

**OCR/EDEXCEL**

**Crime and Punishment Investigations**

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**For the Source Investigations**

HODDER MURRAY

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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)**

- |                |   |              |
|----------------|---|--------------|
| <b>Level 1</b> | <b>Copies or paraphrases the surface details of the source</b>  | <b>(1–2)</b> |
| <b>Level 2</b> | <b>Unsupported but valid inference(s)</b><br><i>e.g. It shows law and order was poor. It shows it was a very violent time.</i>  | <b>(2–3)</b> |
| <b>Level 3</b> | <b>One valid inference supported from the source</b><br><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> | <b>(4–5)</b> |
| <b>Level 4</b> | <b>More than one valid inference supported from the source</b>  | <b>(6)</b>   |

- 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.**

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

**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.**

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

**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 Monteagle's brother-in-law. He must have known what was going on and wrote the letter to warn Lord Monteagle.*
- 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.*

*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.**

## SOURCE INVESTIGATION 8

### WHAT WAS THE TRUTH ABOUT SWEENEY TODD?

**1 Study Sources A and B.**

**How far does Source A help you decide if the story in Source B is true?**

**Use the sources to explain your answer.**

**(7 marks)**

- Level 1**      **Claims there is no connection between the two sources**      **(1–2)**  
**OR**  
**Claims a map cannot prove anything**  
**OR**  
**Does/does not trust Source B because it is from a newspaper**
- Level 2**      **Explains how there are matches between the map and Source B –**  
**claims this means the story is true**      **(3–4)**  
*e.g. I think the map does help to show the story in Source B is true. This is because the map shows that places like St Dunstan's Church do exist. It also shows that the church is very close to the barber's shop. This supports the story in Source B where the man who was murdered by the barber was by the church.*
- Level 3**      **Explains how many of the events described in Source B are not**  
**supported by the map**      **(4–5)**
- Level 4**      **Combination of Levels 2 and 3**      **(6)**
- Level 5**      **Explains that the matches found between the sources do not mean the**  
**story in Source B is true**      **(7)**  
There are several ways this level could be reached e.g. by explaining that if someone had made the story up but wanted to make it seem realistic they would have chosen real places and got their geography right; or the fact that these places exist and match the story do not mean that the events took place as described.

**2 Study Sources C and D.**  
**Does Source D prove that Source C is wrong?**  
**Use the sources to explain your answer. (8 marks)**

**Level 1 Unsupported assertions or copies/paraphrases the sources (1)**

**Level 2 Assertions that Source C is biased/Source D has been properly researched (2–3)**  
*e.g. I think Source C is wrong because it is biased. It is a lawyer trying to get Sweeney Todd off.*

**OR**  
**Uses internal evidence in Source C to show how it is true (2–3)**

**Level 3 Explains disagreements between Source C and Source D (3–4)**  
*e.g. Yes I think that Source D does prove Source C is wrong. Source C claims that fresh bodies were found in the Church vaults. It claims that these bodies were put there by Sweeney Todd before they were delivered to Mrs Lovett's shop to be made into pies. However, Source D shows that the bodies were simply people that had been buried under the church. It also shows that no one called Sweeney Todd lived there.*

**Level 4 Explains how the evidence of Source D does not necessarily undermine the evidence of Source C (5–6)**  
*e.g. No Source D does not prove that Source C is wrong. The bodies buried under Sweeney Todd's shop mentioned in Source D are not the same as the bodies found under the church in Source C. These were fresh bodies while the bodies in Source D had been buried there a long time. So Source D does not show that Source C is wrong.*

**Level 5 Combines Levels 3 and 4 (6–7)**  
**OR**  
**Uses provenance of Sources C/D to discuss their reliability must be done in relation to the content of the sources and must cover Source C**

**Level 6 Uses other sources to evaluate Sources C/D (7–8)**

- 3 Study Sources E and F.**  
**Is one of these sources more helpful than the other in deciding if Sweeney Todd really existed?**  
**Use the sources to explain your answer. (8 marks)**
- Level 1** Uses surface information of Source(s) E/F as evidence that he existed (1)
- Level 2** As for Level 1 but compares the usefulness of the sources (2–3)  
 e.g. *I think that both sources are very useful Source E tells us that Sweeney Todd killed people and the pie merchant next door turned them into pork pies. Source F tells us the same thing - that the pies were made out of humans. So both sources are useful.*
- Level 3** Assertions rejecting Source E as evidence because of place/date, rejects Source F because of date/anonymity (3–4)  
 e.g. *I do not think that Source E is helpful at all because it is about what took place in France in the fourteenth century.*
- Level 4** Prefers Source F because date is nearer, it is set in England (4–5)
- Level 5** Explains how Source E could have led to other similar stories spreading at a later date and/or explains problems with Source F (Penny Dreadful, date, anonymous) (6–7)  
 e.g. *I don't think these sources prove that Sweeney Todd existed. The story of Sweeney Todd might have been copied from the French story in Source E but this shows that he did not exist. The man in Source E is not Sweeney Todd because the date is too early and he is French. Source F does not prove he existed because Penny Dreadfuls were sensational stories, they did not aim to tell the truth.*
- Level 6** As for Level 4 but compares usefulness of sources (8)

<b>4</b>	<b>Study Source G. Do you believe Mrs Lovett? Use the sources to explain your answer.</b>	<b>(8 marks)</b>
<b>Level 1</b>	<b>Rejects Source G because it is from a newspaper OR Asserts this story matches others so it is true</b>	<b>(1–2) (2)</b>
<b>Level 2</b>	<b>Claims she was forced to make the confession</b>	<b>(2)</b>
<b>Level 3</b>	<b>Claims she was trying to place the blame on Sweeney Todd to escape prison/prosecution</b>	<b>(3–4)</b>
<b>Level 4</b>	<b>Concentrates on her suicide – she did this because she felt guilty about what she had done with Todd or because she felt guilty about lying about it</b>	<b>(5–6)</b>
<b>Level 5</b>	<b>Argues that she believed she was about to die so she is telling the truth – had no reason to lie</b>	<b>(6)</b>
<b>Level 6</b>	<b>Uses other sources to evaluate what she say</b>	<b>(7)</b>
<b>Level 7</b>	<b>As for Level 6 but also consider some of the issues in Levels 3–5</b>	<b>(8)</b>

- 5 Study Sources H, I and J.**  
**Are you surprised that these sources give similar impressions of Sweeney Todd?**  
**Use the sources to explain your answer. (7 marks)**
- Level 1**      **Assertions – not surprised because this is what he was like**      **(1–2)**  
*e.g. No I am not surprised because this is what he was like. He was a horrible nasty man.*
- Level 2**      **Assertion of surprise because he never existed**      **(2)**
- Level 3**      **Surprised because they come from different dates/types of sources**      **(3–4)**  
*e.g. I am surprised that they are so similar because they come from different dates. Source H is from 1802 while Source J is from a recent musical about him. So it is surprising that he looks so similar.*
- Level 4**      **As for Level 1 but explained by references to details of the Sweeney Todd story**      **(4–5)**
- Level 5**      **Explains surprise – based on evidence that he never existed or that we have little information about him**      **(6–7)**  
*e.g. I am surprised these pictures of Sweeney Todd are so similar. This is surprising because he was not a real person. We know this because Source E shows he was copied from a French story and Source D tells us no one called Sweeney Todd lived at that time.*  
**OR**  
**Explains how the story has developed and a consensus has emerged about him**      **(6–7)**

