

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

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

#### **J411/15: Crime and Punishment, c.1250 to present with The Elizabethans, 1580-1603**

General Certificate of Secondary Education

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

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

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

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

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

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

© OCR 2024

**MARKING INSTRUCTIONS****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.

YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

**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.)*

### Multiple Choice Question Responses

When a multiple choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

*When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.*

### 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 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: Not applicable in F501
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
  - 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

## 1. Subject-specific Marking Instructions

### INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 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: Crime and Punishment, c.1250 to present

## Question 1–3 marks

(a) Name **one** way criminals could avoid being executed in the medieval period (1250-1500).

(b) Name **one** reason people made accusations of witchcraft in the early modern period (1500–1750).

(c) Name **one** development that improved policing in the **second half** of the 1800s.

## 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), likely valid responses include: by pardon from the King; by being pregnant; by claiming Benefit of Clergy; by being a King's Approver/ turning King's evidence. Allow trial by combat.*

*For 1(b), likely valid responses include: famine blamed on witchcraft; belief in magic and/or devil; quarrels with neighbours/ families; presence of 'familiar' animals; King James' book on witchcraft; Puritan beliefs; lack of scientific explanations for illness, etc.; unexplained deaths; misogyny/ women behaving in an 'unacceptable' manner; for money/ payment; moles/ birthmarks; to escape punishment themselves (i.e. accusing others).*

*Note: Do not allow 'Because people believed there were witches'.*

*For 1(c.) likely valid responses include: introduction of nationwide police force (County and Borough Police Act); CID; crime scene photographs; telegraph; introduction of National Crime Records. Allow finger printing.*

*NOTE: Do not allow introduction of Metropolitan Police Force*

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



<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.</b>	
<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>Continuity:</b> law enforcement voluntary e.g. constables, JPs, sheriffs; people helped keep law and order, e.g. hue and cry; use manorial courts, church courts (up to 1660) and assize courts (from 1293).</p> <p><b>Change:</b> role of JPS; quarter sessions; assize courts (from 1293); decline of church courts and manor courts after 1660; introduction of Bow Street Runners (1749).</p> <p><b>Causation/ consequence:</b> reasons for use of particular methods of law enforcement (e.g. use of community as a result of lack of professional police force); reasons for changes described above.</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.	

Question 2–9 marks Write a clear and organised summary that analyses law enforcement between 1250 and 1750. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Change]</b>  <i>At the <b>beginning of this period</b>, the law was enforced by the hundred courts, which only met twice a year and were run by the county sheriff. This <b>changed in 1361</b> when <b>Justices of the Peace</b> were introduced. They <b>met four times a year</b> in what were known as the ‘<b>quarter sessions</b>’.</i>  <i>There was <b>further change after 1660</b> when the <b>roles of the JPs were extended</b> in response to the decline of the manor and church courts. Now, <b>more criminals were dealt with by the JPs in the petty courts</b>. <b>[8]</b></i>  <b>NOTE: Change involves saying from what to what.</b></p> <p><b>[Change/continuity]</b>  <i>In some ways, law enforcement <b>changed little</b> in this period. For example, in 1250, local <b>communities policed themselves</b> because there was no professional police force. So, for example, if the constable raised the <b>hue and cry</b>, people were expected to turn out and search for a criminal. This was <b>still the case in the 1700s</b>.</i>  <i>However, there were <b>some changes</b> in this period. For example, <b>in 1250, local manor and church courts dealt with petty crime</b>. However, <b>by the 1600s, this had changed</b> because the government had <b>extended the role of the JPs</b>. Small groups of JPs met more regularly in their local areas in ‘petty sessions’. They <b>dealt with some types of petty crime</b> such as drunkenness. <b>[9]</b></i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Continuity]</b>  <i>In the <b>Middle Ages</b>, there was no paid police force, so the local communities were essential in keeping law and order. When a crime took place, the victim had to call the <b>hue and cry</b>. This meant <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>The hue and cry carried onto into and throughout the Early Modern period</b> as there was still no paid police force and so communities were still relied on. <b>[6]</b></i></p> <p><b>[Continuity – THRESHOLD EXAMPLE with no separate reference to different periods]</b>  <i>Throughout this period, law enforcement <b>mostly stayed the same</b>. For example, communities used the <b>hue and cry</b> when a crime took place and <b>everyone had to join in the hunt for the criminal</b> who had committed the crime. <b>[4]</b></i></p> <p><b>[Change]</b>  <i>Assize courts were introduced by Edward I in 1293. <b>Before this, judges from Royal Courts had to travel to the counties</b> but this happened infrequently. Edward <b>established Assize courts in each county</b> and ordered the royal judges to visit each of them two or three times a year to try serious cases. <b>[5]</b></i></p>
Level 1 (1–3 marks)	<p><b>Lists/ descriptions of law and order enforcement/ related developments with no clear organising concept, e.g.</b></p> <ul style="list-style-type: none"> <li>• People who were accused of not living according to Christian principles were tried in Church courts.</li> <li>• The hue and cry was when a victim of crime had to call for help and the community had to try to find the criminal.</li> </ul> <p><b>OR Statement(s) based on second order concept with no valid specific examples or development, e.g.</b></p> <ul style="list-style-type: none"> <li>• In both periods there was no paid police force.</li> </ul>
0 marks	

