



GCSE (9-1)

History B Schools History Project

J411/18: Migrants to Britain, c.1250 to present with The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for June 2024

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

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

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

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MARKING INSTRUCTIONS

PREPARATION FOR MARKING

RM ASSESSOR

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

MARKING

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

Rubric Error Responses – Optional Questions

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.
7. Award No Response (NR) if:
 - there is nothing written in the answer space
 Award Zero '0' if:
 - anything is written in the answer space and is not worthy of credit (this includes text and symbols).
 Team Leaders/PEs must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

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8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.
9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*
10. For answers marked by levels of response:
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
 - To determine the mark within the level**, consider the following













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

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11. Annotations

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

12. Subject Specific Marking Instructions

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

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Section A: Migrants to Britain, c.1250 to present

Question 1–3 marks	
<p>(a) Give one way in which medieval kings tried to encourage migrants to come to Britain after 1250.</p> <p>(b) Identify one contribution made by Huguenot migrants to early modern Britain (1500–1750).</p> <p>(c) Identify one business typically set up by Chinese migrants during the period 1750 to 1900.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(a), likely valid responses include: Gave them special privileges; examples of migrants who were offered privileges, e.g. Italian bankers gained rights to trade in English wool; Henry III invited Flemings who worked in the cloth industry to live and work in England; Edward III promised to help and protect Flemish weavers; he let the Flemish set up their own weavers' guild; he allowed them to them work wherever they wanted to; he banned the export of English raw wool for a short time so that they had to come to England to weave.</p> <p>NOTE 1: Responses do not need to identify a specific king. NOTE 2: Do not credit overly generic responses which could apply to migrants from any period (e.g. 'job opportunities') or reference to pre-1250 (e.g. 'protection for Jewish migrants').</p> <p>For 1(b), likely valid responses include: Skilled craftsmanship/ new techniques in silk industry/ clock making; employed hundreds of refugees; financial backing for Bank of England; setting up new churches</p> <p>For 1(c,) likely valid responses include: laundries; lodging houses; restaurants; opium dens; tobacconists</p> <p>Any other historically valid response is acceptable and should be credited.</p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2–9 marks Write a clear and organised summary that analyses Irish migration to Britain in the 1800s. Support your summary with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers may show use of second order concepts such as:</i> Causation (reasons for migration), e.g. poverty; unemployment; slow Irish industrialisation; Irish Famine from 1845/46; financial incentives from landlords to leave Ireland in order to reduce the poor law burden on ratepayers; land clearance policies; violence during the Land Wars; seasonal migration to England during harvest; improved connections with Britain such as the cheap packet boat from Dublin to Liverpool; industrialisation and economic opportunities on mainland, e.g. employment in the construction of roads, canals and railways; growth of cities and ports. Consequence for the migrants themselves, e.g. Overcrowded living and poor sanitary conditions in port cities; religious and racial prejudice, poverty, employment as navvies. Consequence (impact on Britain), e.g. growth of Irish communities in port cities; revival of Catholic Church; development of Irish culture/art in cities such as Liverpool and Glasgow. Diversity (similarity and difference): e.g. comparison between positive and negative experiences of Irish migrants. <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). No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 3 (7–9 marks) 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).	
Level 2 (4–6 marks) 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).	
Level 1 (1–3 marks) 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).	
0 marks No response or no response worthy of credit.	

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Question 2–9 marks Write a clear and organised summary that analyses Irish migration to Britain in the 1800s. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Causation] <i>One reason for Irish migration in this period was the Irish Famine, which hit after the failure of the potato crop in 1845 and 1846, when it was hit by a disease. In Ireland, millions of poor people relied on potatoes as their main food source. Food prices rose and people could no longer afford to pay their rents. This meant that hundreds of thousands came to Britain to find work or escape hunger.</i></p> <p><i>Another reason was that Britain was undergoing a process of industrialisation, which generated jobs for dock labourers, diggers, factory workers and builders. For example, the boom in the building of railways and canals meant that many Irish migrants were employed as ‘navvies’. So Irish migrants were pulled towards Britain because there were plenty of jobs available in the new industries. [9]</i></p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Consequence] <i>Irish migration often resulted in prejudice and conflict in Britain. For example, in 1848 there were riots in Cardiff following a fight between an Irish migrant and a Welshman which had ended in the stabbing of the Welshman. An angry anti-Irish mob took to the streets and there were attacks on Irish people and property. [5]</i></p>
Level 1 (1–3 marks)	<p>Lists/descriptions of Irish migration / related developments with no organising concept, e.g. <i>Thousands of Irish migrants came to Britain via the Western port cities of Liverpool, Cardiff and Glasgow, with many choosing to settle in those communities. The Irish lived in poor conditions and worked as navvies, which was a dangerous job. They dug tunnels by hand with the help of gunpowder. Many were killed and injured. [3]</i></p> <p>OR Statements based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> • (Diversity) <i>Many Irish migrants experienced prejudice and discrimination but others had a much more positive experience. [1]</i> • (Consequence) <i>Irish migrants helped revive the Catholic Church in England. [1]</i>
0 marks	

