraphrases the surface details of the source (1–2)**
- Level 2 Unsupported but valid inference(s) (2–3)**
e.g. It shows they were very successful. It shows they were violent.
- Level 3 One valid inference supported from the source (4–5)**
e.g. It shows they were very successful. This is because it says half the tea drunk in England was smuggled. Also the customs officers could not catch them.
- Level 4 More than one valid inference supported from the source (6)**

- 2 Study Sources B and C.**
How far do these sources agree about smugglers?
Use the sources to explain your answer. (7 marks)
- Level 1** **Answers that write about the sources but fail to compare them** **(1–2)**
- Level 2** **Answers based on information that is in one source but not in the other** **(2–3)**
- Level 3** **Valid similarities or differences – not supported** **(4–5)**
 Answers might suggest e.g. that B admires them while C does not. Both sources suggest they were involved in violence.
- Level 4** **Valid similarities and differences – not supported** **(5)**
- Level 5** **Uses evidence in sources to explain similarities/differences** **(4–6)**
- Level 6** **Uses evidence in sources to explain similarities and differences** **(7)**
e.g. These two sources mainly differ about smugglers. Source B seems to admire them. It talks about the skills of the smugglers and say they are good sailors and very brave. Source C gives the opposite impression and says they are vicious and violent. This writer does not like them. However even in Source C there is some attempt to understand them because it says they became smugglers because they were living in poverty. This makes it a bit similar to Source B which also has some sympathy for the smugglers.

3 Study Sources D, E and F.
Does Source D prove that Source E is more reliable than Source F?
Use the sources and your knowledge to explain your answer. (9 marks)

Level 1 **Answers that claim Source D cannot prove anything because it is from a newspaper (1)**

Level 2 **Answers based on the fact that Source F was drawn later while Source E was drawn at the time (2)**

Level 3 **Answers based on comparing details in E or F with those in D (3–4)**

Level 4 **Answers based on comparing details in E and F with those in D (5–6)**

Level 5 **Answers that use internal evidence in D to evaluate the evidence in Source D (7–8)**
e.g. Source D does not prove that Source E is more reliable because I do not know if Source D can be trusted. It was evidence given by a person who was in disguise. Why was this? It might be that the customs officers just got someone to say all this and they had to keep him in disguise because he was lying.

Level 6 **Answers that cross-reference to other sources or to contextual knowledge to evaluate the evidence in Source D (8–9)**
e.g. Source D does prove that Source E is more reliable than Source F. The details in Sources D and E agree about throwing stones in the well to cover Chater's body. I think that Source D is reliable because I know that it was very dangerous for people to inform on smugglers. They were usually attacked and killed if they did this. The smugglers could be very vicious. The people in Source H were even afraid to know who the smugglers were. This is why the witness in Source D had to be kept in disguise. He is in great danger and would not bother to put himself in danger by telling lies.

- 4 Study Sources G and H.**
Are you surprised by the actions of the villagers in Source H?
Use the sources and your knowledge to explain your answer. (8 marks)
- Level 1** **Answers based on the claim that they are surprised because they would want some of the smuggled goods – no contextual explanation (1–2)**
- Level 2** **Answers based on the assertion that they are not surprised because smugglers were dangerous and they would not want anything to do with them – not explained (3)**
- Level 3** **Answers that use Source G to express surprise (4–6)**
e.g. I am surprised by Source H. They seem to be afraid of the smugglers and do not want anything to do with them. However, in Source G it tells us that all the villagers were involved in the smuggling so why would they be afraid of the smugglers?
- Level 4** **Answers that cross-reference to other sources or to contextual knowledge to explain why surprised/not surprised (6–7)**
e.g. Yes I am surprised by the fact that they do not want to see the smugglers. This suggests that they are afraid of them and of knowing who they were. They had no reason to be afraid because we know that the custom officials were useless at catching the smugglers. Many of them were bribed to look the other way and some were involved in the smuggling themselves. If there was no chance of the smugglers being caught why should the villagers be worried about knowing who the smugglers were.
- Level 5** **Combination of Levels 3 and 4 – explain reasons for being surprised and not surprised (8)**

