



## 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 November 2020

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

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

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

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**Annotations**

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
 <b>1</b>	Tick 1	Level 1
 <b>2</b>	Tick 2	Level 2
 <b>3</b>	Tick 3	Level 3
 <b>4</b>	Tick 4	Level 4
 <b>5</b>	Tick 5	Level 5
 <b>6</b>	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

## **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.

### **USING THE MARK SCHEME**

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates' answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

### Section A: Crime and Punishment, c.1250 to present

Question 1–3 marks		
(a) Name one cause of vagrancy in the period 1500 - 1750 (b) Give one reason why people opposed a police force in the period 1750 - 1900. (c) Identify one change in prisons since 1900	Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)		<i>For 1(a), likely valid responses include: The Black Death, hunger, looking for work, rise in prices</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)		<i>For 1(b), likely valid responses include The cost would be too high, not the job of government (Laissez-faire), fear of what a government could do with a large police force</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)		<i>For 1(c), likely valid responses include: abolishing of treadmills, head-shaving not allowed. More educational work, meaningful work, prisoners were paid for work they did; 'separate prisons for young offenders', 'separate prisons for the mentally ill, 'trying to rehabilitate criminals'</i>
		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 crimes and criminals in the period 1250 - 1500. 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).	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers could analyse: Criminals could commit crimes such as homicide or petty crimes such as theft of items worth less than 12d. Anger or hunger can be seen as the motivation for many crimes. The Black Death led to a big rise in crime and cases of debt and theft rose as a result.</i>
<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).	<i>Use of conceptual understanding to organise the response might involve change (e.g. in the crime rate or in attitudes towards crime); causation (e.g. the reasons for changes in the crime rate or in attitudes towards crime); diversity (e.g. differences between crimes in town and country, between male and female criminals, or in the experiences and attitudes of different groups of people).</i> <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>
<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).	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 2–9 marks</b> <b>Write a clear and organised summary that analyses crimes and criminals in the period 1250 - 1500. Support your summary with examples.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3 (7–9 marks)</b>	<p>Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g.</p> <p><b>[Change]</b>  <i>The nature of crime changed during this period. At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, several new types of crime had emerged. For example, 'vagrancy' became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village. 'Scolding' was another new crime which had emerged by 1500. This was the use of offensive and abusive speech in public and was almost always used against women.</i></p> <p><b>[Causation]</b>  <i>People committed crime in this period for a variety of reasons. Anger was one reason – over half of homicides stemmed from simple arguments, and this may have been because the system of strip farming meant that peasants had to work very close to each other, often when sharp tools were nearby. Hunger was another reason people committed crime. Crime such as theft rose when harvests failed and people found themselves in debt and in need.</i></p> <p><b>Nutshell: Summary based on second order concept(s) with two or more valid supporting examples</b>  <i>Other valid areas might include: Change – new crimes such as gangs of robbers, religious crimes, treason and the building up of private armies/retainers; causation – why homicide rates were so high in this period; diversity – different crimes associated with different groups of people, e.g. rich and poor; or variety in the nature of crime, e.g. serious crimes (felonies)/ petty crimes.</i></p>
<b>Level 2 (4–6 marks)</b>	<p>Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g.</p> <p><b>[Causation]</b>  <i>The nature of crime changed during this period. At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, new types of crime had emerged. For example, 'vagrancy' became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village.</i></p> <p><b>Nutshell: Summary based on a second order concept with one valid supporting example</b></p>
<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically list or describe relevant events or developments with no <b>clear</b> organisation around a second order concept e.g.</p> <p><i>There were lots of different crimes in this period. Larceny, homicide, vagrancy. Homicide didn't just include murder but also things like accidental killing..</i></p> <p><b>Nutshell: List of events / developments with no clear organising concept.</b></p>
<b>0 marks</b>	

<b>Question 3–10 marks</b> <b>Why have there been changes in the types of crimes committed since 1955? 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).	<i>Explanations could explain new crimes such as car theft as well as new crimes such as cybercrime. These could be attributed to the changing nature of technology. Changes in society could be used to explain the rise in race crime or football hooliganism. Candidates could also explain the rise in illegal drug use due to transportation and the rise in gang violence.</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).	<i>Explanations 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. Answers which simply describe some aspects of crime from the period cannot reach beyond Level 1.</i>
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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.	

