

GCSE

History A (Schools History Project)

Unit **A954A/11**: Study in Development and Study in Depth: with Elizabethan England

General Certificate of Secondary Education

Mark Scheme for June 2016

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

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

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Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

Q	Answer	Marks	Guidance
<p>2 (c)</p> <p>☞</p>	<p>They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2 marks)</p> <p>Candidates use some relevant knowledge to identify examples of difference and/or similarity in the response of the authorities to the plague. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the response of the authorities to the plague</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		<p><i>streets, but the response of the authorities in the seventeenth century was far more organised. More regulations were passed and they interfered in people's lives more to try and stop the plague spreading.</i></p>

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

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

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

Section A – Medicine Through Time


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

Section A – Medicine Through Time

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

Section A – Medicine Through Time

Q	Answer	Marks	Guidance
4 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p data-bbox="235 400 1008 459">Q: 'Jenner was more important than Pasteur in the history of medicine.' Explain how far you agree with this statement.</p> <p data-bbox="235 523 481 550">Level 5 (7–8 marks)</p> <p data-bbox="235 571 1025 751">Candidates demonstrate comprehensive knowledge and understanding in order to explain how far they agree that Jenner was more significant than Pasteur. They produce a fully-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p data-bbox="235 772 1010 831">Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p data-bbox="235 852 481 879">Level 4 (5–6 marks)</p> <p data-bbox="235 900 1010 1080">Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether Jenner was more important in the history of medicine than Pasteur. They produce a well-developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p data-bbox="235 1101 1010 1160">Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	8	<p data-bbox="1202 400 2067 459">This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p data-bbox="1202 501 2096 775"><i>I think Pasteur was more important for several reasons. The work of Jenner was very significant because he was the person who discovered the process of vaccination. He realised that dairymaids who caught cowpox did not seem to ever catch the much more serious disease of smallpox. He carried out an experiment on a boy called James Phipps and showed how vaccinating someone with cowpox could protect them against smallpox. Smallpox was a killer at the time and so this was an important step forward and saved thousands of lives. It was a big improvement on inoculation which used smallpox itself and sometimes killed people.</i></p> <p data-bbox="1202 812 2107 1209"><i>Pasteur was important for more than just one reason. He developed Jenner's work on vaccinations. Jenner had come to a full stop because he never understood why vaccination worked. This meant it could not be developed to protect people from other diseases. Pasteur did this. Through his work on chicken cholera he understood that a weakened version of the germ would protect people. This made it possible for a whole range of vaccines to be developed e.g. for anthrax and rabies. Within twenty years vaccines had been developed for a whole series of serious diseases. Jenner would never have been able to do his. Pasteur disproved spontaneous generation and developed the germ theory of disease. This was the basis of all the important developments in fighting disease in the nineteenth century. It made possible the development of drugs to cure diseases. Koch's work would not have been possible without Pasteur's theory.</i></p> <p data-bbox="1202 1246 2056 1390"><i>So Pasteur was much more important. Jenner never understood how vaccination worked and so his work was a dead end. It could not lead to other developments in fighting disease and for other vaccines to be developed until the work of Pasteur which made more vaccines, and the development of drugs, possible.</i></p>