- 5 Study Sources I and J.**
How useful are these two sources for explaining why smugglers were so successful?
Use the sources and your knowledge to explain your answer. (8 marks)
- Level 1** **Rejects the sources because they are cartoons/illustrations** **(1)**
- Level 2** **Uses the sources for their useful surface information** **(2–4)**
e.g. These sources are very useful for explaining why the smugglers were so successful. They tell us that they could hide the smuggled good in secret cellars so the customs men could not find them. They moved the goods around by hiding them under the dresses of women who pretended to be pregnant.
OR
Rejects Source I because they are being caught/afraid of being caught or rejects J because it is not realistic **(2–4)**
- Level 3** **Combines Levels 2 and 3** **(5–6)**
- Level 4** **Uses contextual knowledge or other sources to comment on the usefulness of these sources to identify their limitations** **(7–8)**
e.g. I do not think these sources are very useful for telling us about why the smugglers were successful. They do tell us a bit - how they hid some of the goods under the dresses of women and had secret cellars for putting smuggled goods. However there were far more important reasons why the smugglers were successful. This was mainly to do with the fact that the customs officials had too much coast line to patrol and some of them were corrupt. Also when nearly all the villages were involved in smuggling it was very difficult to get anyone to give evidence against the smugglers. These were the main reasons why it was difficult to get them caught.

- 6 Study all the sources.**
Do these sources show that smugglers were violent and dangerous?
Use the sources and your knowledge to explain your answer. (12 marks)

N.B. Sources must be referred to by letter or direct quote.

Level 1 Answers which do not use the sources (1–3)

Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (4–5)

Level 3 Answers which use sources to show how sources do or do not support the statement (6–7)

Level 4 Both parts of Level 3 (8–10)

Bonus of up to 2 marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be developed discussions of reliability.

SOURCE INVESTIGATION 7

TRANSPORTATION: WAS IT A SOFT PUNISHMENT?

1 Study Sources A and B.

Are both of these illustrations sympathetic to the convicts?

Use the sources to explain your answer.

(6 marks)

Level 1 Describes the surface details of the sources (1–2)

e.g. These pictures show the convicts leaving to be transported. They look really miserable and fed up. In Source A they are saying goodbye to their lovers.

Level 2 Uses the sources to argue that they are sympathetic/not sympathetic (3–4)

e.g. Yes, these illustrations are sympathetic to the convicts. You can tell this by the fact that in Source A they are saying goodbye to their lovers. This makes it very sad. In Source B they look very miserable so the artist feels sorry for them.

No, these illustrations are not sympathetic to the convicts. Source A shows them saying goodbye to their lovers. But they have all been drawn to look really ugly and nasty and drunk so the artist was not on their side. They look as if they deserve to be transported. In Source B they are shown as lucky because the alternative was to be hanged. So the artist is saying they are lucky to be getting away with being transported.

Level 3 Both types of Level 3 (5–6)

2 Study Sources C and D.
How useful are these sources as evidence of the conditions faced by convicts in Australia?
Use the sources and your knowledge to explain your answer. (6 marks)

Level 1 Unsupported assertions (1)
e.g. *Source D is much more useful because it tells you more than Source A. It gives you more details.*

Level 2 Answers that concentrate on the amount of information they contain (described) (2–3)
e.g. *I think Source D is useful because it tells you lots of details. It tells you that they were kept in solitary confinement and had to do hard labour for years. It tells you that the conditions were so terrible that some men deliberately got themselves executed.*

Level 3 Asserts they are of limited usefulness because they are both about prison settlements (3)

Level 4 Questions Source C because it is only about Tasmania (or a prison settlement), or questions Source D because it is a government report and might have been written with a purpose or it is about a prison settlement (4–6)
e.g. *I do not think Source C is very useful because it is only about a prison settlement and conditions here were much worse than for convicts who worked for settlers. Sources I and J show this quite clearly. So Source C does not tell you about the conditions of convicts who worked for settlers. Award 5–6 marks to answers that use other sources or contextual knowledge.*

- 3 Study Sources E and F.**
Which of these two sources do you think is the more reliable?
Use the sources and your knowledge to explain your answer. (7 marks)
- Level 1** **Answers based on the amount of information in a source (1)**
 These answers assume the more information a source contains, the more reliable it is.
- Level 2** **Makes assertions based on the provenance of the source(s) (2–3)**
 These answers might assert e.g. that Source F is biased because it is written by a campaigner for abolition.
- Level 3** **Answers based on the provenance of the sources – explained, e.g. the perception of E, the purpose of F (4–5)**
e.g. Source E is not very reliable because it is written by a government official in Tasmania. Tasmania was where some of the worst prison settlements were. He would be used to the convicts being treated in a tough way and so he might think that some of the settlers who had convicts were far too soft. This means he cannot be trusted in his account.
- Level 4** **Contextual knowledge or other sources used to judge reliability of these sources (4–6)**
e.g. I do think that Source F is reliable. It tells of the dreadful conditions the convicts had to put up with. They were thrown into dungeons for days and flogged all the time. This kind of treatment is supported by the account in Source D which shows similar treatment.
 If answers compare conditions in prison settlements with working for settlers (as this example does) award 4 marks only. Otherwise award 5–6 marks.
- Level 5** **Combines Levels 3 and 4 (7)**

