

## **GCSE (9-1)**

### **History B Schools History Project**

#### **J411/12: The People's Health, c.1250 to present with The Elizabethans, 1580-1603**

General Certificate of Secondary Education

### **Mark Scheme for June 2024**

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

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

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

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## PREPARATION FOR MARKING

### RM ASSESSOR

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor Assessor Online Training*; *OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

### MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**  
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

**Rubric Error Responses – Optional Questions**

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor, which will select the highest mark from those awarded. *(The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)*

**Contradictory Responses**

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

**Short Answer Questions** (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a 'second response' on a line is a development of the 'first response', rather than a separate, discrete response. *(The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.)*

**Short Answer Questions** (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

**Longer Answer Questions** (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a 'new start' or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

## 7. Award No Response (NR) if:

- there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders/PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.












9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*


## 10. For answers marked by levels of response:

- a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- b. **To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

## 11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)

	11	Tick	Tick
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## 12. Subject Specific Marking Instructions

1. The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
2. The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for ‘what must be a good answer’ would lead to a distorted assessment.
3. Candidates’ answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate’s thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Mark scheme

## Section A: The People's Health, c.1250 to present

## Question 1 –3 marks

- (a) Give **one** example of how people responded to outbreaks of plague in the 1600s.
- (b) Give **one** reason why food in towns was of such low quality in the early 1800s.
- (c) Give **one** way that technology has made lifestyles less healthy since 1900.

## Guidance

1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)

## Indicative content

*For 1(a),– turning to God/prayer/ special prayers in Church; confession of sins; isolation/ quarantine/ 'pesthouses'; identifying plague houses (e.g. displaying bundles of straw/ red crosses); carrying white sticks in the street; shutting up houses where there was plague; appointing watchmen/ searchers; running away from the city; closure of theatres and inns; passing plague orders; blaming outsiders/scapegoating; consulting plague doctors; collection of money to support the sick; clearing streets of cats/ dogs/ pigeons; burning barrels of tar; burning bedding/ clothing of plague victims; blood-letting to balance humours; ejection of infected children or lodgers; sniffing flowers/ herbs; avoiding touching victims; use of lotions and herbal remedies; cleaning streets; smoking/ chewing tobacco.*

*For 1(b), No government attempt to control production/ sale of food (accept 'laissez-faire attitude'); no refrigeration; food adulteration (or examples of this, e.g. copper in butter, chalk in milk, etc.); contamination/ lack of hygiene.*

**NOTE: Do not accept answers which refer to amounts of food/ lack of food, e.g. 'Low incomes' or 'People could not afford better food.'**

*For 1(c) likely valid responses include: using cars rather than walking; leisure time is more sedentary because of new technology (e.g. TVs, tablets, streaming, computer games, etc.); work is more automated / sedentary; invention of microwave has made diets less healthy/ encouraged consumption of more processed food; labour-saving devices (e.g. vacuum cleaners) means housework is less manual.*

**NOTE: Q asks for 'one way', so do not accept the name of a technology on its own, e.g. 'microwave', 'cars', etc.**

Any other historically valid response is acceptable and should be credited.



<b>Question 2–9 marks</b> Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
<b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (7–9 marks)</b>  Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers may show use of second order concepts such as:</i></p> <p><b>Causation/ consequence</b>, e.g. <b>reasons for poor air quality</b> (such as impact of coal use in homes and factories; increase in car ownership) or <b>reasons for improvement</b> since 1900 (e.g. government intervention; Great Smog crisis; scientific research into effects of passive smoking).</p> <p><b>Change</b>, e.g. <b>improvement / deterioration</b> in air quality between 1900 and present.</p> <p><i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<b>Level 2 (4–6 marks)</b>  Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
<b>Level 1 (1–3 marks)</b>  Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
<b>0 marks</b>  No response or no response worthy of credit.	

<b>Question 2–9 marks</b> Write a clear and organised summary that analyses air quality since 1900. Support your summary with examples.	
<b>Guidance and indicative content</b>	
<b>Level 3</b> <b>(7–9 marks)</b>	<p><b>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</b></p> <p><b>[Change/ causation]</b>  <i>In some ways air quality has <b>improved</b> since 1900. In the first half of the century, there was frequently ‘smog’ in big cities from coal burning, which caused bronchitis and pneumonia. However, smog was <b>far less of a problem by the 1980s</b>. For example, the <b>Clean Air Act</b> required factories and homes in some areas (‘smokeless zones’) to <b>burn smokeless fuel</b>.</i></p> <p><i>Nevertheless, air quality <b>got worse again</b> when car ownership increased and <b>exhaust fumes</b> created more health problems. In 2015, <b>athletes training for the London Marathon</b> were warned not to go outside because there was so much pollution in the air. <b>[9]</b></i></p> <p><b>NOTE: Change involves saying from what to what, so responses at L3 should have two examples of what changed after stating the situation c.1900.</b></p> <p><b>[Causation/ consequence]</b>  <i>Air quality had improved for a variety of <b>reasons</b>. Firstly, in <b>1952, there was a ‘Great Smog’ in London</b>. The smog settled across London for over a week and led to the deaths of around 12,000 people. This led to the government passing <b>the Clean Air Act</b> in 1956. that made factories and households in certain areas change to ‘<b>smokeless fuel</b>’, <b>which improved the quality of the air</b>.</i></p> <p><i>Another reason air quality has improved is due to <b>scientific research into the dangers of passive smoking</b>, which was <b>killing around 11,000 people</b> every year in the early 2000s. Due to this, the <b>government banned smoking in all public places</b>. This has <b>made the air safer</b> for those who choose not to smoke. <b>[9]</b></i></p>
<b>Level 2</b> <b>(4–6 marks)</b>	<p><b>Summary based on a second order concept with one valid supporting example, e.g.</b></p> <p><b>[Causation]</b>  <i>Air quality in the first half of the twentieth century was <b>very poor</b> in the cities. <b>This was because</b> most people <b>burned coal</b> on their fires to heat their homes, and factories still relied on coal too. Sometimes the weather trapped the smoke under fog and it would settle at a low level. This was known as ‘smog’. The sulphur in the air <b>caused health problems like bronchitis, pneumonia and asthma</b>. <b>[6]</b></i></p> <p><b>[Causation]</b>  <i>Air quality has <b>improved due to increased government intervention</b>. For example, in 1956, the <b>Clean Air Act was passed</b>. This made factories and households in certain areas change to ‘<b>smokeless fuel</b>’, <b>which improved</b> the quality of the air. <b>[THRESHOLD – 4 MARKS]</b></i></p>
<b>Level 1</b> <b>(1–3 marks)</b>	<p><b>Lists/ descriptions of air quality / related developments with no organising concept, e.g.</b>  <i>The government passed the Clean Air Act in 1956, and smokeless zones were introduced. Exhaust fumes have been a problem. <b>[2]</b></i></p> <p><b>OR</b></p> <p><b>Statements based on second order concept with no valid specific examples or development, e.g.</b></p> <ul style="list-style-type: none"> <li><b>(Diversity)</b> <i>Air quality is usually better for people living in the countryside to those living in the cities where there are more cars. <b>[1]</b></i></li> <li><b>(Change)</b> <i>Air quality was really poor in 1900 but the Clean Air Act made it better. <b>[1 – no detail about Clean Air Act]</b></i></li> </ul>
<b>0 marks</b>	