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

Section A – Crime and Punishment Through Time

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

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

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (a)		7	
	<p>Q: Study Source A. 'Philip of Spain sent the Armada in 1588 because of Drake's actions against Spain.' Use the source and your knowledge to explain how far you agree with this interpretation.</p> <p>Level 4 (6–7 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that Philip of Spain sent the Armada in 1588 because of the actions of Drake against Spain.</p> <p>Level 3 (4–5 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Philip of Spain sent the Armada in 1588 because of Drake's actions against Spain.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Philip of Spain sent the Armada in 1588 because of Drake's action against Spain.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response about the sending of the Armada in 1588.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I partly agree with this interpretation. The Spanish regarded Drake as no better than a pirate. He attacked Spanish treasure fleets from South America. He also attacked Spanish towns both in Spain and in the Spanish Empire. Source A shows that in 1585 he attacked towns in the West Indies and came back with lots of valuables. It shows the trouble he was causing for Spain with them having to reorganise how their treasure ships travelled. This source shows how concerned the Spanish were. In 1587 he attacked Cadiz and destroyed 25 Spanish ships. These were part of a fleet the Spanish were preparing for an invasion of England. Philip was very annoyed with Drake. His treasure route to the New World had been disrupted and the attack on Cadiz was the last straw. For these reasons I think Drake was a major factor.</i></p> <p><i>However, the sending of the Armada was part of a much bigger issue than just Drake. Relations between England and Spain had been gradually getting worse. England was Protestant while Spain was Catholic. Philip and the Pope wanted to return England to the Catholic fold. In 1585 relations got worse when Elizabeth promised to help the Dutch who were rebelling against Spanish rule. At the same time, Philip became more involved in Catholic plots against Elizabeth. So the Armada was the result of the fact that relations had been worsening for a time. Philip had been preparing an Armada before Drake attacked Cadiz. Drake was a factor but only one part of the big picture which was that England and France were in dispute over many issues.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Study Sources B and C. How similar are these two sources? Use the sources and your knowledge to explain your answer.</p> <p>Level 4 (5-6marks)</p> <p>Candidates demonstrate sound knowledge and understanding of the Armada and of the battle of Gravelines in particular. They interpret the sources by explaining similarities and differences in messages and differences in purpose of the two sources and produce a sound response in context.</p> <p>Level 3 (3-4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the Armada and some understanding of the sources to explain either similarities or differences in message in some context.</p> <p>Level 2 (2 marks)</p> <p>Candidates demonstrate limited knowledge and understanding of the Armada. They show some surface understanding of the sources and produce a basic comparison. They produce a simple response.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the sources and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>These two sources are only similar in that they are both descriptions of the Battle of Gravelines which involved the Armada and the English navy. Source B claims that the Spanish were braver and that the English were cowards because they retreated. The Spanish commander wants the English to come to close quarters because the Spanish ships were bigger and stronger but slower and more cumbersome. It gives the impression that the Spanish were winning. Source C, on the other hand, gives the opposite impression that the English are gradually winning. This source suggests that the English have God on their side.</i></p> <p><i>However, there are interesting similarities. The sources agree that the battle was hard fought between two strong navies, and was a real struggle for both sides. Source B suggests that for a time the English were on top and Source C says the English were chasing and damaging the Spanish fleet. In the battle the English did damage several Spanish ships while little damage was done to the English ships.</i></p> <p><i>Overall, the sources are different because they are trying to create different impressions for their audiences. In Source C, the commander of the English fleet wants to convince the English government that he is doing well while in Source B the Spanish sailor wants to create a good impression of brave Spanish sailors fighting against great odds. Overall, the threatened invasion of England was stopped by this battle but the Armada had not been destroyed and was still a threat.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
9 (c)		7	
	<p>Q: Study Source D. How useful is this source as evidence about the Armada? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6-7 marks)</p> <p>Candidates demonstrate a sophisticated knowledge and understanding of the period, of the importance of the defeat of the Armada and of the source. They produce a sound evaluation of the source for utility by making sophisticated inferences from the source (unwitting testimony) in context and produce a fully developed response which includes some consideration of the limitations of the source.</p> <p>Level 3 (4-5 marks)</p> <p>Candidates demonstrate a sound knowledge and understanding of the period, of the importance of the defeat of the Armada and of the source. They produce some evaluation of the source for utility by making valid inferences from the source in context and produce a developed response.</p> <p>Level 2 (2-3 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the defeat of the Armada. They extract information from the source and use this as evidence of its usefulness or they explain its limitations.</p> <p>Level 1 (1 mark)</p> <p>Candidates describe the source and produce a very limited response.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>I think this source is very useful evidence about the Armada because it shows how important the defeat of the Armada was to Elizabeth and the English people. The Armada was finally defeated when it was blown around the coasts of Scotland and Ireland and was totally destroyed by the weather. This meant that an invasion of England was much less of a danger. This was a great relief because people were worried about the Spanish Catholics taking over which would mean that England would lose its freedoms and be ruled by an absolute monarch like all Catholic countries. They were also worried that the persecutions and burnings of Mary's reign would return. This is why there is such a lavish celebration in the source. They are going to the cathedral to thank God because they thought he had caused the weather to destroy the Armada. This source is useful for telling us all this. However, the drawing might also be propaganda. It may have been drawn to show how splendid and rich Elizabeth was and to emphasis the fact that God was on the side of the Protestants. It also has the effect of suggesting that Elizabeth deserves a lot of credit for the defeat. But overall, this source tells us how important the defeat was to the English.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
10 (a)		5	
	<p>Q: Briefly describe Mary, Queen of Scots' involvement in plots against Elizabeth.</p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> involved in the Ridolfi Plot of 1571, the plan was to put Mary on the throne and marry her to the Duke of Norfolk she knew about the Throckmorton Plot of 1583. A French army was to invade England the Babington Plot of 1586 - Walsingham found letters where Mary agreed to the plan to murder Elizabeth Mary was opposed to the Northern Rebellion of 1569