Question 3–10 marks To what extent were African migrants welcomed and accepted in British society between 1500 and c.1800? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations could consider:</i> <i>Yes, they were accepted, as shown through: the presence of Africans throughout Tudor society, e.g. John Blanke (Henry VIII's trumpeter) and in London parish records; large numbers of Black people in parish registers indicates they were accepted members of communities; Elizabeth I refused to expel Africans in return for a German merchant giving her English prisoners of war; some African servants did very well for themselves and it was clearly possible for Africans to live independent lives, e.g. 1667 an African servant called Mingo inherited a lighthouse from Sir William Batten; despite slave trade, the ruling of Lord Chief Justice in 1706 declared that there was no such thing as a slave in England; during the Napoleonic Wars a large number of Black men joined Britain's army and navy; Africans in Britain such as Olaudah Equiano, Mary Prince and Ottobah Cugoana worked alongside British abolitionists to campaign for the abolition of the slave trade.</i> <i>No, they were not accepted: as Britain's role in the slave trade developed, the position of Africans deteriorated, with 'race' developing as a defining feature of status; more Africans arrived in Britain and their legal status was uncertain – there were many Africans being sold in coffee shops and the evidence of advertisements about runaways show that some owners saw the Africans who worked for them as their property; the end of the American War of Independence led to Black British soldiers arriving as refugees and the Committee for the Relief of the Black Poor tried to forcibly organise their 'resettlement' to Sierra Leone.</i> <i>Explanations are most likely to show understanding of the second order concepts of causation, consequence and diversity, but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply provide general descriptions of the period cannot reach beyond Level 1.</i>
Level 5 (9–10 marks) 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).	
Level 4 (7–8 marks) 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).	
Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
Level 2 (3–4 marks) 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).	
Level 1 (1–2 marks) 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).	
0 marks No response or no response worthy of credit.	

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Question 3–10 marks To what extent were African migrants welcomed and accepted in British society between 1500 and c.1800? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more arguments for <u>and/or</u> against African migrants being welcomed and accepted in British society between 1500 and c.1800, identified and fully explained, e.g.</p> <p><i>To some extent Africans were welcomed and accepted in this period. For example, parish registers, tax returns and court records from this period demonstrate that Africans inter-married with the local population and served in a range of positions and received different levels of wages just like British people did. For example, the African trumpeter John Blanke was a servant of Henry VIII was granted a pay rise after his written request to the king, revealing a high degree of acceptance and integration with court life.</i></p> <p><i>However, as the slave trade boomed in the 1700s, some historians think new ideas about ‘race’ developed, in order to justify the huge amounts of profit involved in enslaving Africans. More Africans arrived in Britain as the enslaved property of ships’ captains, or of planters spending time in England. Court records and advertisements about runaways show that some owners saw the Africans who worked for them as their property, which is clear evidence they were not welcomed or accepted. [10]</i></p> <p>NOTE: Candidates may cover two arguments for African migrants being accepted; or two arguments for them not being accepted; or one of each.</p>
Level 4 (7-8 marks)	<p>One argument for <u>or</u> against African migrants being welcomed and accepted in British society between 1500 and c.1800, identified and fully explained, e.g.</p> <p><i>They were not always accepted. When ‘Black Loyalist’ soldiers who had been fighting on Britain’s side in the American War of Independence came to Britain, they couldn’t find work and became beggars on the streets of London. A group of wealthy people set up a committee to give out food and clothing to the ex-soldiers but also began rounding them up for a scheme to send them to Sierra Leone. This does not show that they were accepted in British society. [7]</i></p>
Level 3 (5-6 marks)	<p>Identifies an argument and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> • <i>Until the mid-17th century, people’s social status was more about wealth and family rather than skin-colour, so Africans were accepted because they tended to be living alongside the wider population.</i> <p>OR</p> <p>Identifies an argument and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> • <i>Yes, they were definitely welcomed in this period because I know that Africans were employed in a range of occupations. For example, Cesar Picton ran a pub in Doncaster.</i> <p>NOTE: One L3 = 5–6 marks Two L3s = 6 marks</p>