<b>Question 3–10 marks</b> <b>Why did transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.</b>	
<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>
<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).	Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.  Valid answers could consider: <i>America declared independence so Britain needed a new colony to transport to; Australia was unknown and far way so it was believed that this would deter criminals; there was a belief that transportation could get rid of people from 'criminal classes' and so reduce crime; convicts could build new territory; hanging was becoming seen as too extreme; judges were unwilling to implement the Bloody Code; reforming criminals was seen as more humane; prisons were too expensive/ overcrowded.</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 transportation to Australia become a common punishment in the period 1750-1900? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and fully explained, e.g.</p> <p><i>Firstly, attitudes were changing in this period. <b>Hanging was becoming widely viewed as too extreme</b>, and courts were reluctant to hand out that punishment. Therefore, transportation was seen as a good alternative, particularly since <b>courts were more prepared to use it</b>. So its use <b>became more common because</b> humanitarians thought that it was a <b>good opportunity for reforming criminals</b> who could learn new skills which would help them once they were freed.</i></p> <p><i>Another reason was that the <b>British government needed a workforce to establish and build the new colonies</b> in Eastern Australia. Convicts were transported for either seven years, fourteen years or a lifetime. They <b>worked in gangs on building roads and buildings</b>, felling trees, digging ditches and planting crops. <b>So transportation became more common because it was a good way to gather a workforce</b> to build the new British colony. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason identified and fully explained, e.g.</p> <p><i>Transportation to <b>Australia</b> became more common <b>because in 1776, America declared independence from Britain</b>, meaning that it was no longer possible to transport criminals there. <b>Eastern Australia was claimed for Britain by Captain Cook in 1770</b>, so transportation to Australia became more common <b>because the British government sent convicts there instead</b>. [7]</i></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>Some judges and juries were unwilling to use capital punishment so transportation became more common because it was seen as a good alternative.</li> </ul> <p>OR 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>Britain needed a workforce for the new colonies in Australia. There was lots of hard labour to complete, such as building roads and buildings, felling trees, digging ditches and planting crops.</li> </ul> <p><b>NOTE:</b> <b>One L3 = 5–6 marks</b> <b>Two L3s = 6 marks</b></p>
Level 2 (3-4 marks)	<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>explaining <b>why</b> it became a common punishment in this period, e.g.</li> </ul> <ul style="list-style-type: none"> <li>Some judges and juries were unwilling to use capital punishment.</li> <li>Britain needed a workforce for the new colonies in Australia.</li> <li>Hanging was seen as too extreme.</li> <li>Prisons were too expensive/ overcrowded.</li> <li>People wanted to completely get rid of criminals from Britain.</li> </ul> <p>OR Describes transportation, e.g.</p> <ul style="list-style-type: none"> <li>Transportation was when convicts were taken on prison ships to Australia.</li> <li>The convicts had to do hard labour such as digging ditches.</li> <li>Conditions on the ships were poor.</li> </ul>
Level 1 (1–2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> <li>Australia was an unknown place.</li> </ul>
0 marks	