<p style="text-align: center;"><b>Question 3–10 marks</b></p> <p><b>Why have there been changes in the types of crimes committed since 1955? Explain your answer.</b></p> <p><b>Guidance and indicative content</b></p>	
<b>Level 5 (9-10 marks)</b>	<p>Level 5 answers will typically identify at least two reasons why there were changes in the types of crimes committed since 1955 and explain them fully e.g.</p> <p><i>One reason was because of changing technology and the increased access that ordinary people have to it. For example, the emergence of the internet in the 1990s led to the illegal downloading of films and music from illegal websites, as well as criminals sending 'phishing' emails to people to trick them into sharing their credit or debit card details. This is a change in the type of theft from previous periods because criminals no longer needed to lay their hands on physical property.</i></p> <p><i>Another reason is the change in the nature of society. Immigration to Britain from Commonwealth countries increased after the Second World War and this led to a rise in race crimes and often racially motivated physical violence. Governments during the 1960s passed laws to make it a crime to discriminate against people in jobs, accommodation or other places because of their race. This means that discrimination like this is now a crime as well.</i></p> <p><b>Nutshell: Two or more reasons identified and explained.</b></p>
<b>Level 4 (7-8 marks)</b>	<p>Level 4 answers will typically identify at least 1 reason why there were changes in the types of crimes committed since 1955 and explain it fully e.g.</p> <p><i>One reason was because of changing technology and the increased access that ordinary people have to it. For example, the emergence of the internet in the 1990s led to the illegal downloading of films and music from illegal websites, as well as criminals sending 'phishing' emails to people to trick them into sharing their credit or debit card details. This is a change in the type of theft from previous periods because criminals no longer needed to lay their hands on physical property.</i></p> <p><b>Nutshell: One reason identified and explained.</b></p>
<b>Level 3 (5-6 marks)</b>	<p>Level 3 answers will typically identify at least one valid, specific reason e.g.</p> <ul style="list-style-type: none"> <li>• <i>Increased immigration has led to a rise in racially motivated crimes.</i></li> <li>• <i>New technology like the internet had led to the emergence of cybercrime.</i></li> <li>• <i>Crimes have changed because of travel has increased so drug crime has increased.</i></li> </ul> <p><b>Nutshell: Identifies one or more valid reason(s) but no supporting evidence/ development</b></p> <p><b>NOTE: 5 marks for one reason identified; 6 marks for two or more</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Level 2 answers will typically contain correct descriptions of crime without linking these to the question of change, e.g.</p> <p><i>Cars are often stolen. Youths take cars for a 'joy-ride' and abandon it. There are lots of people who deal in illegal drugs.</i></p> <p><b>Nutshell: Describes crime</b></p>
<b>Level 1 (1-2 marks)</b>	<p>Level 1 answers will typically contain general points, or generalised/ unsupported assertions e.g.</p> <ul style="list-style-type: none"> <li>• <i>Crime has changed because there is different technology.</i></li> <li>• <i>There are more things now which are counted as criminal acts.</i></li> </ul> <p><b>Nutshell: Assertion(s)</b></p>
<b>0 marks</b>	

<b>Question 4*–18 marks</b> <b>'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.'</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>
<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>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of crime rates in the period 1500–1750, economic problems or any other factor.</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. BUT, to achieve the two highest levels, answers must consider both sides of the argument before reaching a conclusion.</i> <i>Answers are most likely to show understanding of the second order concepts of similarity and difference and causation but reward appropriate understanding of any other second order concept.</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 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>	<i>Answers are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: there was still no professional police force and local communities continued to police themselves. It was still up to the individual victim to decide if to prosecute someone. The hue and cry was still part of society. Law enforcement continued to be administered by unpaid (and amateur) officials such as JPs, constables and sheriffs. The structure of the court system remained consistent with the middle ages</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>	<i>Grounds for disagreeing include: the role of sheriffs became less important as the government increased the role of JPs. As towns grew, some began to employ watchmen to patrol the streets and arrest drunk, vagabonds and other criminals. After 1600 local manor courts and church courts declined and more criminals were dealt with by JPs at petty sessions.</i>
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 4* – 18 marks</b> <b>'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.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there was some differences in law enforcement by 1750. For example, the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern this was different because the government had extended the role of the JPs. Small groups of JPs met more regularly in their local areas in 'petty sessions', dealing with crime such as drunkenness. In addition to this, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p> <p><i>Overall, I think that there was more similarity than difference. Because there was no professional police force, individual communities were still expected to police themselves and the whole system relied on unpaid or poorly paid volunteers. So the way this system was applied changed slightly in reaction to a growing population, but the principle remained the same.</i></p> <p><b>Nutshell:</b> Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks</p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><i>On the other hand there was some differences in law enforcement by 1750. For example, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p> <p><b>Nutshell:</b> Balanced argument; three explained points of support (i.e. two on one side and one on the other)</p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. Another similarity was that the law was enforced by unpaid and amateur officials in both periods, such as Justices of the Peace (JPs). JPs passed really serious cases to the assizes, but judged others in their own courts with a jury of local people.</i></p> <p><b>Nutshell:</b> One sided argument, two explained points of support</p>