**6 Study all the sources.**  
**Do you think it is possible to know the truth about Sweeney Todd?**  
**Use the sources 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 9

### THE PETERLOO MASSACRE: DID THE AUTHORITIES OVER-REACT?

**1 Study Sources A and B.**

**Do you agree that these sources show that Manchester in the early nineteenth century was a dangerous place?**

**Use the sources 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. Yes, it was a pretty dangerous place. People were attacking factories and marching in protest. Soldiers had to be used to clear the streets.*

**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, B and C.**

**Are you surprised that the magistrates sent this report (Source C) to Lord Sidmouth, the Home Secretary?**

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

**Level 1 Generalised answers (1)**

Answers at this level will either express surprise no surprise in general terms not specifically tied to the source or to specific contextual knowledge.

*e.g. No, I'm not surprised because they were expecting trouble and were simply warning the Home Secretary.*

**Level 2 Focus on the content of the sources (2–3)**

Answers at this level will focus on the content of the sources to explain their surprise/lack of surprise.

*e.g. Yes, I am surprised. There is no suggestion in Sources A and B that there was a conspiracy against the government. Source A is about a Luddite attack on a factory and Source B describes what happened when the Blanketeers set off on their march. This march was stopped by the combined forces of the King's Dragoon Guards, soldiers and constables. So the magistrates really were in control of the situation and had no need to write to the Home Secretary.*

**Level 3 Focus on the provenance of the source (4–5)**

Answers at this level will focus on the provenance of the source to explain their surprise/lack of surprise.

**Level 4 Focus on content and provenance (6–7)**

Answers at this level will combine elements of Levels 2 and 3 in order to explain whether or not they are surprised by the report sent to the Home Secretary by the Manchester magistrates.

- 3 Study Sources D and E.**  
**Does Source E prove that the reaction of the authorities shown in Source D was unnecessary?**  
**Use the sources and your knowledge 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. Yes. The reaction of the authorities does seem a bit like overkill. Source D shows different sorts of soldiers and constables all lined up in the streets around St Peter's Field. But Source E says that the people were dressed in their best – husbands, wives and children were there and just stood around chatting. They clearly weren't planning on making trouble.*

**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 be specific and will provide support.  
*e.g. Source E was written by Archibald Prentice, who was there at St Peter's Field. But he was a moderate radical, who therefore wanted reform. So he would be likely to concentrate on the positive elements in the crowd and present the people as peacefully assembling, just to listen to the speakers.*

**Level 3 Balanced argument focusing on both provenance and content (5–7)**  
Answers at this level will combine Levels 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 can prove nothing should be marked at Level 1 UNLESS there is a good supporting, contextual argument, in which case Level 3 would be appropriate.**

- 4 Study Sources F, G and H.**  
**All these sources were written by people who were present on St Peter's Field when the yeomanry rode in. But they all give different accounts. Which one would you trust?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Focus on content (1–2)**

Answers at this level will focus on the content of the sources to determine reliability.

*e.g. I would trust Source G the most because it talks about 'ample evidence' to prove that the people at the meeting began the attack, not the yeomanry. He wouldn't have said this if wasn't true. The others are just saying what they think they saw. They don't refer to evidence that presumably could be checked. And Source H supports this by saying that the crowd had pelted the yeomanry with stones for an hour or two before the charge.*

**Level 2 Focus on provenance (3–5)**

Answers at this level will focus on the provenance of the sources to determine reliability. They will focus on the relationship between Sources G and F and between Sources G and H and on the likelihood of any or all of the sources being biased. It doesn't matter which source they decide to trust, provided appropriate reasons are given.

**Level 3 Balanced argument using both content and provenance (6–8)**

Answers at this level will combine elements of Levels 1 and 2 to create a balanced argument.

**5 Study Source I.**  
**What is the message of this cartoon?**  
**Use the source to explain your answer.** (6 marks)

**Level 1 Generalised answers** (1–2)  
Answers at this level will give ‘messages’ that will be accurate but which could be said of any source, any time.  
*e.g. The cartoonist wanted to show people what happened.*

**Level 2 Unsupported inferences** (3–4)  
Answers at this level will make accurate inferences from the source, but these will not be supported by direct reference to those elements in the source that give rise to these inferences.

**Level 3 Focus on making supported inferences from the source** (5–6)  
Answers at this level will make accurate inferences supported by direct reference to appropriate elements of the source.

**6 Study Sources J and K.**  
**Why do you think these sources disagree about the reasons for the troops being sent in to St Peter's Field on 16 August 1819?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Focus on content of the sources (1–2)**  
Answers at this level will use the content of the sources to explain why they disagree. The responses will probably simply describe areas of disagreement.

**Level 2 Focus on provenance (3–4)**  
Answers at this level will use the provenance of the sources to explain why they disagree.

**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. Better answers at this level will make direct links between the provenance and specific elements of the content.

- 7 Study all the sources.  
‘The magistrates completely over-reacted in the way in which they dealt with the meeting on St Peter’s Field on 16 August 1819.’  
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 10

### WERE PEEL'S PEELERS RESPECTED?

**1 Study Sources A and B.**

**According to these sources, who was more effective, the Bow Street Runners or the watchmen?**

**Use the sources to explain your answer.**

**(5 marks)**

**Level 1 Describes the surface details of the sources (1)**

**Level 2 Claims that the Bow Street Runners were more effective – no use of details in the source (2)**  
*e.g. The Bow Street Runners are more effective because they are raiding a thieves' den.*

**Level 3 Uses details in Sources A/B to explain how it shows the Bow Street Runners were effective/not effective or how the watchmen were useless – no comparison (3–4)**

**Level 4 Uses details in both sources to compare the effectiveness of the Bow Street Runners with the watchmen (5)**  
*e.g. The Bow Street Runners are not very effective. Although they have found a thieves' den they are not going to be able to arrest them because the thieves' have guns but the Bow Street Runners do not. The watchmen are not effective either. They are being attacked by some rich people and they can do nothing about it. They look useless.*

- 2 Study Sources C and D.**  
**How do you think the members of the committee (Source C) would have reacted to Peel's instructions in Source D?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**
- Level 1 Describes/copies content of the sources (1)**
- Level 2 Answers based on the fact that they did not want a police force – fails to use content of Source D (2)**  
*e.g. The members of the committee would not have liked what Peel had to say because they were against having a police force.*
- Level 3 Explains how the content of Source D does/does not deal with the concerns expressed in Source C (3–5)**  
 Award 5 marks if contextual knowledge or other sources are used.
- Level 4 Explains how the content of Source D deals with some of the concerns in Source C but not with all of them (6)**  
*e.g. I think the members of the committee would be quite pleased by what Peel says. They are worried about the police being a threat to everyone's freedom. But Peel is telling the police that they must not interfere too much and must not throw their authority around. This would please the committee. However, Peel is saying that the police must prevent crimes and this could involve the kind of thing they are complaining about like servants spying on masters. So they would not have been completely pleased.*