Question 4*–18 marks 'By 1750, punishments for committing crimes were harsher than they had been in 1500.' 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 punishment 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 change and continuity but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: new public humiliations introduced such as scold's bridle/ ducking stool which could result in drowning; vagrants treated more harshly from 1572 as branding and mutilation used (hot iron through ear); Houses of Correction used to punish vagabonds; Bloody Code from 1688; 1723 Black Act; transportation to America (not Australia).</i>  <i>Grounds for disagreeing include: fines for minor offences; prisons used mainly to hold prisoners who were awaiting their main punishment/ for debtors; public humiliation such as cucking stools, stocks, pillory, public penance; Bridewells/Houses of Correction a type of prison introduced to punish vagrants.</i>  <b>NOTE: There is no requirement for candidates to examine punishments pre-1500 in order to compare to punishments 1500–1750 (although this may be a valid approach)</b>
<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 4* – 18 marks 'By 1750, punishments for committing crimes were harsher than they had been in 1500.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>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 = 18 marks , e.g.</p> <p><i>In some ways I agree. Firstly, the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence to challenge the statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. <b>This shows that although punishment got harsher in theory, this was not reflected in practice.</b></i></p> <p><i>Furthermore, <b>less harsh punishments, such as public shaming, became more commonly used after 1500</b> as a deterrent. For example, cucking stools, stocks and the pillory were used routinely for things like unfair trading. In the pillory, people would have their head and arms in a wooden frame and have rotten food or animal excrement thrown at them. <b>Although humiliating, these punishments were less harsh than execution or mutilation.</b></i></p> <p><i>Overall, I think punishments did become harsher by 1750 because although juries were reluctant to make full use of capital punishment in the Bloody Code, the other physical punishments in use became more common as a result.</i></p> <p><b>NOTE: Candidates may argue that punishments (e.g. shaming/humiliation) were 'harsh' or 'not harsh' – allow either as long as they make a valid argument. However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of the cucking stool as a less harsh punishment which then tags onto the end 'but in some ways this can be seen as harsh because it was still a physical punishment' cannot then be credited for a separate explanation.</b></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. From <b>1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. <b>This shows that although punishment got harsher in theory, this was not reflected in practice.</b></i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></i></p> <p><i>Furthermore, I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b>  <i>I agree with this statement because the <b>Bloody Code was introduced in 1688</b>. This meant the number of crimes for which people could be hanged increased dramatically. For example, <b>in 1723 the Black Act made poaching fish, deer and rabbit a capital offence</b>. By the 1760s, the number of crimes punishable by death had risen to 160 from 50 in 1688. <b>This shows punishment for crimes against property became much harsher by 1750.</b></i></p> <p><i>However, there is also evidence which challenges this statement. For example, the <b>impact of the Bloody code was limited because the actual number of hangings fell</b> from the middle of the 1600s onwards because some judges and juries in the assizes were reluctant to send people to their deaths for minor crimes. As a result, they did things such as <b>acquitting the accused person due to lack of evidence</b>. <b>This shows that although punishment got harsher in theory, this was not reflected in practice.</b></i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b>  <i>I agree with this statement because the <b>treatment of vagabonds was much harsher by 1750</b>. As the population grew and harvests failed, more people left their villages in search of work. From <b>1572, vagabonds could be mutilated</b> by being burned through the ear with a hot iron. <b>From 1609, JPs were required to build 'Bridewells'</b> in every county. These were 'houses of correction' where vagrants were forced to work. <b>This was harsher than in 1500 when vagrancy was less of an issue.</b></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 2 (4-6 marks)	<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>I agree because the Bloody Code was introduced in 1688.</i></li> <li>• <i>I disagree because fines were used for minor offences.</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 of punishments/ relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Prisons were used for debtors or people awaiting execution. (4)</i></li> <li>• <i>The Bloody Code was introduced in 1688. (4) It made poaching fish, deer and rabbit a capital offence. (5) Anyone who was found disguised in a hunting area could be executed as well. (5)</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b>  <i>I disagree because people were executed throughout the period.</i></p>
0 marks	



<b>Question 5*–18 marks</b> <b>'The main reason crime changed between 1900 and c.2015 was the emergence of new technology.' How far do you agree? Give reasons for your answer.</b>	
<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 crime 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 and change over time but reward appropriate understanding of any other second order concept.</i>  <i>Grounds for agreeing include: After 1990, the growth of the internet enabled more people to commit crime because cyber crime such as downloading films or music from illegal websites didn't seem like theft; fraud-related crimes such as 'phishing' emails (tricking people into paying money or sharing confidential details) were possible due to technology; access to drugs was made easier because of internet dealing and organised crime groups; new laws relating to car ownership were introduced as cars became more popular so more motorists caught committing crime (alcohol limit in 1967, drivers to wear seatbelts in 1983, all passengers to wear them in 1991, speed cameras introduced 1992).</i>  <i>Grounds for disagreeing include: looting increased because of WWII air raids; drugs crimes were already growing and causing serious problems by 1960s; drug use was linked to popular music; immigrants to Britain from Commonwealth after end of WWII led to increase in race crime and prejudice and introduction of new legislation, e.g. Race Relations Acts were passed in 1965, 1968 and 1976, making discrimination a crime.</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.	



