



Oxford Cambridge and RSA

Monday 16 November 2020 – Morning**GCSE (9–1) History B (Schools History Project)****J411/15** Crime and Punishment, c.1250 to present with
The Elizabethans, 1580–1603**Time allowed: 1 hour 45 minutes****You must have:**

- the OCR 12-page Answer Booklet

INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Section A – Crime and Punishment c.1250 to present: Answer Questions 1 (a–c), 2, 3 and **either** Question 4 **or** Question 5.
- Section B – The Elizabethans, 1580–1603: Answer Questions 6 (a–b) and 7, and **either** Question 8 **or** Question 9.

INFORMATION

- The total mark for this paper is **80**.
- The marks for each question are shown in brackets [].
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **8** pages.

ADVICE

- Read each question carefully before you start your answer.

SECTION A

Crime and Punishment, c.1250 to present

Answer questions 1 (a–c), 2 and 3.

- 1 (a) Name **one** cause of vagrancy in the period 1500 to 1750. [1]
- (b) Give **one** reason why people opposed a police force in the period 1750 to 1900. [1]
- (c) Identify **one** change in prisons since 1900. [1]
- 2 Write a clear and organised summary that analyses crimes and criminals in the period 1250 to 1500. Support your summary with examples. [9]
- 3 Why have there been changes in types of crimes since 1955? Explain your answer. [10]

Answer **either** question 4 **or** question 5.

- 4* 'There were more similarities than differences in law enforcement between the Medieval period (1250–1500) and the Early Modern period (1500–1750).' How far do you agree with this statement? Give reasons for your answer. [18]
- 5* How far do you agree that the most significant reforms to prisons happened in the Industrial period (1750–1900)? Give reasons for your answer. [18]

SECTION B

The Elizabethans, 1580–1603

Answer questions 6 (a–b) and 7.

- 6 (a) In Interpretation A, the film makers portray Elizabeth as a powerful queen. Identify and explain **one** way in which they do this. [3]

Interpretation A – a still from the 2007 film *Elizabeth: The Golden Age*.

© Universal Studios. A still from film *Elizabeth: The Golden Age*, 2007. Item removed due to third party copyright restrictions.



- (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 the power of Queen Elizabeth. [5]

- 7 Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences? [12]

Interpretation B – An extract from the *Life in the UK Test Handbook*. This was published by the UK government in 2018 for people taking the UK Citizenship test.

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Interpretation C – An extract from a recent blog by the writer Tim Vicary.

Adapted text from audio, BBC / Ian Mortimer, Accessed 08.02.19. https://www.youtube.com/watch?v=2gWiGuQvPsY&list=PLcvEcrsF_9zLTTFTWEPC-St2I7TedKwG6&index=2 . Item removed due to third party copyright restrictions.

Answer **either** question 8 **or** question 9.

- 8* In her book *Elizabeth I and Religion 1558–1603*, published in 1993, historian Susan Doran argued that ‘the danger from English Catholics was exaggerated’. How far do you agree with this view of the nature and extent of the Catholic threat in England between 1580 and 1603? [20]
- 9* According to the website *www.enotes.com*, ‘it was a good time to be English during the Elizabethan era’. How far do you agree with this view of people’s daily lives between 1580 and 1603? [20]

END OF QUESTION PAPER

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