

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 2025

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

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

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

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

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

© OCR 2025

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 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 available in RM Assessor
3. Log-in to RM Assessor and mark the required number of practice responses (“scripts”) and the required number of 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, email or via the RM Assessor messaging system.
5. **Crossed-Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed-out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed-out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM

Assessor, which will select the highest mark from those awarded. (The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.)

Multiple-Choice Question Responses

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

J411/18

Mark Scheme

June 2025

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):
- if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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

J411/18

Mark Scheme

June 2025

11. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	3261	L6	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)

J411/18

Mark Scheme

June 2025

	11	Tick	Tick
---	----	------	------

1. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

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

J411/18

Mark Scheme

June 2025

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

Question 1–3 marks (a) Give one example of a job or role typically carried out by Indian migrants who came to Britain in the period 1600-1750. (b) Identify one reason why Irish migrants came to Britain between 1750 and 1900. (c) Identify one way the British government attempted to restrict migration to Britain in the 1960s or early 1970s.	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(a), likely valid responses include: household servants, child servants, ayahs, nannies; Lascars; dockworkers; seamen.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	For 1(b), likely valid responses include: famine/ failure of the potato crop; starvation; rising food prices; increase in rents; evictions; Ireland over-populated [pre-famine]; Britain was industrialising so there were more jobs; the journey was cheap and short; poor treatment by landlords.
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	NOTE: Do not credit general answers which could apply to any migrant group at any time, e.g. 'for work, 'for a better life', etc. NOTE: Do not allow 'religious persecution by Protestant landlords' For 1(c,) likely valid responses include: 1962 Commonwealth Immigrants Act; ended the automatic right of Commonwealth passport holders to live and work in Britain; Commonwealth migrants had to apply for employment vouchers; 1968 Commonwealth Immigrants Act; prohibited entry to anyone without a father or grandfather born in the UK; 1971 Immigration Act; replaced vouchers with work permits for specific time periods, so staying in Britain was only temporary. NOTE: Date/ accurate date does not need to be included for correct response Any other historically valid response is acceptable and should be credited.

Question 2–9 marks Write a clear and organised summary that analyses attitudes towards migrants in the medieval period (c.1250–1500). 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 positive attitudes, e.g. migrants providing needed service – Jewish money-lenders, Flemish weavers, Italian bankers; Reasons for negative attitudes, e.g. resentment of Jews could be caused by their role as moneylenders; hostility towards Jews became more pronounced when alternative moneylending avenues were opened; Christians believed that Jews were responsible for the death of Jesus; Jews were falsely accused of murdering Christian children in 'blood libel' cases (e.g. Lincoln); weavers and cloth guilds resented special privileges given to their Flemish competitors. Consequence: Impact of negative attitudes , e.g. Lincoln Blood Libel case led to murder of Jews (e.g. in London, four hundred were murdered in 1263) and violence (e.g. in London, one hundred were beaten to death in 1264, and there were similar attacks in Bristol and Lincoln); resentment over Flemish competitors led to violence (e.g. during the 'Great Rising' of 1381, rebels murdered over 100 foreigners, mainly Flemish weavers and merchants, in London). Change / continuity (e.g. worsening attitudes towards Jews: still welcome 1250, hostility, then expulsion) NOTE: This needs to be a valid comparison to show change/ continuity over time. Diversity (similarity and difference): e.g. comparison of different types of attitudes, e.g. positive and negative. NOTE: Do not allow answers which are clearly about events pre-1250, e.g. William the Conqueror inviting the Jews to come to live in England. <i>Please note that answers do not need to name the second order concepts being used to organise the answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i> <i>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.	