Section B – Elizabethan England

Q	Answer	Marks	Guidance
10 (b)		7	
	<p>Q: Explain why Elizabeth's governments dealt harshly with Jesuits</p> <p>Level 4 (7 marks) Candidates demonstrate comprehensive knowledge of why Elizabeth's governments dealt harshly with Jesuits. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p>Level 3 (4–6 marks) Candidates demonstrate sound knowledge of why Elizabeth's governments dealt harshly with Jesuits. They produce a single-causal response that demonstrates understanding of the past.</p> <p>Level 2 (2–3 marks) Candidates demonstrate some knowledge of why Elizabeth's governments dealt harshly with Jesuits. They produce a basic response.</p> <p>Level 1 (1 mark) Candidates demonstrate limited knowledge of why Elizabeth's governments dealt harshly with Jesuits.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>They dealt with Jesuits harshly because the job of the Jesuits was to convert people to the Catholic religion. They were formed in Europe to fight the Reformation and to keep the Catholic faith alive in places like England where it was under threat. This meant that they were a threat to Elizabeth and her religious settlement. This was mainly Protestant but also let Catholics survive as long as they didn't cause any trouble. The Jesuits started to arrive in the 1580s to disrupt the situation in England that Elizabeth had achieved. They travelled secretly from one Catholic country house to another holding services and keeping some of the gentry committed to Catholicism. This meant that the aim of Elizabeth's government - that Catholicism would gradually die out - was less certain to happen. This was a problem because Catholics might rise up against Elizabeth.</i></p> <p><i>Another reason they were dealt with harshly was because they were brave and determined men who were not afraid and would not be deterred. Men like Campion were dedicated and highly respected by Catholics. Even when he was tortured Campion refused to renounce his religion. These men rejected any compromise and were not happy that some Catholics were willing to live in a Protestant country as long as they were left alone. If the Jesuits were successful, they might make the English Catholics into stricter Catholics and they would then become alienated from Elizabeth. This was why the authorities dealt with the Jesuits so harshly.</i></p>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
10 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: 'The Earl of Essex was a greater threat than Mary, Queen of Scots to Elizabeth.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain whether the Earl of Essex was a greater threat than Mary. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about whether the Earl of Essex was a greater threat than Mary. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding of the extent of the threat from the Earl of Essex or Mary, to give one side of the argument. They produce a response that demonstrates some understanding of the past.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think that Mary was the greater threat but I do not think either of them were a real threat. Mary had a claim to the throne, and she had support in England and from France and Spain because she was Catholic. She also had support from the Pope who excommunicated Elizabeth in 1570. There were also several plots and rebellions against Elizabeth and most of them aimed at putting Mary on the throne. In the Northern Rebellion the rebels had 6000 men and posed a real threat. A royal army had to be sent to crush it. However, many of the other plots had little chance of success and never got off the ground. It is also important to remember that most English Catholics did not support these plots and rebellions and so this makes Mary less of a threat.</i></p> <p><i>The Earl of Essex was for a long time one of Elizabeth's favourites. When he fell out of favour after disobeying Elizabeth once too often by making a treaty with the Irish rebel Earl of Tyrone, instead of fighting him, Essex suddenly found he was out of favour. He also had enormous debts and so out of desperation he tried to lead a rebellion but he found he had little support in London or in the Privy Council. He led a ragbag of about 300 men into London but the Londoners did not join him and he was easily defeated. Essex had no chance of success and so was not much of a threat. Mary was more of a threat because of her claim to the throne and the support of some Catholic nobles like Norfolk. The Northern Rebellion had more chance of success than Essex's rebellion, but I don't think Mary ever really stood any chance of having a successful rebellion.</i></p>

Q	Answer	Marks	Guidance
<p>10 (c) ☞</p>	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify some examples of either the Earl of Essex or Mary being a threat. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of the period and of the Earl of Essex and Mary.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

Section B – Elizabethan England

Q	Answer	Marks	Guidance
11 (a)		5	
	<p>Q: Briefly describe how plays were staged in Elizabethan theatres.</p> <p>One mark for each valid example identified.</p> <p>Up to three marks for an example that is described in detail.</p> <p>Allow a maximum of one mark for general answers lacking in specific contextual knowledge.</p> <p>0 marks = no response or no response worthy of credit.</p>	5	<p><i>Answers could include:</i></p> <ul style="list-style-type: none"> ● <i>the actors were all males with boys playing female roles</i> ● <i>there were no curtains and little scenery</i> ● <i>a trumpeter would be used to tell people the play was about to begin</i> ● <i>there were special effects for things like thunder and a hoisting machine would raise and lower props</i> ● <i>the dialogue and the actors costumes would make up for the lack of scenery and lighting</i>