	<p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine. On the other hand there was some differences in law enforcement by 1750. For example, as towns grew in size, some of them began to employ 'watchmen' who patrolled the streets days and night. They were poorly paid, but expected to arrest drunks, vagabonds and other criminals and were allowed to peer in people's windows to check nobody was breaking the law.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree because one similarity would be the use of hue and cry which was used across both periods. This was when, whenever a crime took place, everyone within earshot had to stop what they were doing and join in a hunt for the criminal. If a village failed to carry out the hue and cry it would face a huge fine.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>No, I disagree because watchmen and sergeants were new in the Early Modern period.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 2 answers will typically describe law enforcement in one or both periods, without addressing the question of similarity or difference e.g.</p> <p><i>In the medieval period people used the hue and cry to catch criminals. In the Early Modern period JPs held quarter sessions four times a year.</i></p> <p><b>Nutshell: Description of punishments in one/both periods without linking to similarity/difference</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>Yes, there was enforcement that were the same in both periods like the courts.</i></p> <p><b>Nutshell General/ unsupported assertion(s)</b></p>
<b>0 marks</b>	

<b>Question 5*–18 marks</b> <b>How far do you agree that the most significant reforms to prisons happened in the Industrial period (1750 – 1900)? 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>
<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>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of punishments of offenders in any 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. BUT, to achieve the two highest levels, answers must consider at least one period outside industrial Britain 1750-1900, even if the response goes on to argue that the most important changes took place between 1750-1900.</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>	<i>Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.</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>	<i>Grounds for agreeing include: with the reduction of hangings and transportation from 1800, role of prisons became much more important. Roles of John Howard and Elizabeth Fry to encourage trying to reform prisons. New prisons were built to encourage reform and the 1923 gaol act contained important reforms such as JPs had to visit local prisons and the separation of women and men. Introduction of the treadmill and the crank was followed by the 1865 Prison Act which emphasised</i>
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	<i>Grounds for disagreeing include: The increasing use of the bridewell from the 1500s. C20 changes such as Paterson's reforms from 1922 to make prisons more 'as a punishment, not for a punishment'. The recent overcrowding of prisons and the courts deliver longer sentences. The impact of the Strangeways riot could also be considered. .</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.	

<b>Question 5* – 18 marks</b> <b>How far do you agree that the most significant reforms to prisons happened in the Industrial period (1750 – 1900)? Give reasons for your answer.</b> <b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out an argument which compares prison reform in the Industrial period to at least one other period. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>Overall, I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners. In addition to this, the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><i>On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors. Secondly, the emphasis shifted away from punishment and more towards rehabilitation. For example, and teachers were employed in prisons to give criminals a better chance of finding work after being released.</i></p> <p><i>On the whole, I agree with the statement. Even though there were really major reforms in the twentieth century that have transformed the role and regimes of prisons, this reforming attitude is a continuation of the work which first began in the nineteenth century, when the foundations were laid by earlier campaigners.</i></p> <p><b>Nutshell: Balanced argument; four valid examples (at least one from the industrial period and one from at least one other period) . Clinching argument = 18 marks</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument which compares prison reform in the Industrial period to at least one other period. Arguments will be explicitly supported by at least three valid examples, e.g.</p> <p><i>In some ways I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners.</i></p> <p><i>On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors. Secondly, the emphasis shifted away from punishment and more towards rehabilitation. For example, and teachers were employed in prisons to give criminals a better chance of finding work after being released.</i></p> <p><b>Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other – one must be the Industrial period)</b></p>
<b>Level 4 (10-12 marks)</b>	Level 4 answers will typically set out an argument based on prison reform in only one period, supported by two valid examples from that period, e.g.