J411/18

Mark Scheme

June 2025

Question 2–9 marks Write a clear and organised summary that analyses attitudes towards migrants in the medieval period (c.1250–1500). Support your summary with examples. Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. NOTE: For 9 marks, more than one migrant group needs to be considered [Causation] <i>Attitudes towards migrants were sometimes positive because migrant groups could meet the needs of English monarchs. For example, English monarchs wishing to capitalise on the value of English wool needed skilled weavers. So, from the 1330s, Flemish weavers were persuaded to move to England by Edward III, who promised to help them and to allow them to work wherever they chose.</i> <i>A further example relates to Jewish migrants, where official attitudes towards them worsened in the late 1200s because they were no longer needed as money lenders. By the 1260s, Italian bankers were exploiting loopholes to get around the Church's ban on loans. By taking the place of Jewish money lenders, they helped to cause the expulsion of the Jews in 1290. [9]</i> [Diversity] <i>There were differing attitudes towards migrants in this period. Some were quite positive, especially from the king. For example, from the 1330s onwards, Flemish weavers were persuaded to move to England by Edward III, who promised to help them and to allow them to work wherever they chose.</i> <i>This is very different to the attitude shown by many ordinary people towards the Flemish weavers. English weavers and cloth guilds resented their Flemish competitors. For example, during the 'Great Rising' of 1381, the rebels murdered over 100 foreigners (mainly Flemish weavers and merchants) in London. [8]</i> [Change] <i>During the 1200s, the attitudes towards Jews gradually worsened. In c.1250, they enjoyed the protection of the crown. For example, they were still allowed to take refuge in royal castles.</i> <i>This changed during the reigns of Henry III and his son Edward I. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews, such as Jews had to wear yellow badges. [THRESHOLD – 7 MARKS]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Change] <i>During the 1200s, the attitudes towards Jews gradually worsened. In c.1250, they enjoyed the protection of the crown but this had changed by 1275. Edward I passed the Statute of Jewry which made several laws against Jews. Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. [6]</i>
Level 1 (1–3 marks)	Typically, descriptions of attitudes/ related events with no organising concept, e.g. • <i>There were official responses to migrants, such as the Aliens' Subsidy which was a tax on foreign-born residents. Unofficially, some migrants were quite well integrated, such as Flemish weavers in Colchester. [3]</i> • <i>In 1275 Edward I passed the Statute of Jewry. Jews could no longer collect interest on loans, people that owed them money no longer had to pay them back, Jews had to wear yellow badges, were forced to live in selected areas of only a few towns and were not allowed to buy land and become farmers. [3]</i> NOTE: descriptions which relate to migrant groups only, rather than attitudes = MAX 1 MARK OR Typically, statement(s) based on second order concept EITHER with no valid specific examples OR development, e.g. • (Change) <i>In 1250, attitudes towards Jews were quite positive but by 1290 they were unwelcome.</i> • (Causation) <i>Attitudes towards migrants in this period tended to depend on how much need there was for them by the English, like in the case of the weavers.</i>
0 marks	

J411/18

Mark Scheme

June 2025

Question 3–10 marks Why have migrants moved to Britain since 1980? 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: Growth of EU led to migrants from new member states, especially in eastern Europe, taking advantage of the free movement of people and moving to Britain; conflicts in Europe, Africa and the Middle East led to increasing number of refugees seeking asylum in Britain; (specific) economic reasons, e.g. availability of jobs in particular sectors unpopular with people already in Britain (e.g. seasonal fruit picking, hospitality, etc; weak economies and low wages in former Communist states); legacy/impact of earlier migration (e.g. from India/Pakistan post-partition) [allow this so long as answer is clearly rooted in post-1980 context]</i> <i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe some of the features of migration after 1980 cannot reach beyond Level 2.</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 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.	

Question 3–10 marks Why have migrants moved to Britain since 1980? Explain your answer. Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons why migrants moved to Britain after 1980, identified and fully explained e.g. <i>One reason that migrants moved to Britain after 1980 was the growth of the European Union. In 2007, membership had grown to 28 nations. Membership allowed the ‘free movement of people’ from one EU country to another. This meant that when nine eastern European countries joined in 2004, it led to almost 300,000 migrants from these countries moving to Britain, mainly from Poland.</i> <i>Another reason was that there were many conflicts in Europe, Africa and the Middle East, causing a mass movement of refugees to safer countries. For example, between 1983 and 2005, there was a civil war in Sudan, which caused many people to flee. There was also civil war in Syria in 2011 which led to many people being displaced. So, many of these refugees made their way to European countries like Britain, to claim asylum and find safety. [10]</i>
Level 4 (7-8 marks)	Typically, one reason why migrants moved to Britain after 1980, identified and fully explained e.g. - One reason was because of the availability of work in certain sectors in Britain, like hospitality and seasonal fruit-picking. These jobs were attractive to people coming from countries whose economies were weak, such as the former communist countries in eastern Europe. So when countries like Poland joined the EU, many people left to come to Britain to work. [8] - One reason people moved was because of their membership of the EU. For instance, In 2004, many eastern European countries joined, such as Poland and Hungary. This led to more people from these countries moving to Britain for work because the process became easier. [THRESHOLD – 7 MARKS] Explained points must: identify a valid reason provide precise evidence use this to address the question
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence about the reason), e.g. - One reason was because of the growth of the EU, which led to more people from countries like Poland migrating to Britain because it was much easier. - Some people moved because of conflict in the Middle East. They moved to Britain after they were displaced or persecuted in their home country. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. - One reason was because of the growth of the EU. In 2004, many eastern European countries joined, such as Poland and Hungary. - One reason was because there were civil wars, such as the one in Yugoslavia, which broke apart into several countries in the 1990s. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