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Level 2 (3-4 marks)	<p>Identifies one or more arguments but with neither of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining how/why the argument shows that African migrants were/were not welcomed and accepted, e.g. <ul style="list-style-type: none"> • <i>We know they were accepted because they were found at all levels of Tudor society.</i> • <i>No, because wealthy people only saw African servants as status symbols.</i> <p>OR Describes African migrants or related events in this period, e.g.</p> <ul style="list-style-type: none"> • <i>The Court of Henry VIII had strong connections with Spain through his marriage to Catherine of Aragon. This led to Blackamoors from North Africa travelling to England.</i> • <i>By the late eighteenth-century it was fashionable for wealthy people to have Black servants. The status of their freedom was challenged in the courts.</i> <p>Note: Answers which discuss transatlantic slavery in isolation (or discuss treatment of Africans on plantations) rather than African migrants in Britain = L2</p>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>No, they weren't accepted because people were racist.</i> • <i>Yes, they were accepted because they did lots of jobs.</i>
0 marks	

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Question 4*–18 marks 'Britain was a hostile place for Jewish migrants between 1250 and 1900.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of Jewish migrants in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concept of consequence and change over time but reward appropriate understanding of any other second order concept.</i>
Level 6 (16–18 marks) 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>Grounds for agreeing include: By 1250 Henry III was no-longer keeping royal promises to protect Jewish people; there was frequent violence against Jewish people (e.g. in Lincoln 1255; in various town 1263-4, e.g. 400 murdered in London on Palm Sunday 1263; in 1290 when Jewish people being expelled were deliberately drowned); in 1275, Edward I passed the Statute of Jewry which passed laws against Jewish people (e.g. had to wear yellow badges and they were only allowed to live in a few towns); in 1290, they were expelled from England altogether; when Cromwell allowed Jewish people back into England, they still faced restrictions (e.g. they were not allowed to serve in the army, attend university or become lawyers); Jewish migrants from Eastern European in late 1800s had to tolerate cramped living and working conditions (e.g. working in clothing sweatshops), which could be considered a hostile environment; the reaction of some middle-class Jewish people already living in Britain could be considered hostile, e.g. Chief Rabbi wrote to European rabbis asking them to persuade their people not to come.</i>
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation 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>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas 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: Jewish moneylenders were valued in c.1250 as they provided finances for the castles, cathedrals and churches; in 1250, they were still treated as royal property, which had some advantages because they enjoyed the protection of the crown (e.g. in times of crisis, Jewish people were allowed to seek shelter in any of the king's castles); Cromwell invited Jewish people back into England in 1655; in the late 1600s, newly-admitted Jewish migrants who worked as financiers and traders benefited from the expansion of banking (e.g. Moses Hart, made a fortune by trading at London's Royal Exchange); after 1750, Jewish people from all social classes became more assimilated into British society and restrictions on Jewish people were lifted (e.g. from 1833 they could serve on juries and work as lawyers; Cambridge and Oxford Universities began to admit Jewish students); poor Jewish refugees in late 1800s were offered help and support by Jewish people already here, e.g. they set up soup kitchens and formed the Board of Guardians for the Jewish Poor.</i>
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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>	
0 marks No response or no response worthy of credit.	