- 3 Study Sources E and F.**  
**How useful are these sources as evidence about the police force in the second half of the nineteenth century?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**
- Level 1**      **Answers based on surface information of the sources (1–2)**  
**OR**  
**Claim they are only moments in time/only one place**
- Level 2**      **Answers that comment on the provenance (2–3)**  
 These answers might claim they are useful because they are by policemen or by a Chief Constable, or F is not useful because written over 40 years later.
- Level 3**      **Makes inferences about the police from one source (4)**  
*e.g. Source E shows that the police are still useless. The Chief Constable spends all his time talking about kite flying which is not a very important thing to talk about.*  
 Other inferences might include: *E shows they are worried about their image; F shows they are trying to recruit people who can actually do the job.*
- Level 4**      **Makes inferences about the police from both sources (5)**  
**OR**  
**Uses contextual knowledge or other sources to evaluate the sources**
- Level 5**      **Uses inferences from the two sources to make a judgement about the police force was changing between 1852 and 1878 (6)**  
**OR**  
**Makes inference but qualifies this with statement about limitations of the source(s)**

- 4 Study Sources G and H.**  
**Were these two pictures published for the same reason?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1**      **Descriptions of the sources - no inferences about purpose**      **(1–2)**
- Level 2**      **Asserts that G was published to show the police in a negative light/H was published to show them in a positive light – no support from sources**      **(3–4)**
- Level 3**      **Uses the source to explain purpose of one source**      **(4–5)**  
*e.g. These sources are trying to make people feel differently about the police. Source H was published to make people think the police were good and helpful. It shows a policeman helping a girl who was lost. It shows him to be kind and wonderful. This was to make people believe all police were like this and nothing to be afraid of.*
- Level 4**      **Uses sources to explain their different purpose**      **(6–7)**
- Level 5**      **As for Level 4 but answers set in context**      **(8)**  
*e.g. These sources were published to give completely different impressions of the police. Source G makes them out to be drunk and stupid and completely incapable of doing a good job. This is shown by the fact that he is talking to a water pump. This source was published in 1830 and the police force had only just been set up. Many people were still very suspicious of it and did not think it would be any good. Source H, on the other hand, was published much later when the police had become accepted. It shows a policeman helping a little girl who is lost. This is meant to show people that the police can be trusted and are doing a good job.*

- 5 Study Sources I and J.**  
**Why do you think these two sources disagree about the police?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1 Summarises/describes/paraphrases the sources – no comparison (1–2)**
- Level 2 Explains how the sources differ about the police (3–4)**
- Level 3 Answers based on the nature of the particular event described in Source J (5–6)**
- Level 4 Infers and explains the different purpose of the sources (7–8)**  
Award 8 marks if answer is informed by contextual knowledge.

- 6 Study Source K.**  
**What is the message of this cartoon?**  
**Use the source and your knowledge to explain your answer. (7 marks)**
- Level 1 Describes the cartoon (1–2)**
- Level 2 Asserts the message is to praise the police (2)**
- Level 3 Asserts the message is that there are not enough police (3)**
- Level 4 As for Level 2 but supported by reference to the source (3)**  
*e.g. I think the message of this source is that the police are really good. I know this because the criminals are creeping away after seeing the policeman. They cannot commit their crime now. Also, under the source is says that the police are a fine body of men.*
- Level 5 As for Level 3 but supported by reference to the source (4–6)**  
*e.g. The message of this source is that there are not enough police. You can see this by the fact that the policeman has not seen the criminals and they are able to get on with their business. Also, under the source it says its lucky for the criminals that there are so few of them.*
- Level 6 Combines Levels 4 and 5 (6–7)**
- Level 7 As for Levels 5 or 6 but in addition sets it in context (Jack the Ripper) (7)**

**7 Study all the sources.**  
**Do these sources provide convincing evidence that the police were respected in the nineteenth century?**  
**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 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 11

## THE REBECCA RIOTS

**1 Study Sources A and B.**  
**How far do they give similar impressions of the Rebecca Rioters?**  
**Use the sources to explain your answer. (7 marks)**

**Level 1 Describes the surface details of the sources – no comparison (1)**

**Level 2 Compares surface details for similarities/differences (2–4)**  
*e.g. These two sources are similar. In both they are dressed as women and they are using horses. They seem to be attacking a gate.*  
Only award 4 marks if covers similarities and differences.

**Level 3 Compares similar/different impressions – not supported (4–5)**  
Award 5 marks if both similar and different impressions are given.

**Level 4 Compares similar/different impressions – supported from the source (6–7)**

Award 7 marks if covers both similar and different impressions at this level.  
*e.g. These two sources give completely different impressions of the Rebecca Rioters. Source A is very realistic and shows that they are violent and determined. They are ready to break down the gate. They look very tough and in fact look like thugs. In Source B there is less realism. It is a fantasy. They look as if they are dressed as Arabs. They seem to be even more violent and dangerous than in Source B because here they have swords and guns while in Source A they only had sticks.*

**2 Study Sources C and D.**  
**Does Source D prove that Source C was wrong about the causes of the riots?**  
**Use the sources and your knowledge to explain your answer. (9 marks)**

**Level 1 Copies/summarises the sources (1)**

**Level 2 Asserts they disagree – one says its poverty, the other says its the tolls (2)**

**Level 3 Uses content of sources to explain that Source D does/does not prove that C is wrong (3–4)**  
*e.g. Yes Source D does prove that Source C is wrong. Source C says the Rebecca Riots were caused by poverty but Source D proves this is wrong because it shows that the riots were caused by the tollgates and the tolls. It says that tollgates are going up on all the roads that the farmers needed to use to get to the lime-kilns. This is why they rioted because they don't like paying the tolls.*

**Level 4 Explains a valid reason why the fact that they disagree does not necessarily mean Source C is wrong (5–6)**  
*e.g. They could both be right – there could be more than one cause.*

**OR**

**Realises both sources are really about poverty (5–6)**  
*e.g. Source D does not prove Source C wrong because they really agree. Source C says that the main cause of the riots was poverty of the farmers. This is the same in Source D because the reason they cannot pay the tolls is that they are poor and the tolls were making them poorer. If they could have afforded the tolls they would not have been so angry about them.*

**Level 5 Uses provenance of sources to evaluate (7–8)**  
These answers might discuss how much a newspaper from London would know or the fact that Foster was involved with the farmers.