J411/18

Mark Scheme

June 2025

Level 2 (3-4 marks)	Typically, describes migration since 1980 or related events/ developments, e.g. • <i>Migration increased in this period. 300,000 Poles moved in 2005. [3]</i> • <i>European migrants from places like Poland in this period were spread throughout the country. They did a variety of jobs, such as waitressing, plumbing and fruit-picking. [4]</i> OR Typically, identifies one or more reason but with <u>neither</u> of the following: • support from precise evidence (about the reason) • explaining why the reason meant people moved to Britain, e.g. • <i>People moved because of the civil wars in the middle east.</i> • <i>People moved because of their membership of the EU.</i> NOTE: One L2 identification = 3 marks Two L2 identifications = 4 marks
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>People moved for economic reasons.</i> • <i>They wanted jobs and a better life.</i> • <i>Refugees were fleeing the country.</i>
0 marks	

Question 4*–18 marks ‘European migrants were welcomed and accepted in Britain during the early modern period (1500-1750).’ 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 from Europe during 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. BUT, to achieve the two highest levels, answers must consider the alternative point of view.</i> <i>Answers are most likely to show understanding of the second order concept of diversity (i.e. differences between responses to European migrants) and causation (reasons for acceptance or otherwise) 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>	Grounds for agreeing include: Germans/Hansa merchants: reputation and status of Hans Holbein suggests acceptance.
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>	Gypsies: Mary I's 1554 Act allowed Gypsies to stay in England; in 1562, Elizabeth I offered Gypsies born in England the chance to become English subjects.
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>	Huguenots/ Walloons: French speaking refugees from Belgium and northern France welcomed by Edward VI who provided part of Canterbury Cathedral for their services; in 1681, Charles II offered Huguenots denizen status in England; Anglican Church raised funds to support them; in 1708 the government gave Huguenots the same legal rights as people born in England; flourishing of Huguenots in areas like Spitalfields suggests integration and acceptance;
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	In 1709 Foreign Protestants Naturalisation Act allowed European Protestants to come and live in England with full rights at the cost of only one shilling in order to attract wealthy entrepreneurs and skilled craftspeople from France and Holland.
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>	Palatines: Received kindly at first and relief fund of £20,000 was raised; government tried to disperse them around the country in small groups.
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>	Jews: Oliver Cromwell agreed that Jews could come to England and would be allowed to practise their religion; the fact that a few Jews

J411/18

Mark Scheme

June 2025

0 marks

No response or no response worthy of credit.

were able to settle relatively easily in places like London, Portsmouth, Hull, Plymouth and Liverpool suggests that attitudes towards them had changed since their expulsion.

Grounds for disagreeing include:

Germans/ Hansa merchants: In 1526, Henry VIII suspected some of the Hansa merchants of smuggling in Protestant literature and had three of the merchants arrested; English merchants and tradesmen sometimes pressed government to remove their privileges/ attacked the Steelyard; in 1597 Elizabeth I expelled the Hansa merchants from London.