<b>Question 3–10 marks</b> Why did public health improve in the <b>second half</b> of the 1800s? Explain your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>  <i>Explanations could consider:</i>  <b>Why specific acts/ changes improved public health, e.g.</b> <ul style="list-style-type: none"> <li>The <b>1848 Public Health Act</b> (allow this as its effects were seen after 1850) set up the General Board of Health and gave local authorities the power to: set up local Boards of Health; increase rates; and take command of sewers and water supplies. It forced towns to set up a Board of Health where the death rate was high. 163 places had set up a Board of Health by 1853.</li> <li>The building of <b>Bazalgette's sewers</b> led to fewer deaths from cholera.</li> <li>The <b>1875 Public Health Act</b> forced local authorities to: appoint medical officers and sanitary inspectors; take responsibility for sewers, water supplies, rubbish collection, public toilets and public parks; ensure all <b>new</b> houses had piped water, proper toilets, drains and sewers; inspect slaughterhouses and shops.</li> <li>The <b>1875 Artisans' Dwelling Act</b> gave local councils to powers to buy up slum areas, and to clear and rebuild them.</li> <li>The <b>1875 Sale of Food and Drugs Act</b> set basic standards for the quality of food and introduced harsh punishments for those who sold adulterated or contaminated food.</li> <li>Local improvements also acceptable, e.g. <b>Rochdale's</b> town council introduced 'pail privies' in 1869. In 1875, the Mayor of <b>Birmingham</b>, Joseph Chamberlain, introduced many improvements to the city, e.g. used ratepayers' money to buy up the city's water supplies –council took control of them and improved the quality; organised slum clearance and re-housed slum-dwellers. In 1875, the <b>Manchester</b> authorities also organised slum clearance, and provided residents with clean, shared facilities like laundries and rubbish chutes. They also organised the building of a dam on Lake Thirlmere in the Lake District, and constructed a 96-mile long aqueduct to carry the water to Manchester.</li> </ul>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<b>Underlying reasons/ motivation for improving public health, e.g. improved knowledge/ understanding of the causes of disease (e.g. impact of Pasteur's Germ Theory); the move away from laissez faire and more acceptance of government involvement in health; having to deal with outbreaks of cholera (or 'the Great Stink'); civic pride; the impact of the 1867 Reform Act/ widening of the franchise; the influence of individuals such as Chadwick (see note above on 1848 PHA), Chamberlain or Disraeli.</b> <b>NOTE: If this second approach is taken, the resulting improvement/ impact does at least need to be identified for L4 and L5.</b>  <i>Explanations are most likely to show understanding of the second order concepts of change, causation and consequence, but reward appropriate understanding of any other second order concept.</i>  <i>Answers which simply provide general descriptions of the period cannot reach beyond Level 1.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks	
Why did public health improve in the <b>second half</b> of the 1800s? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the 1800s was <b>because of the 1875 Public Health Act</b>. This law meant <b>all new houses built had to have piped water and proper toilets and drains</b>. It also forced local authorities to <b>take responsibility for water supplies and rubbish collection</b>. This <b>improved public health because</b> people had a regular supply of clean drinking water which reduced the chances of epidemics of diseases like cholera.</i></p> <p><i>Another reason why public health was improved was because <b>improved sewers were built</b>. For instance, between 1859 and 1865, the London sewer system was revolutionised by <b>Joseph Bazalgette</b>. 82 miles of enclosed underground brick main sewers, and over <b>1000 miles of new street sewers</b>, were laid. Pumping stations <b>took waste eastwards</b> where it was dumped far downstream of the city. This <b>improved public health by preventing the spread of water borne diseases like cholera</b> and typhoid. <b>[10]</b></i></p> <p><b>NOTE: The following are both valid approaches to answering the question:</b></p> <ul style="list-style-type: none"> <li>Identifying a change/ piece of legislation and explaining how this improved public health (as above); OR</li> <li>Identifying an underlying reason/ motivation for improving public health and explaining how this led to a specific improvement (as below)</li> </ul>
Level 4 (7-8 marks)	<p>One reason that public health improved in the second half of the 1800s, identified and fully explained, e.g.</p> <p><i>One reason why public health improved in the second half of the 1800s was <b>'The Great Stink' in 1858</b>. During a hot summer, the <b>River Thames dried up</b> so much that the smell of sewage from the river became unbearable. It became impossible for MPs to continue with their debates and <b>they decided to take action</b>. The <b>government ordered Joseph Bazalgette to build over 1000 miles of new sewers</b> across London. <b>[THRESHOLD – 7 marks]</b></i></p> <p><b>NOTE: If this approach is taken, the resulting improvement/ change does at least need to be identified for L4 and L5.</b></p>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> <li><i>One reason why public health improved in the second half of the 1800s was 'The Great Stink' in 1858, which led to the government ordering the construction of over 1000 miles of new sewers across London. <b>[no detail about Great Stink]</b></i></li> <li><i>One reason was the Public Health Act in 1875. This improved health because it reduced the chances of epidemics like cholera. <b>[no detail about PHA]</b></i></li> </ul> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> <li><i>It improved because of Joseph Bazalgette's sewers. He designed a new sewer system for London. Pumping stations took waste eastwards where it was dumped far downstream of the city. <b>[does not identify impact of sewers on public health]</b></i></li> <li><i>It improved because in 1861, Louis Pasteur proved that germs caused disease. He carried out a series of experiments and proved that it was germs which caused disease, not miasma, and so governments began to take action on health. <b>[no identification of resulting improvement/ change]</b></i></li> </ul> <p><b>NOTE:</b>  <b>One L3 = 5–6 marks</b>  <b>Two L3s = 6 marks</b></p>

<b>Level 2</b> <b>(3–4</b> <b>marks)</b>	<p>Identifies one or more reason but with <b>neither</b> of the following:</p> <ul style="list-style-type: none"> <li>• support from precise evidence</li> <li>• identifying a resulting improvement in public health, e.g.</li> </ul> <ul style="list-style-type: none"> <li>• <i>It improved because the 1875 Public Health Act was introduced, which forced towns to clean up. [no specific detail about the provisions of the Act or its impact]</i></li> <li>• <i>It improved because more working class people got the vote... / because of civic pride ... / because less people had a laissez-faire attitude ... / because of the influence of people like Prime Minister Benjamin Disraeli ...</i></li> </ul> <p><b>OR Describes improvements/ legislation or related events in this period, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>At this time Joseph Bazalgette built a sewer to remove sewage from the centre of London and put it in the Thames downstream.</i></li> <li>• <i>John Snow made a scientific study of cholera victims near his surgery and showed that they were all using the same water pump on Broad Street. His theory was not widely accepted.</i></li> </ul>
<b>Level 1</b> <b>(1–2</b> <b>marks)</b>	<p><b>Valid but general assertions, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Governments started to care more.</i></li> <li>• <i>Public health improved because of technology/ science/ better understanding about diseases.</i></li> </ul>
<b>0 marks</b>	