- 4 Study Source G.**
Does this source prove that transportation was a success?
Use the source and your knowledge to explain your answer. (7 marks)
- Level 1** Copies/paraphrases sections of Source G without using it to answer the question or claims one source cannot prove anything (1)
- Level 2** Claims it is biased/cannot be trusted because it is from the government (2)
- Level 3** Finds evidence in Source G for it being a success/not being a success (2–3)
e.g. Yes it does prove it was a success. This is because it shows how it lead to people being reformed and leading useful lives like the ones that became sheep farmers and shopkeepers. The source says that they ended up living honest lives.
- Level 4** Both types of Level 2 (4)
- Level 5** Uses contextual knowledge or other sources to evaluate the claims made in Source G (5–6)
e.g. I do not think this sources proves transportation was a success. It gives a few examples of convicts that did end up being reformed and leading useful lives but there were other cases where this did not happen. What about the prisoners in Source D who were so miserable that they got themselves hanged.
- Level 6** Uses contextual knowledge/other sources to explore possible purpose/bias of source or consider the different views about the aims of transportation that would lead to different views about its success (7)
e.g. Whether or not Source G proves transportation was a success depends on which view you had at the time about what it was meant to achieve. Some people saw it as a dreadful punishment. They thought it would take people away from their families and make them suffer. They would not be pleased if they learned that some of the convicts had ended up making themselves prosperous farmers. However, there were other people who felt that transportation gave people a chance to be reformed. They would be pleased when they heard the news in Source G that some convicts were leading honest and successful lives. To them this would show that transportation was a success.

5 Study Sources H and I.
Does Source I make Source H worthless as evidence?
Use the sources and your knowledge to explain your answer. (8 marks)

Level 1 Unsupported assertions (1)

Level 2 Claims that it does not because there is much useful information in Source H (2)
e.g. No it doesn't. Source H is very useful because it tells you all about the conditions of convicts. It tells you they had plenty to eat and were well looked after.

Level 3 Claims Source H is useful because it is by a convict (3)
OR
Claims that Source H is not typical/representative – not explained

Level 4 Explains ways in which Source I undermines Source H (4–5)
e.g. Source I does mean that Source H is worthless. Source H says how good the conditions are for convicts but Source I tells us that reports like Source H from Australia cannot be trusted. Source H is from a convict writing to his mother. Source I says he will make it sound good so she does not worry about him. This means that Source H cannot be trusted.

Level 5 Contextual knowledge or reference to other sources used to evaluate Source H (6–7)
e.g. Yes, Source I does mean that Source H is worthless because other sources show that Source H is not accurate. Source F shows us that convicts were treated very badly. It says they were flogged all the time. This is very different to Source H where he seems to be well fed and well looked after.

OR
Explains how Source H is not typical/representative (6–7)

Level 6 Covers two of the possible approaches in Levels 4/5 (8)

6 Study Source J.
Are you surprised by this picture?
Use the source and your knowledge to explain your answer. (6 marks)

Level 1 **Answers based on the fact that they are surprised simply because it is so unpleasant/unusual/horrible (1)**

Level 2 **Not surprised because it was a prison and this is what you would expect in a prison/it was the only escape route (2–3)**

Level 3 **Uses contextual knowledge or other sources to explain one reason why surprised/not surprised (4–5)**
e.g. No I am not surprised they needed to use dogs like this. They were on Van Diemen's Land and we know there was a very horrible prison settlement there where the conditions were terrible. Source C tells us this. So the prisoners would try and escape because conditions were so horrible and so the dogs would be needed to stop them escaping.

Level 4 **Uses contextual knowledge or other sources to explain two reasons why surprised/not surprised (6)**

7 Study all the sources.
How far do these sources show that transportation was a soft punishment?
Use the sources and your knowledge to explain your answer. (10 marks)

N.B. Sources must be referred to by letter or direct quote.

Level 1 Answers which do not use the sources (1–2)

Level 2 Answers which make reference to ‘the sources/some sources’ etc but have no direct source use (3)

Level 3 Answers which use sources to show quacks were worse than doctors or that they were not worse than doctors (4–6)

Level 4 Both parts of Level 3 (7–9)

Bonus of up to two marks (1 per source) for any consideration of the reliability of a source at any level.

N.B. This does not have to be developed discussions of reliability.