Section B – Elizabethan England

Q	Answer	Marks	Guidance
11 (b)		7	
	<p data-bbox="235 336 987 395">Q: Why was the theatre popular in Elizabeth's reign? Explain your answer.</p> <p data-bbox="235 483 454 512">Level 4 (7 marks)</p> <p data-bbox="235 528 972 679">Candidates demonstrate comprehensive knowledge to explain why the theatre was popular. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key features and concepts.</p> <p data-bbox="235 699 483 727">Level 3 (4–6 marks)</p> <p data-bbox="235 743 965 836">Candidates demonstrate sound knowledge to explain why the theatre was popular. They produce a single-causal response that demonstrates understanding of the past.</p> <p data-bbox="235 855 483 884">Level 2 (2–3 marks)</p> <p data-bbox="235 900 954 960">Candidates demonstrate some knowledge of the theatre and why it was popular to produce a basic response.</p> <p data-bbox="235 979 439 1008">Level 1 (1 mark)</p> <p data-bbox="235 1024 920 1053">Candidates demonstrate limited knowledge of the theatre.</p> <p data-bbox="235 1072 454 1101">Level 0 (0 marks)</p> <p data-bbox="235 1117 768 1145">No response or no response worthy of credit.</p>	7	<p data-bbox="1126 336 1984 395">This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p data-bbox="1126 432 2051 738"><i>The theatre was popular because the plays had something for every part of society. For the ordinary people it was cheap because they could stand in the pit and enjoy the plays. They didn't have to keep quiet and they could shout and even throw things at the actors. Some playwrights deliberately put lots of action into the plays for these people to enjoy. They did not have to be able to read or write to enjoy the plays. At the same time the rich could show off at the theatre. They would sit in the galleries where they could be seen by everyone and show off their clothes and wealth. They would also be more educated and so could enjoy the political references in the plays and the complicated plots. Some of them also used the theatres to make business contacts.</i></p> <p data-bbox="1126 783 2040 1090"><i>Another reason why the theatre was popular was everything that came with it. At the theatre there would be brothels, gambling houses and bear pits. These were very attractive for many people as it was somewhere to enjoy for some people and somewhere to make money for others. These aspects of the theatre were what made it unpopular with the authorities because they encouraged crime and rowdy behaviour but for many others it was a place to have a good time. There were also refreshments for sale, especially beer and wine. The theatres were built outside the boundaries of the City and so they were not controlled by the City of London's regulations. This meant that people could behave in ways not allowed in the City.</i></p>

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Q	Answer	Marks	Guidance
11 (c) ☞		11 (8 + 3)	☞ This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 43 to allocate SPaG marks.
	<p>Q: 'Theatres were mainly opposed in Elizabethan times for religious reasons.' How far do you agree with this statement. Explain your answer.</p> <p>Level 5 (7–8 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding in order to explain how far theatres were opposed because of religious reasons. They produce a well-developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (5–6 marks)</p> <p>Candidates demonstrate sound knowledge and understanding in order to explain both sides of the argument about how far theatres were opposed because of religious reasons. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 (4 marks)</p> <p>Candidates demonstrate some knowledge and understanding in order to give one side of the argument about how far theatres were opposed because of religious reasons. They produce a response that demonstrates some understanding of the past.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Puritans hated theatres and opposed them for religious reasons. They saw them as places of sin. They thought it was wrong for men to dress as women and thought that some of the scenes in the plays were immoral. They associated the theatre with the Romans who had crucified Jesus. They were also very angry about the kind of behaviour that went on around the theatre - the prostitutes and the crime. They regarded the theatre as the work of the Devil especially because some people went there instead of going to church or praying.</i></p> <p><i>There were other reasons why theatres were opposed. The authorities were very worried about the number of people who gathered at theatres. In those days governments always feared rebellions especially when large numbers of people were together as at a theatre. There were several rebellions in Elizabeth's reign and so the authorities were always on the lookout for more. Even if there was no rebellion, they were worried about the crime, like pick-pocketing, that took place in the crowds around the theatres. Also remember that there were outbreaks of the plague at this time and this could be spread by people being in close contact with each other.</i></p> <p><i>I do not think it is possible to say if the most important reason for opposition was religion. It depends who you were. For Puritans, who were very strict, it was. However, for the authorities it was more about law and order and trying to make sure no serious trouble broke out. After all, the Earl of Essex used the theatre to announce his rebellion.</i></p>

Q	Answer	Marks	Guidance
11 (c) ☞	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (2–3 marks)</p> <p>Candidates use some relevant knowledge to identify reasons why theatres were opposed. They produce a basic response.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 1 (1 mark)</p> <p>Candidates demonstrate limited knowledge of Elizabethan theatres.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks)</p> <p>No response or no response worthy of credit.</p>		

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

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

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