<b>Question 4*–18 marks</b> ‘The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.’ How far do you agree? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>  <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of towns/ monasteries in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>  <i>Answers are most likely to show understanding of the second order concepts of causation and consequence, but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include:</i> <b>Unregulated trades</b> /work processes at the beginning of the period shows little care (e.g. butchers, fishmongers, tanners etc. causing pollution); <b>poor living conditions were not tackled</b> , especially at beginning of period (e.g. use of midden carts to bring food to market; vendors / taverns often made pies from rancid meat; waste was often thrown in streams so water-borne illnesses like dysentery were common; houses were tightly-packed together and had thatched roofs where mice, insects and rats lived; at the end of a market day, the streets were full of food waste and animal dung; most people shared cesspits, and many had no lining and excrement would leak into other houses’ cellars; some gongfarmers merely emptied waste into local streams); <b>lack of action taken when Black Death hit</b> shows little care (Edward III only ordered the Mayor of London to clean the streets and ordered bishops to organise parades of priests in England’s cities – not a serious attempt to deal with millions of people dying). <b>NOTE: Do not accept arguments relating to monasteries on ‘agree’ side.</b>  <i>Grounds for disagreeing include: Improvements in numerous towns by the end of the period to prevent illness spreading does show care (e.g. introduction of</i>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

rakers, fines for people leaving waste outside their houses, butchers and fishmongers restricted to outskirts of towns to do their cutting); candidates may cite specific measures introduced by individual town authorities (e.g. Norwich, Shrewsbury, London, York and Winchester); some **town authorities did try to prevent spread of Black Death** even if they were not successful (e.g. Gloucester attempted to close their town off); the **Church / monasteries had a range of measures** which prevented the spread of illness in their communities and therefore show care (e.g. most had drains and water pipes; usually designed so that rivers ran through them to help wash waste and dirt away and water could be used to flush the latrines which helped to stop disease; they had wash houses which helped to prevent illnesses which were spread by touch or by fleas, like the plague).



**Question 4\*–18 marks**

'The authorities in towns and monasteries in medieval Britain (1250-1500) cared very little about public health.' How far do you agree? Give reasons for your answer.

**Guidance and indicative content**

**Level 6  
(16-18  
marks)**

**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.**

*In some ways I agree with this because at the **beginning** of this period, national and local authorities did **very little to regulate the conditions in towns**. For example, vendors and taverns often made pies from **rancid meat**. Many toilets had no lining and excrement leaked into other houses' cellars and some **gongfarmers simply emptied waste** into the streams. Lack of regulation from town authorities showed little care because it meant that **illnesses like dysentery** were common.*

*Furthermore, after the **Black Death broke out in 1348**, the only action taken by **King Edward III was writing a letter** to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague **spread all over England and millions of people died** in just a couple of years. Edward's letter was **one isolated order for one city, so this does not seem to show a great effort** to care for the people's health.*

*However, **Church authorities cared a great deal about health** in their communities. The **Church** could afford to **build pipes to bring clean water** into their **monasteries**. Monasteries also built **latrines** which were detached from living quarters and flushed by rainwater. **A great deal of care** was therefore given to try to deal effectively with waste disposal; it meant these **religious communities were less likely to suffer from diseases related to dirty water**.*

*Additionally, towards the end of this period, **many town authorities made public health improvements**. For example, most **towns fined householders** if they left rubbish on the street for more than four days, and they **employed rakers** to remove it. Most **butchers and fishmongers** were ordered to do their cutting on the edge of the town. This shows that they were taking measures to make their towns cleaner, **which would prevent illness spreading**.*

*Overall, I do not agree with the statement. It would be difficult to find a town or a monastery which cared little and made no attempts to prevent the spread of illness by 1500. Many of these measures had limited impact (partly due to lack of full knowledge about disease at this time) but we must be careful not to confuse effectiveness with attempt at prevention.*

**Level 5  
(13-15  
marks)**

**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.**

*In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.*

*Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward's letter was one isolated order for one city, so this does not seem to show a great effort to care for the people's health.*

*However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.*



<b>Level 4</b> <b>(10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>Furthermore, after the Black Death broke out in 1348, the only action taken by King Edward III was writing a letter to the Mayor of London ordering him to clean the streets. This was based on the belief that plague was caused by miasma. The plague spread all over England and millions of people died in just a couple of years. Edward's letter was one isolated order for one city, so this does not seem to show a great effort to care for the people's health.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>In some ways I agree with this because at the beginning of this period, national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><i>However, Church authorities cared a great deal about health in their communities. The Church could afford to build pipes to bring clean water into their monasteries. Monasteries also built latrines which were detached from living quarters and flushed by rainwater. A great deal of care was therefore given to try to deal effectively with waste disposal; it meant these religious communities were less likely to suffer from diseases related to dirty water.</i></p>
<b>Level 3</b> <b>(7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree because national and local authorities did very little to regulate the conditions in towns. For example, vendors and taverns often made pies from rancid meat. Many toilets had no lining and excrement leaked into other houses' cellars and some gongfarmers simply emptied waste into the streams. Lack of regulation from town authorities showed little care because it meant that illnesses like dysentery were common.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2</b> <b>(4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• Yes, I agree because when the Black Death broke out, the King only ordered the streets of London to be cleaned. (4)</li> <li>• No I do not agree because Monasteries piped in clean water. (4) They had latrines over streams which flushed away waste. (5)</li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description(s) of public health problems (period specific) or attempts to deal with them, e.g.</b></p> <ul style="list-style-type: none"> <li>• In 1348, the Black Death hit Britain (4). The king and bishops ordered parades of priests in England's cities. (5) The disease killed 3.5 million people. (6)</li> <li>• In medieval towns, the same carts used to collect rubbish from the middens were also used to bring food to market. (4)</li> </ul>

Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"><li>• <i>I disagree. There were many towns around the country which did make attempts to clean up and prevent illness spreading.</i></li></ul> <p><b>OR generalised descriptions of living conditions/ beliefs, e.g.</b></p> <ul style="list-style-type: none"><li>• <i>I agree because towns were really unhealthy places and people just dumped their waste out of their windows onto the streets.</i></li><li>• <i>In medieval Britain, people didn't know about germs so they didn't know what to do.</i></li></ul> <p><b>NOTE: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</b></p>
0 marks	