	<p><i>Overall, I do agree with the statement. In the industrial period prisons changed a great deal. In 1750, prisons were extremely unhygienic, prisoner had to pay for items like food and candles, and prisoners were given little to do. After the campaigning work of John Howard and Elizabeth Fry, some of these things had changed. For example, in 1774, the The Health of Prisoners Act ordered that prisons should be regularly cleaned and whitewashed. There had to be separate rooms were to be provided for sick prisoners. In addition to this, the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><b>Nutshell: One period explained, supported by two examples</b></p> <p>Alternatively, Level 4 answers will typically set out a balanced argument which compares prison reform in the Industrial period to at least one other period, supported by one example from each period. e.g.</p> <p><i>I could agree with the statement because the 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders. On the other hand there were important reforms in the twentieth century. Firstly, prison reform was important in this period because the emphasis shifted away from harsh or physical punishment. For example, the use of the treadmill and crank ended in 1902. In 1922 solitary confinement ended and prisoners were allowed more visitors.</i></p> <p><b>Nutshell: Industrial and one other period explained, supported by one example from each period</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically set out an argument based on prison reform in one period, supported by one valid example from that period, e.g.</p> <p><i>I agree. The 1823 Gaol Act was passed in this period, which made major changes, such as each category of prisoner had to have their own area in the prison, and female prisoners had to be supervised by female warders.</i></p> <p><b>Nutshell: One period explained, supported by one example</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because the 1823 Gaol Act was passed in this period.</i></p> <p><i>No, I don't agree because the Bridewell was introduced earlier than this. It was an early type of prison.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 2 answers will typically describe campaigns/prisons/ relevant events without addressing the question, e.g.</p> <ul style="list-style-type: none"> <li><i>John Howard campaigned for prison reform in the Industrial period. He wanted running water and regular visits to prisoners from churchwardens.</i></li> <li><i>The silent system was used in this period. Prisoners were allowed to work together in silence. They were given pointless work.</i></li> </ul> <p><b>Nutshell: Description of prisons/campaigns/ related events without linking this to the question.</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>Yes, I agree because there were many laws passed about prisons during the industrial period.</i></p> <p><b>Nutshell General/ unsupported assertion(s)</b></p>
<b>0 marks</b>	

**Section B: The Elizabethans, 1580–1603****Question 6a – 3 marks**

**In Interpretation A, the film makers portray Elizabeth as a powerful queen. Identify and explain one way in which they do 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 illustrator portrays wealth and comfort + 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 film makers portray Elizabeth as a powerful queen 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 film makers. 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.*

*The following answers are indicative. Other appropriate ways and appropriate and accurate explanation should also be credited:*

*The film makers show Elizabeth as a strong leader (1). For example, there are soldiers behind her and looking up at her (1). This makes her look like a military hero, leading troops into battle (1).*

*The film makers show Elizabeth as being like a knight (1). For example, she is wearing armour and riding on horseback (1). This makes her seem physically strong (1).*

*The film makers use perspective well (1). We are looking up at Elizabeth and the troops are behind her in the distance (1). This suggests her importance and strong leadership (1).*

*The film makers show Elizabeth as regal and rich (1). For example, she's on a magnificent horse which is highly decorated (1). This shows she has wealth and respect (1).*

<b>Question 6b – 5 marks</b> <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.</b>	
<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 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: whether Elizabeth's power/authority changed across the period of her reign (change/continuity); reasons for Elizabeth's power / how much was dependent on her use of propaganda and image (causation); whether all of Elizabeth's subjects saw her as powerful – how much opposition there was from various groups such as parliament (diversity/ similarity &amp; difference); impact of Elizabeth's power, eg on those who opposed her policy (consequence).</i>
<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> <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.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p>Answers at L3 will typically explicitly identify an impression given in Interpretation A and suggest a valid line of enquiry based on a second order concept into this area. They will explain how this enquiry would increase understanding of how the Normans ruled England to 1087, e.g.</p> <p><b>[Causation]</b>  <i>Interpretation A suggests that Elizabeth was very good and using propaganda and speeches to give off a powerful image of herself. I would investigate whether this was why she was well respected, or whether there were other reasons as well, such as harsh punishments for opponents. This would help us to understand where her authority came from and whether it was genuine.</i></p> <p><b>[Change]</b>  <i>Interpretation A suggests that Elizabeth was a very powerful and respected queen and leader in England. I would investigate whether this was the case across the whole of her rule, or whether her power increased or diminished at any point. This would help us to understand how much opposition there was to Elizabeth's reign and from which groups of people.</i></p> <p><b>Nutshell: 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 the power of Queen Elizabeth.</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept.</p> <p><b>[Diversity]</b>  <i>I would investigate whether everybody respected and admired the queen or whether there were groups of people who were opposed to her reign. This would allow us to see how much support she had from her parliaments and subjects. (4)</i></p> <p><b>[Change]</b>  <i>I would investigate whether Elizabeth was always powerful and respected throughout her reign or whether he lost power as time went on. (3)</i></p> <p><b>Nutshell: Valid line of enquiry based on second order concept</b>  <b>NB: Max 3 marks if there is no indication of how the enquiry would increase understanding of the power of Queen Elizabeth.</b></p>
<b>Level 1 (1-2 marks)</b>	<p>Answers at L1 will identify details from Interpretation A and suggest further investigation into them (1-2 marks), e.g.</p> <p><i>I would like to know whether Elizabeth has less power because she was a queen rather than a king.</i></p> <p><i>I would investigate what event is being shown and what Elizabeth was saying to the soldiers.</i></p> <p>Alternatively, answers at L1 will identify details from Interpretation A and ask if they are accurate (1 mark), e.g.</p> <p><i>Interpretation A shows Elizabeth wearing armour I would like to know if that really did happen.</i></p> <p><b>Nutshell: Find out more about people / events / objects in Interpretation A – not based on second-order concept</b></p>