**OR**

**Uses contextual knowledge or other sources to show one source is right/wrong (7–8)**  
*e.g. I do think that Source D proves that Source C is wrong because other sources support Source D when it says that the cause of the riots was the tolls. Both Sources A and B show the rioters attacking the gates. This shows that it was the tolls that were angry about and this supports Source D. So Source C is wrong.*

**Level 7 Uses contextual knowledge or other sources to explain how they could both be right (9)**

- 3 Study Sources E and F.**  
**Do these two sources prove that the rioters were simply thugs?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**
- Level 1** Uses the information in Sources E and F as evidence that they were simply thugs (1–3)
- Level 2** Finds internal evidence in the sources that the rioters were not thugs (4–5)  
 e.g. Argues they were not thugs; it was the bystanders who joined them in Source E who were.
- Level 3** Discusses the authors of the source(s) and their possible bias/interest/purpose (5–6)  
 e.g. *Source E tries to take the blame away from the protestors by putting the blame of bystanders who joined them and who did all the damage to the workhouse. It also tells us that some of the people involved had been forced to join the riot. They had been threatened with death. However, I think this just an excuse they are giving to try and get off. They did say this to a magistrate. The paper that reported all these excuses was a Welsh-language paper and it would be on the side of the rioters and so is trying to find excuses for them.*
- Level 4** Cross-references to other sources or to contextual knowledge to evaluate Sources E and/or F (6–7)

- 4 Study Source G.**  
**What is the message of this cartoon?**  
**Use the source and your knowledge to explain your answer. (7 marks)**
- Level 1 Describes the cartoon (1)**
- Level 2 Infers a surface message (2–4)**  
*e.g. I think the message of this cartoon was to show how violent the Rebecca Rioters were. It shows them as a load of thugs smashing everything up.*  
 Award 4 marks if suggests that a London magazine would want to portray such a message.
- Level 3 Identifies motives of the rioters (3–4)**  
 These answers will identify the fact that the cartoon identifies the motives of the rioters – church rates, tithes, the poor law and the government (or the Prime Minister).
- Level 4 Explains how the cartoon is pointing out the motives of the rioters (5–7)**  
*e.g. The message of this cartoon was to tell people the real reasons why there were riots. It is saying the rioters are attacking the government and its policies. This is why the tollhouse has Robert Peel written over it. He was the Prime Minister and is made the gatekeeper here to show that he is in charge. On a part of the gate that has just been broken are the words 'Poor Laws' which show that the rioters were complaining about these rather than the tolls.*

- 5 Study Sources H and I.**  
**The riots stopped in November 1843. How far does Source I provide reliable evidence that the riots stopped because the rioters had been successful?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1**      **Answers based on the information in Source I**      **(1–2)**  
*e.g. Yes Source I does prove they stopped because they were successful. The source says that they never changed their aims and as soon as they achieved these aims they stopped rioting.*
- Level 2**      **Simple acceptance of Source I because it is by a magistrate**      **(3)**
- Level 3**      **Answers that use Source H as an alternative explanation for why the rioting stopped**      **(4–5)**  
*e.g. No, Source I does not prove that the riots stopped because the rioters had got what they wanted. If you look at the letter in Source H you can see that it is from rioters who have been put in prison. They are telling everyone not to stop the violence otherwise they will end up in prison with them. The letter was written in November 1843 and the rioting stopped at the same time. So I think it was the letter that stopped them from rioting.*
- Level 4**      **Answers that accept Source I because it is by a magistrate who you would expect to be critical of the rioters**      **(6)**
- Level 5**      **Answers that use contextual knowledge or other sources to support or question what is claimed in Source I**      **(7–8)**

**6 Study all the sources.**  
**‘The Rebecca Riots were caused by the actions of the turnpike trusts.’**  
**How far do these 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 12

### JACK THE RIPPER: WHY WAS HE NEVER CAUGHT?

**1 Study Sources A and B.**

**What can we learn from these sources about Whitechapel at the end of the nineteenth century?**

**Use the sources to explain your answer.**

**(6 marks)**

**Level 1 Extraction of information from the source (1–2)**

Answers at this level will describe what can be seen in Source A and/or copy from Source B and/or paraphrase it.

**Level 2 Unsupported inference(s) from the sources (3–4)**

Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to the relevant phrases in the source.

*e.g. Whitechapel was a very busy, crowded place where most of the people were poor and many were Jewish. There were a lot of prostitutes and down-and-outs living there, also thieves.*

**Level 3 Inference(s) supported by the source (5–6)**

Answers at this level will make correct inference(s) from the source and they will be supported by direct reference to relevant phrases in Source B and appropriate scenes in Source A.

**2 Study Source C.**  
**People living in Whitechapel in 1888 were desperately afraid and in need of reliable information. Why would they have read this source?**  
**Use the source and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1)**  
Answers at this level will give responses that, whilst they will be accurate, do not refer directly to the source and could be true of any journal, anywhere at any time.  
*e.g. Because they wanted to know what happened and there were no TVs or radios to tell them.*

**Level 2 Answers focusing on the content of the source (2–3)**  
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 front page of the journal shows what happened in great detail. People could see for themselves the yards where the women were murdered, the ways in which the bodies were lying, the people discovering them and the work of the police. In the days before roving reporters and instant news, this was the most reliable information they could have.*

**Level 3 Answers focusing on the provenance of the source (4–5)**  
Answers at this level will focus on the provenance of the source in order to determine purpose.  
*e.g. This wasn't just any old journal – it was the Illustrated Police News, which described police matters. People would therefore believe that this was giving them reliable information about the Whitechapel murders.*

**Level 4 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 Sources D, E and F.**  
**How far were these sources useful to the police in their search for Jack the Ripper?**  
**Use the sources and your knowledge to explain your answer. (6 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 determine utility for the police at the time.

*e.g. They would be very useful because they describe the last people to have been seen with the Ripper's victims. They could all be describing the same person: aged in his late 30s or early 40s, wearing a long dark coat but there are differences, Source e says his hair was light brown, for example, but the other two say he was dark. This means they wouldn't be so useful.*

**Level 2 Answers focus on the provenance of the sources (3–4)**

Answers at this level will use the provenance of the sources to determine utility for the police at the time.

*e.g. The sources are all eye-witness accounts and so they would have been useful just because of that. But they're not eye-witness accounts of the killings, They are eye-witness descriptions of the man thought to be the last person seen talking to the victims. So there's a lot of vagueness here. The men described, might not be the last person seen with the victims. And even if they were, they were only the last person seen with them. The killer might have been someone else altogether. So they could have distracted the police.*

**Level 3 Balanced answers that combine content and provenance (5–6)**

Answers at this level will combine elements of Levels 1 and 2 to produce a balanced answer.

**4 Study Source G.**  
**Are you surprised that this letter was written?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Generalised answers (1–2)**

Answers at this level will either express surprise/lack of surprise in general terms not specifically tied in to the source or specific contextual knowledge.

*e.g. Yes, I am surprised. I wouldn't think a murderer would want to advertise himself in this way, or give the police any sort of hints that might lead to his capture. He must have been very confident.*

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

Answers at this level will focus on the content of Source G to express surprise/lack of surprise. Own knowledge will probably be generalised.

**Level 3 Answers focusing on the provenance of the 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 really surprised. We know that hundreds of letters were written, supposedly from Jack the Ripper, and that most of them were fakes. This one was supposed to be really from him. It wasn't sent to the police, as many of the later ones were, but to the Central News Agency. This is just another aspect of the Ripper's confidence; he was confident in making the killings and confident in boasting about them.*

**Level 4 Balanced answers combining content and provenance (7–8)**

Answers at this level will combine elements of Levels 2 and 3 with specific and relevant own knowledge to provide a balanced answer.