<b>Question 5*–18 marks</b> 'The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).' How far do you agree? Give reasons for your answer.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of the gin craze. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>  <i>Answers are most likely to show understanding of the second order concepts of significance, causation or consequence, but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include:</i> <ul style="list-style-type: none"> <li>• <b>Widespread nature of the problem</b> (e.g. thousands of small gin shops opened in cellars, attics and back rooms in London. It was very easy to buy. Hundreds of thousands of men and women turned to gin as a quick escape);</li> <li>• <b>Social / health problems which resulted</b> (e.g. crime increased; families were being ruined; babies were harmed because mothers were drinking gin whilst pregnant; there was a big increase in the death rate caused by alcohol related deaths. Reports of individuals like Judith Dufour who strangled her two-year-old daughter, Mary, and left her body in a ditch so that she could sell the clothes to buy gin. In another case, an elderly woman, Mary Estwick, let a toddler burn to death while she slept in a gin-induced stupor).</li> <li>• <b>The difficulty that the government had in tackling the problem</b> (e.g. early Gin Acts were ignored and difficult to enforce when there were so many illegal dram shops).</li> </ul> <i>Grounds for disagreeing include:</i> <ul style="list-style-type: none"> <li>• The fact that the gin craze was really <b>only a problem in London</b>; the fact that it was <b>relatively short-lived</b> and under control by 1760.</li> <li>• Other problems were arguably more significant, e.g.               <ul style="list-style-type: none"> <li>○ Regular <b>outbreaks of plague</b> (caused more deaths; people did not understand the cause so unhelpful actions were taken, e.g. burning barrels of tar, etc.)</li> <li>○ Problems in towns such as <b>air pollution</b> and disease caused by <b>poor methods of waste disposal</b>.</li> <li>○ Urbanisation led to overcrowding, e.g. <b>houses</b> were often three storeys tall with <b>overhanging 'jetties'</b> leading to lack of natural light and dark streets.</li> </ul> </li> </ul>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	

<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

**Question 5\* – 18 marks**

'The gin craze was the most significant public health problem in the early modern period (1500–c. 1750).' How far do you agree? Give reasons for your answer.

**Guidance and indicative content**

**Level 6**  
**(16-18**  
**marks)**

**Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.**

*I do agree that the gin craze **caused major social and health problems**. After 1660, gin became very cheap. Thousands of **small 'gin shops' opened in cellars** and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a **significant public health problem as the crime rate rose**, families were ruined and there was an **increase in the death rate** caused by alcohol-related deaths.*

*However, **living conditions in early modern towns** were also a significant public health issue. For example, there was a great deal of **air pollution**. Coal mines began to produce more coal in this period. When the price of **coal** dropped in the 1600s, **more people began to use it** on their fires. This was a **significant public health problem because** the dust, soot and smoke **caused lung diseases** and problems with breathing.*

*Likewise, dealing with **human waste in towns** was a huge problem. None of the methods used to deal with it were safe. For example, most houses used privies built over a cesspit. These could leak into cellars where food was stored. Similarly, houses backing onto rivers had a **privy over the water, which would empty waste directly into the water supply** that was used for drinking and washing. This was a **significant public health problem** because it contributed to outbreaks of **dysentery** and typhoid.*

*Furthermore, it could be argued that a much **bigger problem was plague**. There was a major outbreak of plague **every twenty years** between 1500 and **1670**. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a **significant public health problem because plague could kill over 30% of a community within a year**, and only one in five people who caught the plague survived.*

*Overall, I don't really agree with the statement because the 'gin craze' was really only a problem in and around London, whereas plague and the more general problems of waste and air pollution were problematic throughout the country in every town and city. Furthermore, by the end of this period, gin drinking had dropped considerably, whereas conditions in towns only continued to get worse.*

**Level 5**  
**(13-15**  
**marks)**

**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.**

*I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small 'gin shops' opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.*

*However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.*

*Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.*

<b>Level 4</b> <b>(10-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b></p> <p><i>I disagree. Living conditions in early modern towns was a more significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p> <p><i>Furthermore, it could be argued that a much bigger problem was plague. There was a major outbreak of plague every twenty years between 1500 and 1670. Outbreaks were far more common in the towns, where rats were more numerous. There was still no knowledge about how rats and fleas spread the disease. This was a significant public health problem because plague could kill over 30% of a community within a year, and only one in five people who caught the plague survived.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b></p> <p><i>I do agree that the gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><i>However, living conditions in early modern towns were also a significant public health issue. For example, there was a great deal of air pollution. Coal mines began to produce more coal in this period. When the price of coal dropped in the 1600s, more people began to use it on their fires. This was a significant public health problem because the dust, soot and smoke caused lung diseases and problems with breathing.</i></p>
<b>Level 3</b> <b>(7-9 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b></p> <p><i>I agree. The gin craze caused major social and health problems. After 1660, gin became very cheap. Thousands of small ‘gin shops’ opened in cellars and back rooms. Hundreds of thousands of poorer people turned to gin as an escape. This was a significant public health problem as the crime rate rose, families were ruined and there was an increase in the death rate caused by alcohol-related deaths.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<b>Level 2</b> <b>(4-6 marks)</b>	<p><b>Identification of reason(s) to support/challenge which don’t meet criteria for an explained point, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>No I do not agree. Outbreaks of plague were a big problem. (4) A third of a community could be wiped out (5).</i></li> <li>• <i>Yes, I agree because the gin craze caused the crime rate to go up. (4)</i></li> </ul> <p><b>1 identifications = 4-5 marks</b>  <b>2 identifications = 5-6 marks</b>  <b>3+ identifications = 6 marks</b></p> <p><b>Alternatively, description(s) of gin craze/ other public health problems, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>In the late 1660s, thousands of small gin shops opened in cellars, attics and back rooms in London. (4) One advertising slogan was “Drunk for a penny, dead drunk for two pence.” (5) Hundreds of thousands of men and women turned to gin as a quick escape. (6)</i></li> <li>• <i>In 1665, the Great Plague killed thousands of people. (4) People would get buboes, headaches and fever. (5) Only 1 in 5 people who caught it would survive. (6)</i></li> </ul>

<b>Level 1 (1-3 marks)</b>	<b>Valid but general assertion(s), e.g.</b> <ul style="list-style-type: none"><li>• <i>I agree because people drank too much alcohol in the gin craze, which was a big problem.</i></li><li>• <i>I disagree because diseases were a bigger problem.</i></li><li>• <i>I disagree. I think the main problem was towns, which were really unhealthy places and people just dumped waste out of their windows onto the streets.</i></li></ul> <p><b>NOTE 1: Responses which describe living conditions which could apply to more than one time period are likely to be placed in this level.</b></p> <p><b>NOTE 2: Place descriptions about beliefs about the causes of disease in this level.</b></p>
<b>0 marks</b>	

## Section B: The Elizabethans, 1580–1603

**Question 6a – 3 marks**

**(a) In Interpretation A, the book depicts Francis Drake as an impressive leader. Identify and explain one way in which it does this.**