<b>Question 7–12 marks</b> <b>Interpretations B and C both focus on Elizabethan adventurers. 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>
<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).	<i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• (L1) Comparison of provenance and source type alone, eg B is from a government handbook, C is an author's blog; they are both modern sources.</li> <li>• (L1) Undeveloped reasons for differences based on simplistic provenance, eg B was written by the government but C is not biased.</li> <li>• (L2) Individual points of similarity/difference in content: Both sources mention that Drake was the first to sail around the globe; B says the Elizabethan adventurers were the first to colonise the east coast of America and C also says they were the founders of the British Empire; C says Drake was a 'menace' to the Spanish but B says he expanded trade to Spanish colonies.</li> <li>• (L3) Differences in the overall portrayal of the Elizabethan adventurers: B depicts Drake and others as British heroes, saying it was a time of 'growing patriotism' and Britain's 'naval tradition.' It mentions only positive achievements such as circumnavigation and increasing trade. However, C depicts the adventurers in a more negative way, saying it is 'quite right' that they are not portrayed as 'heroes'. The author calls Drake a 'pirate' and draws attention to his involvement in slavery which is completely absent from B.</li> <li>• (L4) Comparison as L3, plus developed reasons for differences – purpose/audience of Interpretation B, eg the handbook is designed to give new arrivals in Britain information about British History in order pass a citizenship test. It's therefore more likely to try to foster feelings of pride in the readers and give a good impression of British History.</li> <li>• (L4) Comparison as L3, plus developed reasons for differences– less likely but candidates may point out that the author of C has matured so that as a child, he naively accepted the swashbuckling accounts of Drake but now he recognises that this is a bit idealistic.</li> </ul> <p>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</p>
<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.	

	<p><i>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></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>
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Question 7–12 marks Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences? Guidance and indicative content	
<b>Level 4 (10-12 marks)</b>	<p>Answers at L3 will typically compare the overall portrayal of the Elizabethan adventurers. They will support this with relevant reference to the content of the interpretations. They will use the <b>purpose of B or the context of C</b> to explain reasons for different portrayals, e.g.</p> <p><i>As L3, plus:</i>  <i>I think Interpretation B is so positive is because the handbook is designed to give new arrivals in Britain information about British History in order pass a citizenship test. It's therefore more likely to try to foster feelings of pride in the readers and give a good impression of British History. [12 marks]</i></p> <p><b>OR (less likely)</b>  <i>I think that the author of C has matured so that as a child, he naively accepted the swashbuckling accounts of Drake but now he recognises that this a bit idealistic given how much more focus there is now on the dark side of British history and its involvement in the slave trade. [12 marks]</i></p> <p><b>NOTE:</b> Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B is positive because it was written by the UK government so will support Drake.</i></p> <p><b>Nutshell:</b> Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</p>
<b>Level 3 (7-9 marks)</b>	<p>Answers at L3 will typically compare the overall portrayal of the impact of the Elizabethan adventurers. They will support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance, e.g.</p> <p><i>Interpretation B depicts Drake and others as British heroes, saying it was a time of 'growing patriotism' and Britain's 'naval tradition.' It mentions only positive achievements such as circumnavigation and increasing trade. However, C depicts the adventurers in a more negative way, saying it is 'quite right' that they are not portrayed as 'heroes'. The author calls Drake a 'pirate' and draws attention to his involvement in slavery which is completely absent from B.</i></p> <p><b>Nutshell:</b> Valid comparison of portrayals in B and C with support from one or both interpretations.</p> <p><b>NOTE:</b> Answers with support from only one interpretation award 7 marks</p>
<b>Level 2 (4-6 marks)</b>	<p>Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g.</p> <ul style="list-style-type: none"> <li>• <i>Both sources mention that Drake was the first to sail around the globe.</i></li> <li>• <i>B says the Elizabethan adventurers were the first to colonise the east coast of America and C also says they were the founders of the British Empire.</i></li> <li>• <i>C says Drake was a 'menace' to the Spanish but B says he expanded trade to Spanish colonies.</i></li> </ul> <p><b>Nutshell:</b> Selects individual points of similarity or difference</p> <p>Answers at L2 will typically make a valid comparison of the overall portrayal of the Elizabethan adventurers but fail to develop this with relevant support, e.g.  <i>Interpretation B depicts the adventurers as daring explorers and heroes but C gives a much more negative impression overall.</i></p> <p><b>Nutshell:</b> Valid comparison of portrayals with no support</p> <p>Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of the Elizabethan adventurers but fail to compare to the other interpretation, e.g.  <i>I think the reason B is so positive about the adventurers is because the handbook is designed to give new arrivals in Britain information about British History in order pass a citizenship test. It's therefore more likely to try to foster feelings of pride in the readers and give a good impression of British History.</i></p> <p><b>Nutshell:</b> Purpose of one interpretation used to explain its portrayal – no comparison.</p>