**5 Study Sources H and I.**  
**‘The graffiti had nothing to do with the murder and so Sir Charles Warren was quite right to rub it out.’**  
**Use the sources and your knowledge to explain whether you agree with this statement.** (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. It was evidence to do with the killings and no one should destroy evidence that could lead to the capture of a criminal.*

**Level 2 Focus on content of the sources (3–4)**  
Answers at this level will focus on the content of the sources and draw conclusions from this about whether or not the evidence should have been destroyed. Own knowledge will be specific and will support the case made.

**Level 3 Focus on provenance of the sources (5–6)**  
Answers at this level will focus on the provenance of the sources and draw conclusions from these about whether or not the evidence should have been destroyed. Own knowledge will be specific and will support the case made.

**Level 4 Focus on contextualising the sources (7)**  
Answers at this level will use elements of Levels 2 and 3 with own knowledge and understanding to contextualise Sir Charles Warren’s actions in the light of the contemporary scene.

**6 Study Sources I and J.**  
**Was Major Henry Smith, Commissioner of the City of London Police, right to be angry with Sir Charles Warren, Chief Commissioner of the Metropolitan Police?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Generalised answers (1)**  
Answers at this level will give reasons that will be accurate but which will not be tied specifically into the sources or their provenance.  
*e.g. Yes, he was. He had given an order that the graffiti shouldn't be wiped off, and his order had been disobeyed.*

**Level 2 Answers focusing on the content of the sources (2–3)**  
Answers at this level will focus on the content of the sources and draw conclusions from this about whether or not Henry Smith was right to be angry with Charles Warren. Own knowledge will be specific and will support the case made.

**Level 3 Focus on provenance of the sources (4–5)**  
Answers at this level will focus on the provenance of the sources and draw conclusions from these about whether or not Henry Smith was right to be angry with Charles Warren. Own knowledge will be specific and will support the case made.  
*e.g. It's difficult to reach a decision because the two sources were written at different times. Source I is part of a report written by Sir Charles Warren at the time. In it he explains why he had ordered the graffiti to be wiped off the wall. His reasons seem justified: he had been afraid of anti-Jewish riots. In this he would seem to have been justified. The area did have a large Jewish community and the Whitechapel murders had frightened people so much that they would be looking for scapegoats. Major Henry Smith, on the other hand, was writing some years after the murders, and therefore with the benefit of hindsight. He would want to justify what had happened.*

**Level 4 Balanced argument focusing on both provenance and content (6)**  
Answers at this level will combine the Level 1 and 2 responses to create a balanced, fully contextualised answer.

- 7 Study all the sources.**  
**‘Jack the Ripper was never caught because the police were not up to the job.’**  
**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.**

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

**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 13

### THE SUFFRAGETTES: WHY DID THE GOVERNMENT TREAT THEM AS CRIMINALS?

- 1 Study Sources A and B.**  
**What can you learn from these sources about the suffragettes' campaign to get votes for women?**  
**Use the sources to explain your answer. (6 marks)**
- Level 1 Extraction of information from the source (1–2)**  
Answers at this level will describe what can be seen in Source A and/or copy or paraphrase Source B.
- Level 2 Unsupported inference(s) from the source (3–4)**  
Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to particular images in Source A or to relevant phrases in Source B.  
*e.g. Suffragettes began their violent campaign because peaceful methods had failed to get women the vote.*
- Level 3 Inference(s) supported by the source (5–6)**  
Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific images and/or relevant phrases.

**2 Study Sources C and D.**  
**How far does Ramsay MacDonald (Source D) support the events described in Source C?**

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

**Level 1 Answers focusing on knowledge (1–2)**

Answers at this level will focus on knowledge of the position of Ramsay MacDonald and the Labour Party with regard to female suffrage and will ignore the source.

*e.g. The Labour Party more or less supported female suffrage but they were more interested in getting the vote for everyone – not specially women. Ramsay MacDonald himself, though, did support female suffrage.*

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

Answers at this level will focus on the content of the sources and will cross-reference to demonstrate Ramsay MacDonald's support (or not) for the events described in Source C.

*e.g. No, he doesn't support what Mrs Pankhurst is doing. In Source C she talks about a window smashing expedition where suffragettes smashed windows in 10 Downing Street, Haymarket and Piccadilly. Ramsay MacDonald says that window breaking is silly and sneers at the suffragettes with their 'little hammers in their muffs'.*

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

Answers at this level will make inferences from Source D to reach the conclusion that, while Ramsay MacDonald was against the activities described by Emmeline Pankhurst in Source C, he was in favour of female suffrage. These inferences must be supported by direct reference to appropriate phrases in the source(s).

**Level 4 Balanced answers (6–7)**

Answers at this level will combine elements of Levels 1, 2 and 3 to provide a balanced answer.

- 3 Study Source E.**  
**How reliable is this source as an explanation of why Mrs Pankhurst was arrested on 29 June 1909?**  
**Use the source and your knowledge to explain your answer. (6 marks)**
- Level 1**      **Answers focusing on the content of the source**      **(1–2)**  
Answers at this level will use the content of the source to determine reliability.  
*e.g. It must be reliable because the name of the policeman, Inspector Scantlebury, is mentioned and exactly what Mrs Pankhurst said to him. This could easily be checked, so there would be no point in lying about it.*
- Level 2**      **Answers focusing on the provenance of the source**      **(3–4)**  
Answers at this level will use the provenance of Source E to determine reliability.  
*e.g. The story of the incident comes from a book written by Sylvia Pankhurst, one of Mrs Pankhurst's daughters. She could be reporting exactly what happened. But, as far as we know, she wasn't there and so she must be reporting what her mother had told her had happened. Mrs Pankhurst could have been putting her own spin on the incident, or Sylvia could have been trying to explain away her mother's behaviour. So, no, the source isn't necessarily reliable as an explanation of why Mrs Pankhurst was arrested on 29 June 1909.*
- Level 3**      **Balanced answers combining content and provenance**      **(5–6)**  
Answers at this level will combine elements of Levels 1 and 2 to provide a balanced answer.

**4 Study Sources F, G and H.**  
**Do you believe what Winston Churchill (Source H) says about the treatment of the suffragettes on Black Friday, 18 November 1910?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**

**Level 1 Generalised answers (1–2)**

Answers at this level will make generalised assertions which, although they could be accurate, will not be backed by specific source referencing.  
*e.g. Winston Churchill was the Home Secretary and so he would not lie about what had happened.*

**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 determine reliability.

**Level 3 Answers focusing on the provenance of the sources (5–6)**

Answers at this level will focus on the provenance of the sources to determine reliability.  
*e.g. Source G is a photograph and clearly shows a policeman hitting a suffragette to the ground. This doesn't seem staged in any way and so we have to accept it as accurate – particularly as the police tried to stop its publication in the Daily Mirror. Source F is a direct account from someone who was there, describing how the police assaulted her. Winston Churchill's evidence was made much later, when he had had time to consider his position. So, no, I wouldn't believe a word he said, he was trying to protect his back.*

**Level 4 Balanced argument focusing on provenance and content (7–8)**

Answers at this level will include elements of levels 2 and 3 to create a balanced, appropriately contextualised argument.