**Notes and guidance specific to the question set**

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the book depicts Drake as an impressive leader + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

*Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question. The explanation of how the book depicts Drake as an impressive leader may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the book. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

**NOTE: For three marks, candidates may either:**

**Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.**

- *Drake says he is going to finish his game 'and beat the Spaniards too'. (1) This gives the impression he is very confident because he doesn't panic. (1) This is a sign of impressive leadership because he can stay calm, even in the face of danger. (1)*

**OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this gives the impression that Drake was an impressive leader (1), e.g.**

- *The book shows Drake as being calm despite the danger. (1) For example, Drake is adamant he will 'finish the game and beat the Spaniards too'. (1) This makes it seem like Drake is an impressive leader because he is shown as unruffled in the face of the threat (1).*
- *The book shows that Drake is really confident. (1) For example, he says 'there is time to finish the game and beat the Spaniards too'. (1) This shows him as impressive because he is so sure of his talents as a sailor and fighter (1).*
- *The book shows Drake as being impressive by contrasting his calmness with the panic of others around him (1). For example, the image shows a soldier trying to get Drake's attention and pointing towards the horizon (1). This makes it seem like Drake is a great leader because he can keep a cool head (1).*
- *The book shows Drake as an impressive leader by emphasising the great danger England was facing from the Spanish (1). For instance, the image shows dark and stormy clouds in the background, hinting at the approaching Armada (1). This gives the impression that Drake's calmness is even more remarkable (1).*



<b>Question 6b – 5 marks</b> If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's war with Spain.	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i>  <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i>  <i>Examples of areas for further research include: why Drake is seen as a significant figure or why the Armada is seen as a significant event (significance); why the Spanish Armada was defeated (causation); comparison of navy / tactics of England and Spain at the time (diversity/similarity &amp; difference); reasons for war with Spain/ motivation of King of Spain (causation); impact of Armada on various groups/ areas (e.g. on English people, on Catholics in England, on politics/ policy, on Elizabeth's reign) (consequence); importance of the defeat of the Armada in England's war with Spain.</i>  <b>NOTE: The question asks about an enquiry which would help us to analyse and understand England's war with Spain so responses which (for example) ask about Drake's circumnavigation should not be credited.</b>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's war with Spain.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of England's war with Spain, e.g.  <i>[Causation/ significance]</i>  <i>I would investigate why the defeat of the Spanish Armada is seen as such a significant event. This would help us to understand how close Spain came to invading England and what Philip II's intentions actually were when he sent his fleet.</i></p> <p>Alternatively, valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of England's war with Spain, e.g.  <i>[Consequence/ Significance]</i>  <i>Interpretation A suggests that the coming and defeat of the Armada was a significant event in England's war with Spain. I would investigate how much impact the Armada's defeat had on the war. We could see whether it did help to stave off the Spanish threat or whether England was in danger for the rest of Elizabeth's reign.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of England's war with Spain e.g.</p> <p><i>[Diversity]</i>  <i>I would investigate the similarities and differences between the tactics/ experiences of the English and the Spanish fleets. [3]</i></p> <p><i>[Causation]</i>  <i>I would investigate why the Armada was defeated in 1588. [3] and whether it was more down to the weather or to English tactics. [4]</i></p> <p><i>[Causation]</i>  <i>I would investigate the size of the English navy at this point, e.g. how many ships did they have? [L1] This would help me find out why the English were eventually able to defeat the Armada. [L2, 4 marks]</i></p>
Level 1 (1-2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g.</p> <ul style="list-style-type: none"> <li><i>I would look for more information about how the beacon system worked and how long it took Drake to find out that the ships were coming.</i></li> </ul> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</p> <ul style="list-style-type: none"> <li><i>I would like to know if there is any truth to the story that Drake was playing bowls when the Armada appeared or if this is just a myth.</i></li> </ul> <p><b>NOTE 1:</b> Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a <b>valid historical enquiry</b>, e.g.  <i>I would like to find out <u>why</u> Francis Drake was playing bowls when he found out about the Armada.</i></p>

	<b>NOTE 2:</b> No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate the lighting of the beacon.</i> (0)
0 marks	