Question 5* – 18 marks	
‘The main reason crime changed between 1900 and c.2015 was the emergence of new technology.’ How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>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 = 18 marks , e.g.</p> <p><i>I agree because as <b>car ownership</b> became more popular, many <b>more laws relating to cars</b> were passed. For example, in 1983 it became <b>illegal for the driver not to wear a seatbelt</b> and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. <b>As more laws were passed, more people were convicted.</b></i></p> <p><i>Furthermore, I agree because <b>technology has turned some people into criminals</b> who might not have broken the law otherwise. Since more people have had access to the internet, it has become <b>easier to commit crimes such as downloading films and music</b> from illegal websites. People commit <b>crimes like these without realising it is illegal or without feeling as guilty</b> as it doesn't seem like they are stealing.</i></p> <p><i>Additionally, the <b>internet has made it easier for people to commit fraud</b>. They can hack into banks' computers and steal money by paying it to themselves or they can <b>steal from people by sending 'phishing emails'</b> that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of <b>Race Relations Acts being passed, making it illegal to discriminate</b> against someone because of their race. Later, a <b>new category called 'hate crime'</b> was created, making the <b>punishment for racially-motivated crimes more severe.</b></i></p> <p><i>Overall, I would say that the main reason for changes in crime was technology. In addition to all the new crimes such as internet-based fraud and theft, it could also be argued that the crimes that existed before the internet, such as hate crimes, have been made worse by technology. Social media makes it easier for people to spread misinformation and encourage hatred, and it is more difficult to catch these criminals as they can hide their identity more easily over the internet.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.</p> <p><i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>Furthermore, I agree because technology has turned some people into criminals who might not have broken the law otherwise. Since more people have had access to the internet, it has become easier to commit crimes such as downloading films and music from illegal websites. People commit crimes like these without realising it is illegal or without feeling as guilty as it doesn't seem like they are stealing.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</i></p>

<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 as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>Additionally, the internet has made it easier for people to commit fraud. They can hack into banks' computers and steal money by paying it to themselves or they can steal from people by sending 'phishing emails' that trick people into giving them their credit card details. This can happen on a huge scale: criminals have broken into the systems of businesses, threatening to crash the whole system if they are not paid large sums of money.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>I agree because as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</i></p> <p><i>However, to some extent, I disagree because some changes have happened for other reasons. For example, after the Second World War, people responded to the arrival of immigrants from Commonwealth countries with prejudice and violence. This led to a number of Race Relations Acts being passed, making it illegal to discriminate against someone because of their race. Later, a new category called 'hate crime' was created, making the punishment for racially-motivated crimes more severe.</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 as car ownership became more popular, many more laws relating to cars were passed. For example, in 1983 it became illegal for the driver not to wear a seatbelt and this was extended to passengers in 1991. Speed cameras were introduced in 1992, taking photos of cars and identifying and prosecuting drivers that were breaking the speed limit. As more laws were passed, more people were convicted.</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>I agree because cyber crime has emerged.</i></li> <li>• <i>I agree because now there are speed cameras.</i></li> <li>• <i>I disagree because it was more to do with the introduction of new laws like the Race Relations Act.</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 of crimes/ crime rates / relevant events, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>During the Second World War, criminals started looting from people's homes in the air raids. (4)</i></li> <li>• <i>Lots of people took drugs in the 1960s. (4) They were often associated with music (5) In the 1970s, there were divided into A, B and C categories. (6)</i></li> </ul>
<b>Level 1</b> <b>(1-3 marks)</b>	<p><b>Valid but general assertion(s)</b></p> <ul style="list-style-type: none"> <li>• <i>Yes, I agree because technology makes it easier to commit crime.</i></li> </ul>
<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.	