<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically make simplistic comments about provenance e.g.  <i>They are different because B is from a government handbook who would be biased towards people in British history whereas C is by a writer who has done lots of research and wants to show both sides.</i></p> <p><b>Nutshell: Comparison of simplistic provenance</b></p> <p>Alternatively, answers will explain or paraphrase details from/ portrayal in one/ both interpretations with no valid comparison between them e.g.  <i>B says that Drake was the first person to circumnavigate the globe. He defeated the Spanish Armada. In C, it says the adventurers founded the British Empire and were also pirates.</i></p> <p><b>Nutshell: Summary / Portrayal from one/both interpretations with no valid comparison</b></p>
<b>0 marks</b>	

<b>Question 8*–20 marks</b> <b>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?</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>
<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>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the Catholic threat in Elizabethan England.</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 Levels 4 and 5, this must involve evidence to both support and challenge the interpretation.</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>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence (how Catholics did or did not threaten the nation); change and continuity (eg how the nature and extent of the treat changed across the period); and similarity and difference (diversity of nature of Catholicism across England) but reward appropriate understanding of any other second order concept.</i>
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	<i>Grounds for agreeing include: the loyalty of the Church Papists, eg most Catholics attended Protestant church services and a large number chose to drop Catholic faith after 1580; very few English Catholics were actually plotters; the impact of spy network/ tighter controls on Catholics by 1603; the limited success of the Jesuits and seminary priests; most English priests who refused to accept Protestant Church left the country and worked in universities abroad.</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).	<i>Grounds for disagreeing include: Number of recusants began to grow after 1580; the danger</i>

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p> <p><b>Level 1 (1–4 marks)</b>            Demonstrates some knowledge of features and characteristics of the period (AO1).            Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).            Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p> <p><b>0 marks</b>            No response or no response worthy of credit.</p>		<p><i>presented by Mary Queen of Scots until 1587; the power of the Papacy – plotters/ some recusants loyal to him rather than Queen ('Bloody Question' revealed many priests to be traitors); the danger presented by Spain, France, Scotland and Ireland; the activities of the Jesuits and seminary priests; the plots against the Queen.</i></p>
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**Question 8\*-20 marks**

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?