Question 7–12 marks Interpretations B and C both make judgements about the reign of Elizabeth I. How far do they differ and what might explain any differences?	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b> <i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• <i>Comparison provenance and source type alone, e.g. both recent; B was from a newspaper but C from a history book.</i></li> <li>• <i>Individual points of similarity/difference in content: Both discuss the beginnings of an empire ('an empire embarked upon' and 'attempts to set up colonies') but C says these were 'small-scale' whereas B makes it sound more grand; both give favourable points about Elizabeth, e.g. C says she was a 'smart woman' and B says she was a 'great prince in skirts'; B says Elizabeth was 'the greatest prince this country has produced' but C says she was just 'a smart woman in a difficult situation'; B says the 'small nation' of England 'defended itself against larger enemies' but C says England was 'militarily weak'; C emphasises the challenges and divisions from Catholics/ Puritans but B says 'religious balance emerged'; B says Elizabeth's reign 'created a sense of national identity' but C doesn't mention this.</i></li> <li>• <i>Differences in the overall message about or portrayal of Elizabeth and/or her reign: B gives the impression that the reign was overwhelmingly successful and of lasting significance, creating 'a sense of national identity'. It paints a picture of a 'small nation' emerging victorious against 'larger enemies' and traces the beginnings of the British empire to Elizabeth's reign. Whereas C is a lot more nuanced, discussing more of the negative aspects. It says, 'there is not much sign of a golden age'. It claims England was actually 'militarily weak' and that the 'attempts to set up colonies' were 'small scale' and were 'unsuccessful'. /OR Interpretation B presents Elizabeth I as an English icon, the 'greatest prince this country has produced' who embodied the 'courageous' and 'independent' English spirit. However, Interpretation C paints more of a realistic picture. It argues that whilst Elizabeth was no doubt a 'smart woman', it would be wrong to give her too much credit: 'she was not a political genius who got everything right.'</i></li> <li>• <i>Developed reasons for differences given the nature/purpose of B. B was produced on the 400th anniversary of Elizabeth's death so it is a celebratory piece and more likely to present the popular view of Elizabeth's reign as a golden age. It is unlikely to dwell on failures, etc.</i></li> </ul> <i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i>  <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 7–12 marks Interpretations B and C both make judgements about the reign of Elizabeth I. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of <b>message/ impression/ portrayal</b> of Elizabeth/ her reign in B and C. <b>Difference</b> (typically) <b>explained</b> with specific purpose/nature of B, e.g.</p> <p><i>As L3, plus: I think the reason that B is more positive than C is that B was produced to mark the 400th anniversary of Elizabeth's death [not L4 yet] so it was written to celebrate her reign. (10) It's therefore more likely to present the popular view of the period as a golden age. (11) It is unlikely to dwell on the failures or negative sides of Elizabeth's reign. (12)</i></p> <p><b>NOTE 1:</b> Do not allow undeveloped comments about provenance at L4, e.g. <i>C is more balanced/ positive because it is a historian who has done more research. (L1)</i></p> <p><b>NOTE 2:</b> Candidates arguing that B is positive because it is written to celebrate Elizabeth's reign must state why for L4, e.g. <i>I think B is more positive than C because it was written to celebrate Elizabeth's rule = not L4 – nothing about marking 400<sup>th</sup> anniversary.</i></p>
Level 3 (7–9 marks)	<p>Valid comparison of <b>message/ impression/ portrayal</b> of Elizabeth/ her reign in B and C, e.g.</p> <ul style="list-style-type: none"> <li><i>B gives the impression that Elizabeth's reign was <b>overwhelmingly successful</b> and of <b>lasting significance</b> which 'created a sense of national identity'. It paints a picture of a 'small nation' emerging victorious against 'larger enemies' and traces the beginnings of the British empire to Elizabeth's reign. Whereas C is a lot more <b>nuanced</b>, discussing <b>more of the negative aspects</b>. It says, 'there is not much sign of a golden age'. It claims England was actually 'militarily weak' and that the 'attempts to set up colonies' were 'small scale' and 'unsuccessful'. (9)</i></li> <li><i>Interpretation B presents Elizabeth I as an <b>English icon</b>, the 'greatest prince this country has produced' who embodied the 'courageous' and 'independent' English spirit. However, Interpretation C paints more of a <b>balanced and realistic</b> picture. It argues that whilst Elizabeth was no doubt a 'smart woman', it would be wrong to give her too much credit: 'she was not a political genius who got everything right.' (9)</i></li> </ul> <p><b>NOTE: Answers with no support from either interpretation = 7 marks, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Interpretation B presents Elizabeth's reign as a <b>period of stability and great achievement</b>, but C suggests these things have been <b>overstated</b>. (7)</i></li> </ul>
Level 2 (4–6 marks)	<p><b>Selects individual points of similarity or difference, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Both interpretations say favourable things about Elizabeth, e.g. 'smart woman' and 'greatest prince'.</i></li> <li><i>Both discuss the beginnings of an empire ('an empire embarked upon' and 'attempts to set up colonies').</i></li> <li><i>B says the 'small nation' of England 'defended itself against larger enemies' but C says England was 'militarily weak'.</i></li> </ul> <p><b>Alternatively, purpose of (typically) B used to explain its portrayal – no comparison, e.g.</b></p> <p><i>B emphasises Elizabeth's success because it was produced to mark the 400th anniversary of her death, so it is a commemorative piece written to celebrate her reign.</i></p>
Level 1 (1–3 marks)	<p><b>Comparison of simplistic provenance, e.g.</b></p> <ul style="list-style-type: none"> <li><i>They are similar because they were both published recently.</i></li> <li><i>They are different because B was written by a journalist in a newspaper, but C is by a proper historian who has done lots of research.</i></li> </ul> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b></p> <ul style="list-style-type: none"> <li><i>B talks about how tolerance and religious balance emerged during Elizabeth's reign ... C says there were wars which were badly planned.</i></li> </ul>

0 marks	
<p><b>Question 8*–20 marks</b>  <b>According to the history website ‘BBC Bitesize’, Elizabethan society was ‘characterised by extremes of rich and poor’. How far do you agree with this view of the structure of Elizabethan society between 1580 and 1603? Give reasons for your answer.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p> <p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of the structure Elizabethan society in the period.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of different sections of society) and significance (whether each section ‘characterised’ Elizabethan society) but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b></p> <p><b>There were certainly extremes, e.g.</b></p> <p><b>Of rich:</b> <i>the gentry lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet; gentlemen whose lives were comfortable only made up about 2% of the population so this is an ‘extreme’.</i></p> <p><b>Of poor:</b> <i>The labouring poor made up around half the population and had very hard lives – they worked all the daylight hours for yeomen and husbandmen and struggled to pay rent, and buy food/fuel when they could not find a day’s work; labourers’ houses were small, dark and poorly built with no chimneys; their food was not varied and when there were bad harvests some would starve to death; children’s lives were often very short because of poor standards of hygiene and lack of medical treatment; children from labouring families worked from a young age; the price of bread went up during this period and labourers’ wages did not keep up; between 1597 and 1599 large areas suffered from famine; poverty grew in this period and in some areas the ‘settled poor’ made up 30% of the population; vagabonds/vagrants were punished under the</i></p>
<p><b>Level 5 (17–20 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (13–16 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).          Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (9–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).          Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).          Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (5–8 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order</p>	

<p>concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>Poor Law.</i></p> <p><b>NOTE: Answers may examine extremes of rich and poor separately OR take a thematic approach and compare the lives of rich and poor within one section (see L2 example below).</b></p> <p><b>Grounds for disagreeing include:</b></p> <ul style="list-style-type: none"> <li>• <b>There were many people living in between the extremes, e.g.</b> <ul style="list-style-type: none"> <li>• <b>Yeomen farmers</b>, though not rich, often lived comfortable lives and some could afford to employ labourers and servants; yeomen farmers' houses could be quite large with windows and chimneys which made them more comfortable; the incomes of yeomen farmers increased during this period; they could afford to eat well and ate a range of meats, fruits, vegetables and breads, and they could afford to bake cakes and pastries for guests; they drank beer and mead.</li> <li>• In the towns, <b>independent craftsmen and tradesmen</b> owned their own businesses – they were nowhere near as wealthy as the gentry but richer than the labourers. The divide between the gentry and the common people could sometimes be crossed. Men who had made money in trade or law could buy up land and enjoy wealth and status.</li> <li>• Some <b>labourers did not always live in abject poverty</b>, e.g. they might share meals with their employers; when times were good, their diet improved to include cheese, fish or bacon; the new Poor Law of 1601 saw some improvements for the poor, e.g. provision of almshouses which helped to lift people out of extreme poverty.</li> </ul> </li> <li>• <b>The 'structure' of Elizabethan society was 'characterised' by other factors, e.g. religious or gender divisions.</b></li> </ul>
<p><b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	