**5 Study Source I.**

**Are you surprised by the peaceful scene shown in this source?**

**Use the source and your knowledge to explain your answer.**

**(6 marks)**

**Level 1 Generalised answers (1–2)**

Answers at this level will give reason(s) to support surprise/lack of surprise that could be accurate but which lack specific referencing.

e.g. *Yes, I am surprised. I thought the suffragettes were a violent organisation who went about smashing windows and arranging angry demonstrations.*

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

Answers at this level will focus on the content of the source to express surprise/lack of surprise. Own knowledge will be used in support.

e.g. *No, I'm not surprised. This photograph shows Sylvia Pankhurst painting the front of the suffragettes shop in London. If you look carefully in the window you can see the sort of goods the shop sold. There are also posters pasted up advertising Suffragette meetings. Sylvia Pankhurst designed and made all sorts of things, like scarves and hat pins, as propaganda for the suffragettes and they had to have somewhere to sell them. It wasn't all demonstrations and window smashing – at least not for Sylvia.*

**Level 3 Answers focusing on making inferences (5–6)**

Answers at this level will make inferences either from the content of the source or its provenance, or both, in order to express surprise/lack of surprise. Own knowledge will be used in support.

e.g. *It's a peaceful picture and the suffragettes are usually associated with violence, so perhaps I should be surprised. Maybe the photographer wanted to show the peaceful, serious side of the suffragettes. Or maybe Sylvia Pankhurst wanted the photograph taken so that she could distance herself from her more violent mother and elder sister. But if you look carefully at the posters, they are calling the government terrible names that could easily incite people to violence. And the two suffragettes are standing like guards. So in reality, it's not such a peaceful scene after all.*

**6 Study Sources J and K.**  
**Doctors (Source J) condemned forced feeding of suffragettes on hunger strike in prison. Why, then, did the government continue with this policy? Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1)**  
Answers at this level will give reasons that could be accurate but that lack specific referencing either to the sources or to own knowledge.  
e.g. *The government didn't have to take any notice of the doctors.*

**Level 2 Answers focusing on the content of the sources (2–3)**  
Answers at this level will use the content of the sources to explain why the government continued with the policy of forced feeding.  
e.g. *In Source K the Home Secretary, Reginald McKenna, doesn't seem to have much patience with the suffragettes. He says there are only four alternatives to forced feeding. These are to let the suffragettes die; to deport them; to treat them as lunatics or to give them the vote. He doesn't want to do any of these things and so he is going to carry on with the forced feeding, no matter what the doctors say.*

**Level 3 Answers focusing on knowledge (4–5)**  
Answers at this level will use their own knowledge to explain government policy at the time. Expect reference to the Cat and Mouse Act, to the government fear of having a suffragette die in prison and so become a martyr, and possibly to the pre-occupation of government with other weighty affairs such as Ireland and industrial unrest.

**Level 4 Answers contextualising the sources (6–7)**  
Answers at this level will combine elements of Levels 2 and 3 to explain fully why the government continued with the policy of forced feeding in the face of adverse medical opinion.

- 7 Study all the sources.  
‘Suffragettes were criminals and the government was right to treat them as it did.’  
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 14

### CONSCIENTIOUS OBJECTORS: WHAT WAS THEIR CRIME?

**1 Study Source A.**

**What do these posters tell you about attitudes to young men who had not volunteered to fight?**

**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Answers focusing on the content of the source (1–2)**

Answers at this level will focus on the content of the source and will describe attitudes to men who did volunteer to fight.

*e.g. The posters are saying things like 'Enlist now', 'It's your duty', 'Go now' and they show pictures of the English countryside that men should fight for. They don't say anything about men who don't volunteer to fight.*

**Level 2 Unsupported inference(s) from the source (3–4)**

Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to particular images.

*e.g. Men who didn't volunteer to fight would be regarded as unpatriotic.*

**Level 3 Inference(s) supported by the source (5–6)**

Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific images and/or relevant phrases.

**2 Study Source B.**

**Why do you think this cartoon was published in 1916?**

**Use the source and your knowledge to explain your answer.**

**(6 marks)**

**Level 1 Generalised answers (1)**

Answers at this level will make generalised assertions which, although they could be accurate, will not be backed either by specific source referencing or by specific knowledge.

*e.g. It was published in 1916 because by then people were fed up with the war.*

**Level 2 Answers focusing on the content of the source (2–3)**

Answers at this level will focus on the content of the source to explain why the cartoon was published in 1916. Own knowledge will be used in support.

*e.g. The cartoon shows an ordinary working man blindfolded and shackled on one side to a big fat capitalist and on the other side to a soldier with 'militarism' written down his tunic. The words 'Got him' mean that big business and militarism, which some people saw as being behind the war, had finally got hold of ordinary people. It was published in 1916 because that was the year in which conscription came in.*

**Level 3 Answers focusing on the provenance of the source (4–5)**

Answers at this level will focus on the provenance of the source in order to explain why the cartoon was published in 1916. Own knowledge will be used in support.

*e.g. The cartoon was published in a pacifist newspaper called 'The Workers' Dreadnought'. It's message was a pacifist one – that finally big business and militarism had 'got' the ordinary working man. The date is significant because it was in 1916 that the government found the army could no longer rely on volunteers but had to force men into the army by conscripting them to fight.*

**Level 4 Balanced answers (6)**

Answers at this level will combine elements of Levels 2 and 3 to provide a balanced, supported answer.

**3 Study Sources C and D.**  
**Are you surprised by the ways in which these conscientious objectors were treated?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1–2)**  
Answers at this level will provide generalised, non-specific responses.  
e.g. *No, I'm not surprised. There are always people who will bully and generally make life difficult for people who seem different.*

**Level 2 Answers focusing on own knowledge (3–4)**  
Answers at this level will use their own knowledge to explain surprise/lack of surprise. Knowledge will be relevant and accurate.  
e.g. *No, I'm not surprised. There was a lot of resentment during the First World War about conscientious objectors. People felt that their fathers, brothers and sons were away fighting for their country and these men were just plain cowards. At home, women handed them white feathers. It was more difficult for conscientious objectors who were, sometimes deliberately, sent to the Front. Once there, many military men wanted to teach them a lesson.*

**Level 3 Answers focusing on the content of the sources (5–6)**  
Answers at this level will use the content of the sources in order to determine surprise/no surprise. Responses will probably consider each 'crime' and determine whether the 'punishment' was deserved. Mark at the top of the level those answers that consider 'deserved' within the context of the time.

**Level 4 Balanced answers (7)**  
Answers at this level will combine elements of Levels 2 and 3 to provide a balanced answer.

**4 Study Sources C, D and E.**  
**How far does Source E support what Len Payne and Howard Marten (Sources C and D) say about the attitudes of the military towards conscientious objectors?**  
**Use the sources to explain your answer. (8 marks)**

**Level 1 Generalised cross-referencing (1–2)**

Answers at this level will cross-reference the sources in generalised terms only.