Gypsies: anti-Gypsy legislation, e.g. 1530 (all Gypsies to leave the country within 16 days or face imprisonment / deportation), the 1554 law (though allowing gypsies to stay, made reference to them giving up their 'naughty, idle and ungodly life and company' and forced them to settle down in one place or face execution. The act also made it illegal for English people to travel with Gypsies), 1562 (condition of staying as English subjects was settling down and giving up their nomadic way of life); in 1592, five Gypsies were hanged in Durham; in 1596, seven Gypsies were executed in York; transportation as indentured labourers to the Americas/ Caribbean.

Huguenots: some hostility towards them, e.g. 1631, London's clockmakers complained that the Huguenots were taking away their business; in the late 1600s there was an anti-Huguenots riot in Spitalfields;

Palatines: Attitudes changed when it was discovered that a third were Catholics; government sent Catholics home; some people saw Palatines as a drain on resources, e.g. a group of Palatines were stoned by a mob in Kent; 5,000 Palatines deported to Ireland, given poor quality land and faced hostility from Catholic majority; government banned further German migrants from coming and many returned to Germany.

Jews: Restrictions against returning Jews, e.g. not allowed to serve in the army, attend university or become lawyers; popular songs portrayed them as cheats and criminals, suggesting prejudice.

Question 4*–18 marks 'European migrants were welcomed and accepted in Britain during the early modern period (1500-1750)' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a 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. <i>There is much evidence to agree with the statement. In the sixteenth-century England welcomed and accepted German migrants. For example, Henry VIII and his court welcomed the German painter Han Holbein the Younger and German speaking Hansa merchants were accepted because they helped English wool reach markets all over Europe. This shows not just 'acceptance' but a strong 'welcome' for migrants when their skills and talents were sought after.</i> <i>However, the persecution faced by gypsies shows that they were not welcome or accepted. For example, in 1530 legislation required them to leave the country within 16 days or face imprisonment and deportation. The 1554 Egyptian Act allowed them to stay but required that they gave up their nomadic lifestyle or face execution; this led to the execution of to five Gypsies in Durham in 1562. This shows how although gypsies might be tolerated, they were not accepted.</i> <i>Yet in the seventeenth-century, Protestant French Huguenots were welcomed to England. Charles II offered them denizen status in 1681 and when Protestantism was banned in France in 1685, thousands more refugees were welcomed by sympathetic English Protestants who housed them in their own homes, with funds collected by the Church of England to support them. This demonstrates how religious ties led to welcome and acceptance of those fleeing persecution.</i> <i>However, while Palatines were at first kindly received, attitudes quickly turned against them once it was discovered that a third of the migrants were Catholics. The government sent the Catholic Palatines home, and a group was stoned by a mob in Kent. Unlike the Huguenots, most Palatines were low skilled workers escaping poverty so were in fact not accepted, and instead seen as an unwelcome threat and a drain on resources.</i> <i>Overall, migrants were only welcomed in particular circumstances – when they were seen as economically useful or held particular skills, such as the Hansa merchants or highly skilled Huguenots. However, migrants were not accepted and actually seen as a threat when they were not highly skilled, or had different beliefs, like the Catholic Palatines. [18]</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>The persecution faced by gypsies shows that they were not welcome or accepted. For example, in 1530 legislation required them to leave the country within 16 days or face imprisonment and deportation. The 1554 Egyptian Act allowed them to stay but required that they gave up their nomadic lifestyle or face execution; this led to the execution of to five Gypsies in Durham in 1562. This shows how although gypsies might be tolerated, they were not accepted.