**Guidance and indicative content**

<b>Level 5 (17-20 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, by 1580, many English Catholics had dropped their old faith because most priests accepted Elizabeth's changes and Protestant sermons gradually altered people's beliefs. There weren't many people who could afford the fines for non-attendance at Church. Even if these people were still inwardly loyal to the Pope, Elizabeth didn't mind this and even allowed Catholics to attend her court, showing they weren't a threat. Additionally, in terms of the number of actual plotters and people who planned to replace Elizabeth with Mary I, there were probably never more than two hundred or so of these. Most Catholics were conformers or recusants and posed no real danger to the queen.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. There were various Catholics plots. For example, in 1586, Anthony Babington and John Ballard plotted to kill Elizabeth and place Mary on the throne. They were communicating secretly with Mary but were found out by Elizabeth's spies. This shows the threat was very real. Also, from 1580 Jesuit priests were arriving in England and persuading people to return to the Catholic faith. The number of Recusants rose and Elizabeth's government certainly saw this as dangerous and threatening to the Protestant religion and to Elizabeth's power.</i></p> <p><i>Overall I disagree with the statement. Although Catholics weren't a 'danger' in the sense that we would see it today, Elizabeth viewed things differently because she saw Catholics as having divided loyalties and this was an assault on her authority. Additionally, even though Catholic plotters many have been small in number, it would only take one successful plot to kill the queen so this was very dangerous.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b></p>
	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. In terms of the number of actual plotters and people who planned to replace Elizabeth with Mary I, there were probably never more than two hundred or so of these. Most Catholics were conformers or recusants and posed no real danger to the queen.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. There were various Catholics plots. For example, in 1586, Anthony Babington and John Ballard plotted to kill Elizabeth and place Mary on the throne. They were communicating secretly with Mary but were found out by Elizabeth's spies. This shows the threat was very real. Also, from 1580 Jesuit priests were arriving in England and persuading people to return to the Catholic faith. The number of Recusants rose and Elizabeth's government certainly saw this as dangerous and threatening to the Protestant religion and to Elizabeth's power.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p>
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>I disagree with this interpretation. There were various Catholics plots. For example, in 1586, Anthony Babington and John Ballard plotted to kill Elizabeth and place Mary on the throne. They were communicating secretly with Mary but were found out by Elizabeth's spies. This shows the threat was very real. Also, from 1580 Jesuit priests were arriving in England and persuading people to return to the Catholic faith. The number of Recusants rose and Elizabeth's government certainly saw this as dangerous and threatening to the Protestant religion and to Elizabeth's power.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p>

	<p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is evidence to support the interpretation. For example, in terms of the number of actual plotters and people who planned to replace Elizabeth with Mary I, there were probably never more than two hundred or so of these. Most Catholics were conformers or recusants and posed no real danger to the queen. However, there is also lots of evidence to challenge this interpretation. There were various Catholics plots. For example, in 1586, Anthony Babington and John Ballard plotted to kill Elizabeth and place Mary on the throne. They were communicating secretly with Mary but were found out by Elizabeth's spies. This shows the threat was very real.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I disagree because there were various Catholics plots. For example, in 1586, Anthony Babington and John Ballard plotted to kill Elizabeth and place Mary on the throne. They were communicating secretly with Mary but were found out by Elizabeth's spies. This shows the threat was very real.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because there were only about two hundred plotters.</i>  <i>No, I don't agree because there were plots to kill Elizabeth and put the Catholic Mary Stewart on the throne.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 1 answers will typically describe Catholics / religion / plots / related events  <i>In 1586 Elizabeth put Mary Stewart on trial and she was executed.</i></p> <p><b>Nutshell: Description of Anglo Saxons without linking this to the question</b></p> <p>Alternatively, Level 1 answers will make general, unsupported assertions e.g.  <i>Yes, I agree because they were going against the Protestant religion.</i></p> <p><b>Nutshell: general, unsupported assertions.</b></p>
<b>0 marks</b>	

<b>Question 9*–20 marks</b> <b>According to the website <a href="http://www.enotes.com">www.enotes.com</a>, '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?</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>
<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>	<i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabethan society. 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 Levels 4 and 5, this must involve considering both evidence to support and to challenge the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across society); change and continuity (how people's lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: The gentry's daily lives could be described as 'good'—they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet; yeomen farmers 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; yeomen's lives may not have been extravagant but could be described as 'good' in comparison to the labouring poor; the labouring poor's diet improved when times were good to include cheese, fish or bacon; women from the 'middling' sort and labouring families were free to marry whomever they wished; the wages of yeomen farmers increased during this period; the new Poor Law of 1601 saw some improvements for the poor, eg provision of almshouses for the able-bodied poor.</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>	<i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across society); change and continuity (how people's lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: The gentry's daily lives could be described as 'good'—they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet; yeomen farmers 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; yeomen's lives may not have been extravagant but could be described as 'good' in comparison to the labouring poor; the labouring poor's diet improved when times were good to include cheese, fish or bacon; women from the 'middling' sort and labouring families were free to marry whomever they wished; the wages of yeomen farmers increased during this period; the new Poor Law of 1601 saw some improvements for the poor, eg provision of almshouses for the able-bodied poor.</i>
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of 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>	<i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across society); change and continuity (how people's lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: The gentry's daily lives could be described as 'good'—they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet; yeomen farmers 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; yeomen's lives may not have been extravagant but could be described as 'good' in comparison to the labouring poor; the labouring poor's diet improved when times were good to include cheese, fish or bacon; women from the 'middling' sort and labouring families were free to marry whomever they wished; the wages of yeomen farmers increased during this period; the new Poor Law of 1601 saw some improvements for the poor, eg provision of almshouses for the able-bodied poor.</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	<i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience across society); change and continuity (how people's lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i> <i>Grounds for disagreeing include: The labouring poor made up around half the population and had very hard lives – they worked</i>