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Question 4*–18 marks 'Britain was a hostile place for Jewish migrants between 1250 and 1900.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p> <p><i>Furthermore, in the 1800s, restrictions on Jewish migrants were lifted. For example, from 1833 they could serve on juries and work as lawyers. The universities of Cambridge and Oxford also started to allow the entrance of Jewish students. Jewish people became more assimilated into British society – there was even a Jewish Lord Mayor of London in 1855. This shows that Britain was becoming a less hostile place for Jewish migrants, who were granted more freedom and equality.</i></p> <p><i>Yet Britain was still a hostile place for Jewish people who arrived in Britain at the end of the 1800s, fleeing persecution in the Russian Empire. These refugees were often forced to live in overcrowded lodging houses in areas such as Whitechapel in London. They struggled to find employment and mostly ended up working in clothing sweatshops, working long hours for very low wages. So Britain was a hostile place for them because they had to tolerate poor living and working conditions.</i></p> <p><i>Overall, I would say that the level of hostility decreased over time – in the 13th century, there was a huge amount of hostility towards all Jewish people of all backgrounds, ending in their wholesale expulsion. However, by 1900, although Jewish people were still having to put up with appalling living conditions, this was in line with the experiences of many poor people in British cities – from all sorts of backgrounds – at this time.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p> <p><i>Yet Britain was still a hostile place for Jewish people who arrived in Britain at the end of the 1800s, fleeing persecution in the Russian Empire. These refugees were often forced to live in overcrowded lodging houses in areas such as Whitechapel in London. They struggled to find employment and mostly ended up working in clothing sweatshops, working long hours for very low wages. So Britain was a hostile place for them because they had to tolerate poor living and working conditions.</i></p>

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Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g <i>I agree. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>Furthermore, in the 1800s, restrictions on Jewish migrants were lifted. For example, from 1833 they could serve on juries and work as lawyers. The universities of Cambridge and Oxford also started to allow the entrance of Jewish students. Jewish people became more assimilated into British society – there was even a Jewish Lord Mayor of London in 1855. This shows that Britain was becoming a less hostile place for Jewish migrants, who were granted more freedom and equality.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is a great deal of evidence to support this statement. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p><i>However, the statement can be challenged because, under Cromwell, Jewish migrants were allowed back into Britain after 1655. Cromwell was not hostile to Jewish migrants because he believed that Jewish merchants would be beneficial to the economy. Many Jewish families prospered in London, as financiers and traders, and also did well in other trading ports like Liverpool and Hull. So Britain seemed to be less hostile to these Jewish migrants and, by 1700, there were around 8,000 in England.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. Firstly, medieval Britain was quite a hostile place for Jewish people on the whole. For example, they were often accused of crimes such as coin clipping or murder, as in the 'blood libel' case in Lincoln in 1255. In 1263 four hundred were murdered in London by a violent mob. This shows how Britain was a hostile place for them because they often faced suspicion and sometimes violence.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because, in 1655, Cromwell invited Jewish people back into Britain. (4)</i> • <i>I agree because Edward I expelled Jewish people altogether in 1290. (4)</i> • <i>I agree because Jewish people were often wrongly accused of ritual murder. (4) For example, in 1255, a Jewish man in Lincoln was accused killing a young boy. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description(s) of Jewish migration/ relevant events <i>At the end of the 1800s, many Jewish refugees arrived in Britain because they were fleeing from persecution in the Russian Empire. (4) Over 200 pogroms took place between 1881 and 1884. (5) A large Jewish community developed in the Spitalfields area in London. (6)</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g. ‘</p> <ul style="list-style-type: none"> • <i>I agree because there was often violence towards Jewish people in the late 13th century.</i>
0 marks	

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Question 5*–18 marks 'Persecution in their home country was the main reason why migrants came to Britain in the period 1900 to 2015.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migration in this period. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concepts of causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Jewish people from Germany and Austria fleeing Nazi persecution in the 1930s, including the Kindertransport; Kenyan Asians fleeing persecution from Kenyatta's regime; Ugandan Asians fleeing persecution from Idi Amin; Indians fleeing persecution following Partition in 1948.</i> NOTE: candidates may frame points from below (e.g. relating to war/ Communist control) as persecution. This is acceptable as long as the argument is valid. <i>Grounds for disagreeing include:</i> <ul style="list-style-type: none"> Impact of war/ conflict, e.g. Belgian refugees fleeing German invasion in 1914; Poles fleeing Nazi invasion in 1939; impact of Second World War (i.e troops returning home after serving in the British Army/ being stationed in Britain led to post-war migration); refugees / asylum seekers fleeing conflicts in Europe, Africa and the Middle East. British government legislation, e.g. Polish Resettlement Act 1947; British Nationality Act 1948; signing 1951 UN Convention on Refugees; joining EEC 1973. Economic factors, e.g. Post-war British labour shortage/ rebuilding post-war economy (e.g. recruitment drives by NHS/ London Transport in Caribbean); unemployment at home (e.g. Jamaica). Other reasons, e.g. legacy of British Empire (admiration of the 'Mother Country' / shared education/ culture in Caribbean); Europeans fleeing Communist-controlled countries post-1945.
Level 6 (16–18 marks) 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>	
Level 5 (13–15 marks) 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>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation 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>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas 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>	
Level 2 (4–6 marks) 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>	
Level 1 (1–3 marks) 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>	
0 marks No response or no response worthy of credit.	