</i> <i>However, Oliver Cromwell agreed that Jews could be welcomed once again into England from 1656 and would be allowed to practice their religion. 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 more welcoming and accepting to these Jewish migrants and by 1700, England had around 8,000 Jews.</i> <i>Furthermore, the seventeenth-century, Protestant French Huguenots were welcomed to England. Charles II offered them denizen status in 1681 and when Protestantism was banned in France in 1685, thousands more refugees were welcomed by sympathetic English Protestants who housed them in their own homes, with funds collected by the Church of England to support them. This demonstrates how religious ties led to welcome and acceptance of those fleeing persecution.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. For example, in 1709, the Foreign Protestants Naturalisation Act allowed European Protestants to come and live in England with full rights at the cost of only one shilling in order to attract wealthy entrepreneurs and skilled craftspeople from France and Holland. This contributed to German speaking Palatine Protestants entering England in the summer that year. This not only shows that European migrants were accepted but actively welcomed.</i> <i>Another group that were accepted and welcomed were Jews. In 1656 a Rabbi from Amsterdam travelled to London to seek help for persecuted Jews in Europe from Oliver Cromwell. The new English republic allowed them to return and practice their own religion. This demonstrates how Cromwell did welcome Jewish migrants from Europe, because he believed the Jewish merchants would help develop English trade as well as support Protestant England against European Catholics.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is much evidence to agree with the statement. For example, Hansa merchants were protected by the Crown and given exclusive rights to the international trade in English wool. They lived in relative wealth in the Steelyard in London and other port cities on the East Coast. Their trade with other Hansa port cities in Europe meant that German speaking merchants like Georg Girsze from Danzig were accepted and welcome in London.</i> <i>On the other hand, at times Hansa merchants were made to feel unwelcome and unacceptance. In 1526, Henry VIII suspected some of the Hansa merchants of smuggling in Protestant literature and had three of the merchants arrested. English merchants and tradesmen sometimes pressed the government to remove their privileges and attacked the Steelyard. Finally, in 1597, Elizabeth I expelled the Hansa merchants from London, demonstrating just how unwelcome they were at this point.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I disagree because Jewish migrants from Europe faced prejudice. Although Cromwell allowed the return of the Jews from 1656 they were restricted to living in particular locations, and working in particular occupations. For example, they were forbidden from being lawyers, serving in the army or attending university. Popular songs from the time portray them as cheats and criminals suggesting they were tolerated but not really ‘accepted’ or ‘welcomed’.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of specific reason(s) to support/challenge without full explanation, e.g. • <i>I disagree because Palatines were not welcomed once it was discovered they were Catholic.</i> • <i>I agree because Protestant Huguenots were welcomed after their religion was banned in France.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of attitudes towards relevant migrant groups, related events, etc. e.g. • <i>5000 Palatines were deported to Ireland, given poor quality land and faced hostility from the Catholic majority.</i> • <i>Oliver Cromwell allowed Jews to return to England in 1656, but they were not allowed to become lawyers, serve in the army or attend University.</i> • <i>Huguenots were hard working skilled craftsmen that helped develop precision engineering in Britain, improving the clock-making industry in London.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>I agree because high skilled migrants were often welcomed.</i> • <i>I disagree because lots of people thought migrants were a threat to their jobs.</i>