*e.g. Sources C and D both describe what happened to conscientious objectors and Source E says the same except the ordinary soldiers were on the side of the conscientious objector.*

**Level 2 Specific cross-referencing of content (3–5)**

Answers at this level will undertake detailed cross-referencing of the sources, focusing on their content.

*e.g. Sources C and D show that the military were very harsh in their attitudes toward conscientious objectors. In Source C, Len Payne says that he was taken to a barracks and forced into khaki clothes. When he refused to drill properly he was tied to the wheel of a gun for 28 days when he was then court-martialled and sent to prison. The attitudes of the military towards Howard Marten were very similar, although he was in France and had refused to obey orders. He was very nearly shot for disobeying but was sent to prison in England instead. Source E is a bit different. This Quaker was clearly in trouble because he was in the guardroom. But the ordinary soldiers told him to 'Stick to it' showing that their attitude was perhaps not the same as their officers.*

**Level 3 Specific cross-referencing of content and provenance (6–8)**

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.

Mark at the top of the level those responses that additionally consider 'how far' in the question.

**5 Study Sources F and G.**  
**‘The photograph (Source F) shows conscientious objectors working on a government project, so the message of the cartoon (Source G) is wrong.’**  
**Do you agree?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Answers focusing on the type of source (1–2)**

Answers at this level will focus on the type of the source to agree/disagree with the proposition.

*e.g. No, I don't agree, Source F is a photograph and it shows exactly what was happening. Conscientious objectors are building a military road in East Anglia. Source G, on the other hand, is a cartoon. It's just one person's view of conscientious objectors.*

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

Answers at this level will focus on the purpose of the sources to agree/disagree with the proposition.

*e.g. Source G is a cartoon and was published in the magazine John Bull. It was putting forward a particular point of view about conscientious objectors. It's saying that the conscientious objector simply isn't bothered. He is letting his father, mother, brother, sister uncle and cousin contribute to the war effort while he just sits at home and lets it all happen. Source F was published in the Illustrated War News to show that conscientious objectors did contribute to the war effort. So Source G isn't wrong: some conscientious objectors may have behaved like that. It's just putting a point of view.*

**Level 4 Balanced answers, focusing on type and purpose (5–6)**

Answers at this level will combine elements of Levels 1 and 2 to create a balanced, supported answer.

- 6 Study Sources H, I and J.**  
**Would you agree that attitudes to conscientious objectors were the same in the Second World War as they had been in the First World War?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1 Generalised answers (1)**

Answers at this level will make generalised assertions which, although they will be accurate, will not be backed by specific referencing either to the sources or to knowledge.

*e.g. People don't really change. They were just as prejudiced against conscientious objectors in the Second World War as they were in the First.*

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

Answers at this level will focus on the content of the sources in order to explain whether attitudes to conscientious objectors had, or had not, changed between the two world wars.

**Level 3 Answers focusing on the provenance of the sources (4–5)**

Answers at this level will focus on the provenance of the sources in order to explain whether attitudes to conscientious objectors had, or had not, changed between the two world wars.

*e.g. Sources H and I were both said by people with important government positions. So although they seem to indicate that attitudes had changed, we must remember that both these men were expressing official viewpoints. We get closer to the truth with Source J where Olive Markham remembers the prejudices that were shown to her because her husband was in prison for being a conscientious objector. So, no, attitudes hadn't really changed.*

**Level 4 Answers contextualising the sources (6–7)**

Answers at this level will combine elements of Levels 2 and 3 to explain fully whether or not attitudes to conscientious objectors had changed between the two World Wars.

- 7 Study all the sources.**  
**How far do the sources convince you that conscientious objectors deserved to be treated as criminals?**  
**Use the sources and your knowledge to explain your answer. (10 marks)**

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

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

**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 15

### THE GENERAL STRIKE, 1926: INDUSTRIAL PROTEST OR REVOLUTION?

**1 Study Source A.**

**Does this source explain why there was a general strike in May 1926?**

**Use the source and your knowledge to explain your answer. (6 marks)**

**Level 1 Extraction of information from the source (1–2)**  
Answers at this level will copy and/or paraphrase the source.

**Level 2 Unsupported inference(s) from the source (3–4)**  
Answers at this level will make correct inference(s) from the sources, but they will not be supported by direct reference to the relevant phrases in the source. Own knowledge will be limited but relevant  
*e.g. The General Council of the TUC supported the miners in their dispute. But the source doesn't explain how this support led to a general strike.*

**Level 3 Inference(s) supported by the source (5–6)**  
Answers at this level will make correct inference(s) from the sources and they will be supported by direct reference to specific relevant phrases. Own knowledge will be relevant.

**2 Study Source B.**

**Are you surprised that union members refused to print this edition of the *Daily Mail*?**

**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 to the source or specific contextual knowledge.  
e.g. *Yes, I am surprised because newspaper printers are paid to print the newspaper, not decide what can be printed.*

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

Answers at this level will focus on the content of the source to explain their surprise/lack of surprise. Own knowledge will be used in support.  
e.g. *No, I'm not surprised. The Daily Mail editorial was calling a general strike a revolutionary movement that would force suffering on a great many innocent people and force its will upon the government. The print workers saw this as inflammatory. They didn't see a general strike as revolutionary – just as a way of supporting the miners and getting a just wage for everyone.*

**Level 3 Answers focusing on knowledge (5)**

Answers at this level will focus on knowledge of the background to the printers' action to explain their surprise/lack of surprise.

**Level 4 Balanced answers (6–7)**

Answers at this level will combine elements of Levels 2 and 3 to provide a balanced, supported answer.

**3 Study Sources C and D.**  
**These sources give different views about the first day of the General Strike.**  
**Which one do you trust to be telling the truth?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

**Level 1**      **Answers focusing on content**      **(1–2)**  
Answers at this level will focus on the content of the sources to determine reliability.

**Level 2**      **Answers focusing on provenance**      **(3–5)**  
Answers at this level will focus on the provenance of the sources to determine reliability.  
*e.g. The one I would trust the most would be the British Gazette. This is because it was published by the government and the government were trying to run the country in the interests of everyone. Source C, the British Worker was published by the Trades Union Congress and they were pushing a point of view so they are more likely to be publishing biased material.*

**Level 3**      **Balanced answers using both content and provenance**      **(6–7)**  
Answers at this level will combine elements of Levels 1 and 2 to create a balanced argument.

**4 Study Sources E and F.**  
**‘These sources show that the TUC had lost control of the situation.’**  
**Do you agree?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1**      **Answers focusing on the content of the source**      **(1–2)**  
Answers at this level will use the content of the sources to demonstrate agreement/disagreement with the proposition.

**Level 2**      **Answers focusing on making inferences from the sources**      **(3–4)**  
Answers at this level will make inferences from the sources, either from the content or the provenance or both, in order to demonstrate agreement/disagreement with the proposition  
*e.g. Source F, the message issued by the TUC to all workers, is emphasising the need for all pickets to avoid disturbances and so they must either have known of the sort of troubles recounted by the eye-witness in Source E, or they were afraid that incidents like that would happen. So they hadn't necessarily lost control of the situation, but they were certainly afraid that they would.*

**Level 3**      **Balanced answers, focusing on the proposition**      **(5–6)**  
Answers at this level will cross-reference developed inferences with own knowledge in order to address the proposition directly.