<p>ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>all the daylight hours for yeomen and husbandmen and struggled to pay rent, buy food 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; lives were difficult for yeomen's wives who would often do much of the hard work around the house themselves; women from the families of gentry had little freedom and did not choose whom they married; 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; gentlemen whose lives were comfortable only made up about 2% of the population.</i></p> <p><b>NB</b> Do not allow responses that stray from 'daily lives' as per the question, eg theatres and past-times. persecution of witches, Puritans, Catholics, etc.</p>
<p><b>Level 1 (1–4 marks)</b>  Demonstrates some knowledge of features and characteristics of the period (AO1).  Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

**Question 9\*-20 marks**

According to the website [www.enotes.com](http://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?

**Guidance and indicative content**

<b>Level 5 (17-20 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, the gentry's daily lives could be described as 'good' – they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet. They would hold feasts with lots of different meats/ fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. But it wasn't just for the rich that life was improving. Life for the people lower down the social scale somewhat in this period to. The wages of yeomen farmers increased and the new Poor Law of 1601 saw some improvements for the very poor with the provision of almshouses.</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. The labouring poor made up around half the population and had very hard lives – they worked all the daylight hours for yeomen and often struggled to pay rent or buy food when they could not find a day's work. Their food was not varied like the gentry's and when there were bad harvests some would starve to death. Also, poverty grew in this period and in some areas the 'settled poor' made up 30% of the population. Not all poor people benefitted from the Poor Law; for example, vagabonds/vagrants were actually punished.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b></p> <p><b>NOTE: NB</b> Do not allow responses that stray from 'daily lives' as per the question, eg theatres and past-times. persecution of witches, Puritans, Catholics, etc.</p>
	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, the gentry's daily lives could be described as 'good' – they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet. They would hold feasts with lots of different meats/ fish like swan, eel and pheasant. They drank fine wine imported from France and Italy</i></p> <p><i>However, there is also lots of evidence to challenge this interpretation. The labouring poor made up around half the population and had very hard lives – they worked all the daylight hours for yeomen and often struggled to pay rent or buy food when they could not find a day's work. Their food was not varied like the gentry's and when there were bad harvests some would starve to death. Also, poverty grew in this period and in some areas the 'settled poor' made up 30% of the population. Not all poor people benefitted from the Poor Law; for example, vagabonds/vagrants were actually punished.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p>
	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, the gentry's daily lives could be described as 'good' – they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet. They would hold feasts with lots of different meats/ fish like swan, eel and pheasant. They drank fine wine imported</i></p>

	<p>from France and Italy. But it wasn't just for the rich that life was improving. Life for the people lower down the social scale somewhat in this period to. The wages of yeomen farmers increased and the new Poor Law of 1601 saw some improvements for the very poor with the provision of almshouses.</p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a lot evidence to support the interpretation. Firstly, the gentry's daily lives could be described as 'good' – they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet. They would hold feasts with lots of different meats/ fish like swan, eel and pheasant. They drank fine wine imported from France and Italy. However, there is also lots of evidence to challenge this interpretation. The labouring poor made up around half the population and had very hard lives – they worked all the daylight hours for yeomen and often struggled to pay rent or buy food when they could not find a day's work. Their food was not varied like the gentry's and when there were bad harvests some would starve to death.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree because the gentry's daily lives could be described as 'good' – they lived luxurious lifestyles, had grand houses and had a plentiful supply of food and a varied diet. They would hold feasts with lots of different meats/ fish like swan, eel and pheasant. They drank fine wine imported from France and Italy.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because the gentry had lives of luxury with feasts and banquets.</i>  <i>Yes, I agree because women from the 'middling' sort and labouring families were free to marry whomever they wished.</i>  <i>No, I disagree because when there were bad harvests many people starved to death.</i></p> <p><b>Nutshell: Identification of reason(s) to support/challenge without full explanation</b></p> <p>Alternatively, Level 1 answers will typically describe daily lives  <i>Labourers made up half the population. Day labourers went from farm to farm looking for work. They often struggled to pay rent.</i></p> <p><b>Nutshell: Description of daily lives without linking this to the question</b></p> <p>Alternatively, Level 1 answers will make general, unsupported assertions e.g.  <i>No, I disagree because the lives of labourers were really hard.</i></p> <p><b>Nutshell: general, unsupported assertions.</b></p>
<b>0 marks</b>	

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