J411/18

Mark Scheme

June 2025

0 marks	
---------	--

Question 5*–18 marks 'Between 1750 and 1980, migrants to Britain had positive experiences.' 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 between 1750 and 1980. 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 reasons to both agree and disagree with the statement. Answers are most likely to show understanding of the second order concepts of similarity and difference 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>	NOTE: FOR L3+, CANDIDATES MUST SHOW HOW THEIR EVIDENCE IS EVIDENCE OF A POSITIVE/ NEGATIVE 'EXPERIENCE' Grounds for agreeing include: • Irish: The fact that there was no shortage of work in the booming factory towns meant that this was a 'positive experience' for those fleeing famine, increase in rent, etc. Some Irish migrants did not live in extreme poverty and did not all do dirty, dangerous jobs, e.g. some were doctors and policemen. There was an Irish middle class of strong and successful business people as well as writers such as Oscar Wilde and George Bernard Shaw. The Irish were also able to revitalise the Catholic Church in England and helped to speed up the move towards equal rights for Catholics. • Italians: like the Irish, benefitted from work opportunities during industrialisation, e.g. for those fleeing poverty in the Italian countryside, laying asphalt on roads was a relatively positive experience; prospered in new urban areas like Clerkenwell. • Germans: Positive experience through playing important roles in the army, trade and culture and advisors to the German kings; thinkers and political activists like Karl Marx and Friedrich Engels enjoyed liberal freedoms of expression; Johann Ellerman made a fortune by establishing a shipping firm in 1886 which exported industrial goods around the British Empire; Hugo Hirst founded the highly successful General Electric Company 1888; Paul Reuter was successful in setting up the London office of Reuter's News Agency in 1852; often positive experience and acceptance because mostly Protestant and relatively prosperous running businesses across the country. • African: class affected status, e.g. Dido Elizabeth Belle in Mansfield household enjoyed upbringing alongside white cousin; Ignatius Sancho was a London grocer, householder and voter; anti-slavery campaigners like Ayuba Suleiman Diallo and Olaudah Equiano enjoyed comfort and positive public status. • Jews: Some Eastern European Jewish migrants prospered such as Michael Marks establishing Marks and Spencer; refuge and safety from Russian pogroms after 1881; European Jews escaped Nazi persecution include 'Kindertransport' children sponsored and housed by English families. • Asians: Eminent Indians, e.g. Dadabhai Naorji, Cornilia Soreabja or Prince Ranjitsinhji, etc. successful careers and eminent roles in Britain. • Belgian Refugees: positive experience because they escaped occupation and enjoyed freedom during First World War and were welcomed into many English in homes. • Commonwealth Migrants: positive experience because many were escaping poverty or natural disasters; many Caribbean migrants found work, especially in areas like the NHS and public transport; wages were 4–5 times higher than in places such as the Caribbean; migrants from India and Pakistan found work in the textile mills in West
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 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>	Yorkshire/ Lancashire; candidates may cite a range of positive stories relating to individual experience, e.g. Sam King who arrived on Windrush and eventually became the mayor of Southwark and received an MBE; development of vibrant communities such as in Brixton. • 20th C. European Economic Community Migrants: Candidates may provide specific evidence relating to the positive experiences relating to these groups; or argue that the fact that thousands chose to settle permanently by 1980 is evidence of a positive experience. • Refugees: Positive experience for those fleeing persecution as found safety, welcome and support by British Government after signing of the 1951 United Nations Convention on Refugees.
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>	Grounds for disagreeing include: • Irish: migrants often did the toughest jobs (e.g. navvies, in coal mines, gas works, quarries, etc.). Life as a navvy was tough (heavy drinking and fighting were common and the Irish navvies were frequently attacked by Scottish and English gangs). Many lived in the dirtiest, most overcrowded accommodation where diseases spread rapidly. In Liverpool, the public health crisis led to nearly 60,000 being deported back to Ireland. Experienced prejudice / stereotyping in the press (e.g. as violent, drunkards, criminals, etc.). Racist anti-Irish riots were common. (e.g. Cardiff, Wigan, Preston). • Italians: worked in low skilled jobs that English people did not want to do like laying asphalt on roads in the 1870s; young boys were trafficked into the country and exploited as street musicians by gang-masters; prejudice because they were Catholic, blamed for Cholera outbreaks. • Germans: Nineteenth-century, many worked as navvies and lived in poor conditions; during First and Second World War designated 'enemy aliens' interned in camps, e.g. Georg Kennerknecht at Knockaloe on the Isle of Man 1915-1919; attacked by anti-German mobs, e.g. after the sinking of the Lusitania in 1915. • Jews: Overcrowding in Industrial cities and poor living conditions; anti-Semitism; 1905 Aliens aimed at restricting Jewish migration making Jewish community feel unwelcome; working in East End sweatshops. • African: isolated lonely lives as servants; uncertain legal status in eighteenth-century England; destitution of black American Revolutionary veterans. • Asians: Asian servants treated as property and status symbols in wealthy households. Lascars, ayahs and servants abandoned in port cities unable to find work for return passages, poor living and working conditions. 'Yellow peril' scare and prejudice against Chinese, 'laundry riots' 1911. • Belgian refugees: Resented guests as war dragged on; experienced official hostility as British Government made it clear that it expected all Belgium refugees to return once the war was over. • Commonwealth Migrants: suffered discrimination on a daily basis, e.g. hotels, restaurants and dance halls refused entry to Black people; Caribbean migrants often lived in the poorest, most run down areas, e.g. Tottenham and Paddington in London, Handsworth in Birmingham, etc.; 1958 'Summer of Violence' in Notting Hill and in Nottingham; murder of Kelso Cochrane; 1971-81 race-related street violence and conflict with the police, e.g. Mangrove Nine Protest 1971.
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.	