Question 8*–20 marks	
According to the history website ‘BBC Bitesize’, Elizabethan society was ‘characterised by extremes of rich and poor’. How far do you agree with this view of the structure of Elizabethan society between 1580 and 1603? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid explained points on each side <b>OR</b> three on one side and one on the other <b>(2–2 or 3–1)</b>. Clinching argument = 20 marks, e.g.</p> <p><i>There is much evidence to support this interpretation. In Elizabethan society, the <b>gentry lived luxurious lifestyles</b>, had grand houses and a varied diet. They would hold <b>feasts with lots of different meats and fish</b> like swan, eel and pheasant. They <b>drank fine wine</b> imported from France and Italy. Though making up only around 2% of the population, their <b>extreme wealth did ‘characterise’ society</b> because they <b>owned over half the land and controlled political power</b>.</i></p> <p><i>Furthermore, Elizabethan society certainly had extremes of <b>poverty</b>. The <b>price of bread went up</b> during this period and <b>labourers’ wages did not keep up</b>; between <b>1597 and 1599 large areas suffered from famine</b>. By the late 1590s, poverty was so great (30% in some areas) that the <b>government was forced to take action</b> under the Poor Law of 1601, <b>showing how much the problem had grown and ‘characterised’ Elizabethan society</b>.</i></p> <p><i>However, the interpretation could also be challenged because there were many people who were neither rich nor poor. For example, there were <b>many yeoman farmers of the ‘middling sort’</b>. Though not rich, they lived comfortable lives: their <b>homes were quite large with windows and chimneys</b>, and they could afford to eat a <b>range of meats like mutton and pork</b>, and drink beer and mead. They made up at least 15% of society and <b>employed servants and labourers, so they were definitely an important part</b> of Elizabethan society.</i></p> <p><i>Finally, <b>some labourers did not always live in abject poverty</b>. When times were good, their <b>diet might vary</b> from the usual pottage to include <b>cheese, fish or bacon</b>. They <b>had beer to drink</b>. Some had <b>land of their own</b> or access to common land where they could graze cows or sheep. Therefore, it would be <b>unfair to say that society was ‘characterised’ by the poor because the position of those at the bottom of society varied and fluctuated</b>.</i></p> <p><i>Overall, I agree with the interpretation because although Elizabethan society was more diverse than just ‘rich’ and ‘poor’, the rich dominated society with their status and power (not just their wealth), and the number of people in poverty grew so much in this period that the poor cannot just be described as a small minority.</i></p>
Level 4 (13-16 marks)	<p>Balanced <b>or</b> one-sided argument; three explained points of support <b>(2–1 or 3–0)</b>, e.g.</p> <p><i>There is much evidence to support this interpretation. In Elizabethan society, the gentry lived luxurious lifestyles, had grand houses and a varied diet. They would hold feasts with lots of different meats and fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. Though making up only around 2% of the population, their extreme wealth did ‘characterise’ society because they owned over half the land and controlled political power.</i></p> <p><i>Furthermore, Elizabethan society certainly had extremes of poverty. The price of bread went up during this period and labourers’ wages did not keep up; between 1597 and 1599 large areas suffered from famine. By the late 1590s, poverty was so great (30% in some areas) that the government was forced to take action under the Poor Law of 1601, showing how much the problem had grown and ‘characterised’ Elizabethan society.</i></p> <p><i>However, the interpretation could also be challenged because there were many people who were neither rich nor poor. For example, there were many yeoman farmers of the ‘middling sort’. Though not rich, they lived comfortable lives: their homes were quite large with windows and chimneys, and they could afford to eat a range of meats like mutton and pork, and drink beer and mead. They made up at least 15% of society and employed servants and labourers, so they were definitely an important part of Elizabethan society.</i></p>

<p><b>Level 3</b> <b>(9-12 marks)</b></p>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <i>I agree. In Elizabethan society, the gentry lived luxurious lifestyles, had grand houses and a varied diet. They would hold feasts with lots of different meats and fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. Though making up only around 2% of the population, their extreme wealth did 'characterise' society because they owned over half the land and controlled political power.</i></p> <p><i>Furthermore, Elizabethan society certainly had extremes of poverty. The price of bread went up during this period and labourers' wages did not keep up; between 1597 and 1599 large areas suffered from famine. By the late 1590s, poverty was so great (30% in some areas) that the government was forced to take action under the Poor Law of 1601, showing how much the problem had grown and 'characterised' Elizabethan society.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is much evidence to support this interpretation. In Elizabethan society, the gentry lived luxurious lifestyles, had grand houses and a varied diet. They would hold feasts with lots of different meats and fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. Though making up only around 2% of the population, their extreme wealth did 'characterise' society because they owned over half the land and controlled political power.</i></p> <p><i>However, the interpretation could also be challenged because there were many people who were neither rich nor poor. For example, there were many yeoman farmers of the 'middling sort'. Though not rich, they lived comfortable lives: their homes were quite large with windows and chimneys, and they could afford to eat a range of meats like mutton and pork, and drink beer and mead. They made up at least 15% of society and employed servants and labourers, so they were definitely an important part of Elizabethan society.</i></p>
<p><b>Level 2</b> <b>(5-8 marks)</b></p>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I agree because of the extremes in diet. In Elizabethan society, the gentry had a varied diet and would often hold feasts with lots of different meats and fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. However, the diet of the labouring poor was mainly based on bread and pottage, and during poor harvests, they were unable to feed their families. This shows the extremes which existed in society, right through for indulgence to virtual starvation.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
<p><b>Level 1</b> <b>(1-4 marks)</b></p>	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b>  <i>I disagree because there were also people of the 'middling sort' (2). For example, there were yeoman farmers and craftsmen. (3)</i>  <b>1 identifications = 2-3 marks</b>  <b>2 identifications = 3-4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of Elizabethan society/ lives without linking this to the question (2–4 marks), e.g.</b>  <i>The Elizabethans fell into three main categories – the gentry, the middling sort and labourers. (2) The gentry made up around 2% of the population but owned around half the land. (3) The middling sort were people like yeoman farmers and craftsmen. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>I agree because Elizabethan society was not equal and some people were much more wealthy than others.</i></p>



0 marks

**Question 9\*–20 marks**

**According to the website ‘www.elizabethan-era.org.uk’, ‘Elizabethan people loved entertainment’. How far do you agree with this view of Elizabethan pastimes, festivities and theatres between 1580 and 1603?**

**Levels**

**AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks**

**AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**

**AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**

**Level 5 (17–20 marks)**

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).

*There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*

**Level 4 (13–16 marks)**

Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).

*There is a well-developed line of reasoning which is clear, relevant and logically structured.*

**Level 3 (9–12 marks)**

Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).

Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).

*There is a line of reasoning presented which is mostly relevant and which has some structure.*

**Level 2 (5–8 marks)****Notes and guidance specific to the question set**

*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabethan entertainment in the period.*

*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.*

*Answers are most likely to show understanding of diversity (i.e. support for and opposition to entertainments from different groups) and change (decline of pastimes across this period) but reward appropriate understanding of any other second order concept.*

**Grounds for agreeing include:** Parish feasts/ ales were a popular aspect of Elizabethan culture and lasted several days; popularity of blood sports at these events; seasonal festivities on the Elizabethan calendar such as Christmas, May Day and Midsummer's Eve; popularity of sports such as football, bear-baiting and cock fighting; the alehouse was the centre of village life; numerous new theatres were built during this period; plays on Bankside attracted thousands; theatres were popular with the poorer classes because 'groundlings' only paid a penny; audiences were often noisy and engaged with the actors; the concerns about crowds and distraction (see below) reveals how popular they were; Elizabeth enjoyed watching plays at court and some of her courtiers sponsored a theatre company to win her favour; she and her Privy Council ignored challenges to the theatres by the Puritans and London authorities; theatres remained open apart from during outbreaks of Plague.