<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>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<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>
<b>Level 2 (3-4 marks)</b>	<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.  <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>
<b>Level 1 (1–2 marks)</b>	<p><b>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g.</b></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><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</b></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 <b>L1 ONLY</b> 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> <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.(0)</i></p>
<b>0 marks</b>	

<b>Question 7–12 marks</b> <b>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>	
<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>
<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.	<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>

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 overwhelmingly successful and of lasting significance 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 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 'unsuccessful'. (9)</i></li> <li><i>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 balanced and 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.' (9)</i></li> </ul> <p><b>NOTE:</b> Answers with no support from either interpretation = 7 marks, e.g.</p> <ul style="list-style-type: none"> <li><i>Interpretation B presents Elizabeth's reign as a period of stability and great achievement, but C suggests these things have been overstated. (7)</i></li> </ul>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</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>Alternatively, purpose of (typically) B used to explain its portrayal – no comparison, e.g.</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>Comparison of simplistic provenance, e.g.</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>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</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	



<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>	
<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>	<b>Notes and guidance specific to the question set</b>  <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>  <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>  <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>  <b>Grounds for agreeing include:</b>  <b><i>There were certainly extremes, e.g.</i></b>  <b><i>Of rich:</i></b> 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’.  <b><i>Of poor:</i></b> 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 Poor Law.  <b>NOTE: Answers may examine extremes of rich and poor separately OR take a thematic approach and compare the lives of rich and poor</b>
<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>	
<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>	
<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>	
<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 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).	



<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><b>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><i>There were many people living in between the extremes, e.g.</i></b> <ul style="list-style-type: none"> <li>• <b><i>Yeomen farmers</i></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><i>independent craftsmen and tradesmen</i></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><i>labourers did not always live in abject poverty</i></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><i>The 'structure' of Elizabethan society was 'characterised' by other factors, e.g. religious or gender divisions.</i></b></li> </ul>
<p><b>Level 1 (1–4 marks)</b></p> <p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>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 <u>OR</u> three on one side and one on the other (2–2 or 3–1). 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 of Elizabethan society</b>.</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 <u>or</u> one-sided argument; three explained points of support (2–1 or 3–0), 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> (9-12 marks)</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> (5-8 marks)</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>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question</li> </ul>
<p><b>Level 1</b> (1-4 marks)</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>
<p><b>0 marks</b></p>	

<p><b>Question 9*–20 marks</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></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>  <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabethan entertainment 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 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.</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>Grounds for agreeing include:</b> 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.</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>Grounds for disagreeing include:</b> Popular pastimes and 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</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 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).</p>	

<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>thieves and prostitutes; Puritans also opposed the theatres.</i>
<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>	
<b>0 marks</b> No response or no response worthy of credit.	

Question 9*–20 mark	
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?	
Guidance and indicative content	
Level 5 (17-20 marks)	<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 of 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' 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' of these entertainments 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>
Level 4 (13-16 marks)	<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 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>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>

<p><b>Level 3</b> (9-12 marks)</p>	<p><b>One sided argument, two explained points of support (2–0), e.g.</b>  <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 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>
<p><b>Level 2</b> (5-8 marks)</p>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <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>• identify a valid claim/ argument</li> <li>• offer specific evidence to support the argument</li> <li>• show how their evidence answers the question</li> </ul>
<p><b>Level 1</b> (1-4 marks)</p>	<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>
<p><b>0 marks</b></p>	

## Need to get in touch?

If you ever have any questions about OCR qualifications or services (including administration, logistics and teaching) please feel free to get in touch with our customer support centre.

### Call us on

**01223 553998**

### Alternatively, you can email us on

**support@ocr.org.uk**

### For more information visit



**ocr.org.uk/qualifications/resource-finder**



**ocr.org.uk**



**Twitter/ocrextams**



**/ocrextams**



**/company/ocr**



**/ocrextams**



**CAMBRIDGE**  
UNIVERSITY PRESS & ASSESSMENT

OCR is part of Cambridge University Press & Assessment, a department of the University of Cambridge.

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2024 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

OCR operates academic and vocational qualifications regulated by Ofqual, Qualifications Wales and CCEA as listed in their qualifications registers including A Levels, GCSEs, Cambridge Technicals and Cambridge Nationals.

OCR provides resources to help you deliver our qualifications. These resources do not represent any particular teaching method we expect you to use. We update our resources regularly and aim to make sure content is accurate but please check the OCR website so that you have the most up-to-date version. OCR cannot be held responsible for any errors or omissions in these resources.

Though we make every effort to check our resources, there may be contradictions between published support and the specification, so it is important that you always use information in the latest specification. We indicate any specification changes within the document itself, change the version number and provide a summary of the changes. If you do notice a discrepancy between the specification and a resource, please [contact us](#).

Whether you already offer OCR qualifications, are new to OCR or are thinking about switching, you can request more information using our [Expression of Interest form](#).

Please [get in touch](#) if you want to discuss the accessibility of resources we offer to support you in delivering our qualifications.