**5 Study Sources G and H.**  
**Both these cartoons were published in the magazine *Punch* in May 1926.**  
**Is the message of the cartoons the same?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**

- Level 1 Generalised answers (1)**  
Answers at this level will consider the sources in general terms only.  
*e.g. Magazines usually have a particular view about an event, particularly one as controversial as the general strike and so yes, the message of the cartoons would be the same.*
- Level 2 Answers focusing on the content of the source (2–3)**  
Answers at this level will use the content of the sources to demonstrate agreement/disagreement with the proposition.  
*e.g. I agree that the message is the same. Source G shows John Bull (representing Britain) saying that his flag won't come down, Source H shows the rock (representing the British constitution) not budging.*
- Level 3 Answers focusing on making inferences from the sources (4–5)**  
Answers at this level will make inferences from the sources, either from the content or the provenance or both, in order to demonstrate agreement/disagreement with the proposition
- Level 4 Balanced answers, focusing on the proposition (6–7)**  
Answers at this level will cross-reference developed inferences with own knowledge in order to address the proposition directly.

**6 Study Sources I and J.**  
**‘The photograph (Source J) proves that the police were not in sympathy with the strikers.’**

**How far do you agree with this statement?**

**Use the sources and your knowledge 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.

**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.

**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. It’s difficult to say because Source I relates to a small rural town where the strikers and police would probably know each other and may even be related. So there were personal friendships that didn’t affect what they had to do in connection with their everyday jobs. On the other hand, Source J relates to London, a large sprawling city with several million inhabitants. It was much more difficult to control and the focus of the general strike. So I would expect the police and strikers to be very much more antagonistic toward each other. So, no, the photograph doesn’t prove the police were not in sympathy with the strikers. It simply depended on where you were.*

**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.

**7 Study all the sources.**  
**‘Britain was clearly facing a revolution in 1926.’**  
**How far do the sources convince you that this statement is correct?**  
**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 16

### PRISONS ACROSS TIME

**1 Study Sources A and B.**

**Do these sources show that prisons had changed little between Roman times and the sixteenth century?**

**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 Describes the prisons – no comparison (1)**

**Level 2 One-sided comparison (1–3)**

These answers will identify things that are in one source and not in the other but do not compare conditions.

*e.g. These pictures show that they had changed. In Source B they are in stocks and are being fed. This is completely different from Source A.*

**Level 3 Uses the sources to compares the prisons – differences and/or similarities (3–5)**

*e.g. The prisons have changed. In Source A the conditions are terrible. They are in a dungeon and it is very crowded. But in Source B there are only three prisoners. They are not crowded. They look as if they are being looked after because they can read books and are being fed. The conditions have improved.*

**Level 4 As for Level 3 but also uses knowledge to inform comparison (6)**

**2 Study Sources C and D.**

**In what ways are these two sources useful as evidence about prisons at this time?**

**Use the sources and your knowledge to explain your answer. (6 marks)**

- Level 1 Describes surface details (1–2)**  
*e.g. These sources are useful. They tell us that people were kept in cages. It was damp and they were chained together. In the other prison they are allowed to move around.*
- Level 2 Claims that Source C is useful because he visited the prison (and many others) (2–3)**
- Level 3 Makes inferences from the sources about conditions (3–5)**  
Higher marks if inferences supported from sources.
- Level 4 Explains that they are useful for showing how different prisons were from one another at similar dates - must be supported from the sources (5–6)**  
**OR**  
**Uses contextual knowledge to explain features shown in the sources**

- 3 Study Sources E and F.**  
**How reliable do you think these two sources are?**  
**Use the sources and your knowledge to explain your answer. (8 marks)**
- Level 1 Describes the sources/unsupported assertions (1)**  
*e.g. These sources are not reliable because they are biased.*
- Level 2 Assertions that Source E cannot be trusted because it is propaganda – not supported (2)**
- Level 3 Argues that the pictures are not plausible/realistic (2–4)**  
*e.g. I do not think these pictures are reliable. Source E goes completely over the top. Prisoners might not have been treated well in those days but they were not treated as badly as it shows in Source E.*  
**OR**  
**Uses plausible reasons why they might be accurate (2–4)**
- Level 4 Both types of Level 3 (5–6)**  
**OR**  
**Answers based on the purpose of Source E**  
 Answers must relate to the content of the source.
- Level 5 Contextual knowledge used to evaluate one or both sources (7–8)**

**4 Study Sources G and H.**  
**Why did they keep prisoners in cells like these in the middle of the nineteenth century?**  
**Use the sources and your knowledge to explain your answer. (6 marks)**

**Level 1 General answers or descriptions of the cells (1)**  
*e.g. They kept them in cells like these because they had committed crimes.*

**Level 2 Answers use details of the cell to claim they were being punished (2–3)**

**Level 3 Answers that concentrate on the idea of the ‘separate’ system (4–5)**  
*e.g. Prisoners were kept in cells like that because of the separate system. It was thought best if prisoners were not allowed to communicate with each other. Then they were not allowed to pass on their evil ways to other prisoners. They had everything they needed in the cell so there was no need to go out and mix with other prisoners.*

**OR**

**Answers that concentrate on the idea of getting prisoners to work to reform them (4–5)**

**Level 4 Answers that cover both types of Level 3 (6)**

**5 Study Source I.**  
**How different is the treatment of these prisoners from that shown in Sources G and H?**

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

**Level 1 Surface differences described (1–2)**  
*e.g. They are very different. In Sources G and H the prisoners are shut up in their cells but in Source I they are allowed out to walk around.*

**Level 2 Asserts this shows the ‘silent’ system not the ‘separate’ system (3)**

**Level 3 Explains either the differences or the similarities between the ‘silent’ and ‘separate’ systems (4–5)**

**Level 4 Explains the differences and the similarities between the two systems (6–7)**

*e.g. The treatment is to some extent different. In Source I they are using the silent system. This is where prisoners were allowed to mix together for work or exercise but they were not allowed to communicate with each other. This system was not as harsh as the separate system shown in Sources F and G where prisoners were kept in isolation in their own cells. This was done so they could not learn bad habits from other prisoners. It was hoped this would help them to reform. The reasons for the silent system were just the same.*

- 6 Study Sources J and K.**  
**Do these two sources show that the treatment of women in prisons was getting worse?**  
**Use the sources and your knowledge to explain your answer. (7 marks)**
- Level 1 Describes surface differences – no inferences (1)**
- Level 2 Infers differences in treatment (2–4)**  
Award 3–4 marks if supported from sources.
- Level 3 Explains purpose of poster to explain why it is unrepresentative of women prisoners (5)**  
*e.g. You cannot use Source K to show that prisons were getting worse because the poster is propaganda. It calls the treatment torture and has been published to criticise the government.*
- Level 4 As for Level 3 but contextual knowledge used to explain answer (6–7)**  
**OR**  
**Uses contextual knowledge of improvements in women’s prisons in second half of nineteenth century**

**7 Study all the sources.**  
**How far do these sources show that prisons improved over time?**  
**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 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.**