**Grounds for disagreeing include:** Popular pastimes and

<p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>festivities declined in some parishes by c.1600 due to Puritan opposition; some Elizabethans complained that jigs were vulgar; London authorities had concerns about the theatres and asked the Privy Council to close them; concerns about the theatre crowds creating disorder / distracting servants and apprentices from their work; concerns from some that theatres attracted thieves and prostitutes; Puritans also opposed the theatres.</i></p>
<p><b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b> No response or no response worthy of credit.</p>	

<b>Question 9*–20 mark</b> <b>According to the website ‘www.elizabethan-era.org.uk’, ‘Elizabethan people loved entertainment’. How far do you agree with this view of Elizabethan pastimes, festivities and theatres between 1580 and 1603?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5</b> <b>(17-20 marks)</b>	<p><b>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. Firstly, the Elizabethan <b>calendar was packed full of festivities</b> and customs which involved merrymaking. For example, <b>parish ales and feasts</b> were an important part of culture. These feasts celebrated local saints and <b>lasted for several days</b>. There could be entertainment from Morris dancers or travelling plays. These kinds of celebrations were <b>widespread across the country, showing how popular they were</b>.</i></p> <p><i>Secondly, the <b>theatres were really popular</b>. In the 1580s and 1590s, new theatres opened on Bankside, such as <b>The Rose and The Globe</b>. Theatres were popular with the poorer classes because ‘<b>groundlings</b>’ <b>only paid a penny</b> to attend. Theatres <b>attracted thousands</b> of Londoners and visitors, which <b>demonstrates how much Elizabethans ‘loved’</b> the entertainment.</i></p> <p><i>However, it’s not true that everyone loved entertainment. Many forms of <b>entertainment ended in some areas</b> during this period due to <b>Puritan opposition</b>. Puritans gained control of some parishes and began a campaign to improve people’s moral behaviour. <b>Parish feasts, games, plays and morris dancing were banned</b> or restricted in places such as Devon, which shows how the ‘<b>love</b>’ of these entertainments <b>was not universal</b>.</i></p> <p><i>Additionally, the <b>London authorities had concerns about the theatres</b>. They were worried about the theatre crowds creating disorder in Bankside and Shoreditch. They also argued that they were drawing servants away from their work. In 1597, they <b>asked the Privy Council to close them</b>. These concerns show how some people didn’t completely ‘love’ entertainment because of the impact of theatres.</i></p> <p><i>In conclusion, I think that although there were exceptions such as the Puritans, overall the interpretation does give the right impression because the concerns from the authorities and from Puritans in itself reveals just how popular entertainment was with most people.</i></p>
<b>Level 4</b> <b>(13-16 marks)</b>	<p><b>Balanced <u>or</u> one-sided argument; three explained points of support (2–1 or 3–0), e.g.</b></p> <p><i>There is a lot evidence to support the interpretation. Firstly, the Elizabethan calendar was packed full of festivities and customs which involved merrymaking. For example, parish ales and feasts were an important part of culture. These feasts celebrated local saints and lasted for several days. There could be entertainment from Morris dancers or travelling plays. These kinds of celebrations were widespread across the country, showing how popular they were.</i></p> <p><i>Secondly, the theatres were really popular. In the 1580s and 1590s, new theatres opened on Bankside, such as The Rose and The Globe. Theatres were popular with the poorer classes because ‘groundlings’ only paid a penny to attend. Theatres attracted thousands of Londoners and visitors, which demonstrates how much Elizabethans ‘loved’ the entertainment.</i></p> <p><i>However, it’s not true that everyone loved entertainment. Many forms of entertainment ended in some areas during this period due to Puritan opposition. Puritans gained control of some parishes and began a campaign to improve people’s moral behaviour. Parish feasts, games, plays and morris dancing were banned or restricted in places such as Devon, which shows how the ‘love’ of these entertainments was not universal.</i></p>
<b>Level 3</b> <b>(9-12 marks)</b>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b></p> <p><i>I agree. Firstly, the Elizabethan calendar was packed full of festivities and customs which involved merrymaking. For example, parish ales and feasts were an important part of culture. These feasts celebrated local saints and lasted for several days. There could be entertainment from Morris dancers or travelling plays. These kinds of celebrations were widespread across the country, showing how popular they were.</i></p>

	<p><i>Secondly, the theatres were really popular. In the 1580s and 1590s, new theatres opened on Bankside, such as The Rose and The Globe. Theatres were popular with the poorer classes because 'groundlings' only paid a penny to attend. Theatres attracted thousands of Londoners and visitors, which demonstrates how much Elizabethans 'loved' the entertainment.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is a lot of evidence to support the interpretation. Firstly, the Elizabethan calendar was packed full of festivities and customs which involved merrymaking. For example, parish ales and feasts were an important part of culture. These feasts celebrated local saints and lasted for several days. There could be entertainment from Morris dancers or travelling plays. These kinds of celebrations were widespread across the country, showing how popular they were.</i></p> <p><i>However, it's not true that everyone loved entertainment. Many forms of entertainment ended in some areas during this period due to Puritan opposition. Puritans gained control of some parishes and began a campaign to improve people's moral behaviour. Parish feasts, games, plays and morris dancing were banned or restricted in places such as Devon, which shows how the 'love' of these entertainments was not universal.</i></p>
Level 2 (5–8 marks)	<p><b>One sided argument; one explained point of support (1–0), e.g.</b></p> <p><i>I agree. The Elizabethan calendar was packed full of festivities and customs which involved merrymaking. For example, parish ales and feasts were an important part of culture. These feasts celebrated local saints and lasted for several days. There could be entertainment from Morris dancers or travelling plays. These kinds of celebrations were widespread across the country, showing how popular they were.</i></p> <p><b>Explained points must:</b></p> <ul style="list-style-type: none"> <li>• <b>identify a valid claim/ argument</b></li> <li>• <b>offer specific evidence to support the argument</b></li> <li>• <b>show how their evidence answers the question</b></li> </ul>
Level 1 (1–4 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g.</b>  <i>No, I don't agree because the Puritans opposed entertainment because they thought it was sinful. They tried to stop it. (2 marks)</i>  <b>1 identifications = 2–3 marks</b>  <b>2 identifications = 3–4 marks</b>  <b>3+ identifications = 4 marks</b></p> <p><b>Alternatively, description of entertainment/opposition without linking this to the question (2–4 marks), e.g.</b>  <i>Elizabethans had parish ales. (2) These were feasts which celebrated local saints and lasted for several days. (3) There could be entertainment from Morris dancers or travelling plays. (4)</i></p> <p><b>Alternatively, valid but general assertions (1 mark), e.g.</b>  <i>Yes, the Elizabethans had many varieties of entertainments including plays and feasts.</i></p>
0 marks	

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