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Question 5*–18 marks 'Persecution in their home country was the main reason why migrants came to Britain in the period 1900 to 2015.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p> <p><i>Finally, I think war has played a key role. For instance, over 250,000 Belgians fled to Britain when Germany invaded their county in 1914. There was a similar situation in 1939 when both German and the Soviet Union invaded Poland and the Polish community in Britain grew to around 160,000. When the war ended in 1945, and Poland fell under the control of communist forces, 120,000 stayed. So these people moved to Britain mainly because they were escaping from conflict.</i></p> <p><i>Overall, I think that escaping persecution has been the key reason for a wide range of migrants leaving their home country; even the Belgians and Poles who left because of war left because of fear of persecution under foreign rule. However, with respect to why they moved to Britain specifically, persecution has also been linked to other factors, such as the legacy of Britain's empire and the economic opportunities available here.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p>

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Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of persecution in places like Kenya and Uganda. For example, in 1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So these people came to Britain because they felt driven out from their homes.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>Persecution has been a major factor for migration to Britain in the 20th century. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p><i>However, another important reason was the labour shortage in Britain following the Second World War. Some British organisations such as the NHS and London Transport ran large recruiting campaigns in the Caribbean. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved hoping to find better work and more opportunity.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree. For example, in the 1930s, Nazi persecution of Jewish people in Germany and Austria intensified. This led to many Jewish people trying to seek safety elsewhere, and 60,000 had moved to Britain by 1938. This included 10,000 children who were rescued using the 'Kindertransport' programme. So for these Jewish refugees, fleeing persecution from Nazi Germany was the only reason for leaving.</i></p> <p>Explained points must:</p> <ul style="list-style-type: none"> • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	<p>Identification of reason(s) to support/challenge which don't meet criteria for an explained point, e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because people like Caribbean migrants came as a result of the 1948 Nationality Act. (4)</i> • <i>I agree because German Jews came as refugees escaping persecution from the Nazi regime. (4) In 'Kristallnacht' in 1938, Jewish people were attacked in Germany. (5)</i> <p>1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks</p> <p>Alternatively, description of migration to Britain between 1900 and 2015, e.g.</p> <ul style="list-style-type: none"> • <i>The Empire Windrush arrived from Jamaica in June 1948. (4) Commonwealth migrants also included people from India, Pakistan and Africa. (5)</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s), e.g.</p> <ul style="list-style-type: none"> • <i>I disagree because migrants came to Britain for jobs and a better life.</i> • <i>I agree because many people had to flee their homes because they were living in fear for their lives.</i>
0 marks	

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

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

Notes and guidance specific to the question set

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

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

NOTE: For three marks, candidates may either:

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

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

OR

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

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

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

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Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's war with Spain.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of England's war with Spain, e.g. <i>[Causation/ significance]</i> <i>I would investigate why the defeat of the Spanish Armada is seen as such a significant event. This would help us to understand how close Spain came to invading England and what Philip II's intentions actually were when he sent his fleet.</i></p> <p>Alternatively, valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of England's war with Spain, e.g. <i>[Consequence/ Significance]</i> <i>Interpretation A suggests that the coming and defeat of the Armada was a significant event in England's war with Spain. I would investigate how much impact the Armada's defeat had the war. We could see whether it did help to stave off the Spanish threat or whether England was in danger for the rest of Elizabeth's reign.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with <u>no clear explanation</u> of how the enquiry would increase understanding of England's war with Spain e.g. <i>[Diversity]</i> <i>I would investigate the similarities and differences between the tactics/ experiences of the English and the Spanish fleets. [3]</i></p> <p><i>[Causation]</i> <i>I would investigate why the Armada was defeated in 1588. [3] and whether it was more down to the weather or to English tactics. [4]</i></p> <p><i>[Causation]</i> <i>I would investigate the size of the English navy at this point, e.g. how many ships did they have? [L1] This would help me find out why the English were eventually able to defeat the Armada. [L2, 4 marks]</i></p>
Level 1 (1-2 marks)	<p>Investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1-2 marks), e.g.</p> <ul style="list-style-type: none"> <i>I would look for more information about how the beacon system worked and how long it took Drake to find out that the ships were coming.</i> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</p> <ul style="list-style-type: none"> <i>I would like to know if there is any truth to the story that Drake was playing bowls when the Armada appeared or if this is just a myth.</i> <p>NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g. <i>I would like to find out <u>why</u> Francis Drake was playing bowls when he found out about the Armada.</i></p> <p>NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate the lighting of the beacon. (0)</i></p>
0 marks	

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

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

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

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<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p>within one section (see L2 example below).</p>
<p>Level 1 (1–4 marks) 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>Grounds for disagreeing include:</p> <ul style="list-style-type: none"> • <i>There were many people living in between the extremes, e.g.</i> <ul style="list-style-type: none"> • <i>Yeomen farmers, though not rich, often lived comfortable lives and some could afford to employ labourers and servants; yeomen farmers' houses could be quite large with windows and chimneys which made them more comfortable; the incomes of yeomen farmers increased during this period; they could afford to eat well and ate a range of meats, fruits, vegetables and breads, and they could afford to bake cakes and pastries for guests; they drank beer and mead.</i> • <i>In the towns, independent craftsmen and tradesmen owned their own businesses – they were nowhere near as wealthy as the gentry but richer than the labourers. The divide between the gentry and the common people could sometimes be crossed. Men who had made money in trade or law could buy up land and enjoy wealth and status.</i> • <i>Some labourers did not always live in abject poverty, e.g. they might share meals with their employers; when times were good, their diet improved to include cheese, fish or bacon; the new Poor Law of 1601 saw some improvements for the poor, e.g. provision of almshouses which helped to lift people out of extreme poverty.</i>
<p>0 marks No response or no response worthy of credit.</p>	<ul style="list-style-type: none"> • <i>The 'structure' of Elizabethan society was 'characterised' by other factors, e.g. religious or gender divisions.</i>

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

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

<p>Question 9*–20 marks According to the website ‘www.elizabethan-era.org.uk’, ‘Elizabethan people loved entertainment’. How far do you agree with this view of Elizabethan pastimes, festivities and theatres between 1580 and 1603?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabethan entertainment in the period.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of diversity (i.e. support for and opposition to entertainments from different groups) and change (decline of pastimes across this period) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p>Grounds for agreeing include: Parish feasts/ ales were a popular aspect of Elizabethan culture and lasted several days; popularity of blood sports at these events; seasonal festivities on the Elizabethan calendar such as Christmas, May Day and Midsummer’s Eve; popularity of sports such as football, bear-baiting and cock fighting; the alehouse was the centre of village life; numerous new theatres were built during this period; plays on Bankside attracted thousands; theatres were popular with the poorer classes because ‘groundlings’ only paid a penny; audiences were often noisy and engaged with the actors; the concerns about crowds and distraction (see below) reveals how popular they were; Elizabeth enjoyed watching plays at court and some of her courtiers sponsored a theatre company to win her favour; she and her Privy Council ignored challenges to the theatres by the Puritans and London authorities; theatres remained open apart from during outbreaks of Plague.</p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (5–8 marks) 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</p>	<p>Grounds for disagreeing include: Popular pastimes and festivities declined in some parishes by c.1600 due to Puritan opposition; some Elizabethans complained that jigs were vulgar; London authorities had concerns about the theatres and asked the Privy Council to close them; concerns about the theatre</p>

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<p>interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>crowds creating disorder / distracting servants and apprentices from their work; concerns from some that theatres attracted thieves and prostitutes; Puritans also opposed the theatres.</i></p>
<p>Level 1 (1–4 marks) 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>0 marks No response or no response worthy of credit.</p>	

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

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

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