J411/18

Mark Scheme

June 2025

Question 5*–18 marks 'Between 1750 and 1980, migrants to Britain had positive experiences.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a 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. <i>There is much evidence to agree with the statement. For example, Germans migrating to Britain in the 1800s, for instance, enjoyed a high amount of success in business. For example, Johann Ellerman made a fortune by establishing a shipping firm in 1886 which exported industrial goods around the British Empire; and many others ran small businesses, like delicatessens and butchers. Their prosperity reveals their positive experience.</i> <i>Furthermore, many Asian Migrants came to Britain and improved their lives throughout this period, particularly middle and upper class Indians in the 1800s, who were able take advantage of the Empire and come to study and work in Britain. For example, Prince Ranjitsinhji came to study at Cambridge University and ended up playing cricket for Sussex County, and became their captain. This shows that for some migrants, their experience in Britain allowed them to thrive.</i> <i>However, other groups had more negative experiences. For instance, Jews fleeing persecution in the Russian Empire at the end of the 1800s were often forced to live in overcrowded lodging houses in areas such as Whitechapel in London. They struggled to find jobs and mostly ended up working in clothing sweatshops, working long hours for very low wages. So although they were safer from pogroms, they had to tolerate poor living and working conditions, which was a negative experience.</i> <i>Additionally, in the twentieth century, Black Commonwealth migrants often suffered racial discrimination on a daily basis: hotels, restaurants and dance halls quite often refused entry to Black people. They quite often experienced violence, too. For instance, in 1958, Teddy Boys attacked Caribbean people in Notting Hill using knives and petrol bombs. This level of prejudice and danger cannot be reflective of a positive experience.</i> <i>Overall, whilst poor working conditions and prejudice were negative experiences, migrants positively improved their lives when compared to the worse poverty and/or persecution in their home countries: Jews escaped pogroms in the Russian Empire; German liberals escaped state repression and Commonwealth migrants escaped poverty in their former British colonies.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g. <i>There is much evidence to agree with the statement. For example, middle and upper class Indians in the 1800s were able take advantage of the Empire and come to study and work in Britain. For example, Prince Ranjitsinhji came to study at Cambridge University and ended up playing cricket for Sussex County, and became their captain. This shows that for some migrants, their experience in Britain allowed them to thrive.</i> <i>Additionally, Irish migrants to Britain found employment because there was no shortage of work in the booming factory towns. Many found work as navvies, building canals and railways. A great number joined the British Army; at times, some English regiments had more Irish than English soldiers. In spite of the fact that Irish migrants often did the toughest and dirtiest jobs, they arguably had a 'positive experience' compared to the famine, and rising rents and food prices they were fleeing.</i> <i>However, the case of Germans in Britain during the First World War demonstrates that migrants didn't always have a positive experience. There was a great deal of anti-German sentiment right from the start of the war. For example, mobs broke the windows and looted shops owned by Germans. This intensified after the sinking of the Lusitania in 1915. This shows how even experiences which were otherwise positive were tainted by instances of negativity.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>Refugees arguably had a positive experience in Britain in this period. For example, African Americans who had fought for Britain during the American Revolutionary War were allowed to migrate and escape slavery; and in the First World War, nearly 250,000 Belgians escaped German occupation and lived alongside British people who chose to offer them hospitality. This shows how at different times, refugees had a positive experience because the British population offered them sanctuary.</i> <i>Furthermore, the experiences of German migrants were relatively positive in the 1800s. For instance, thinkers and political activists like Karl Marx and Friedrich Engels enjoyed liberal freedoms of expression which was greater in Britain than in Germany. There were also many successful entrepreneurs such as Hugo Hirst, who founded the General Electric Company in 1888. These stories show that German nationality was not a barrier to success and progress in Britain.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>The experiences of German migrants were relatively positive in the 1800s. For instance, thinkers and political activists like Karl Marx and Friedrich Engels enjoyed liberal freedoms of expression which was greater in Britain than in Germany. There were also many successful entrepreneurs such as Hugo Hirst, who founded the General Electric Company in 1888. These stories show that German nationality was not a barrier to success and progress in Britain.</i> <i>However, the case of Germans in Britain during the First World War demonstrates that German migrants didn't always have a positive experience. There was a great deal of anti-German sentiment right from the start of the war. For example, mobs broke the windows and looted shops owned by Germans. This intensified after the sinking of the Lusitania in 1915. This shows how even experiences which were otherwise positive were tainted by instances of negativity.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I disagree with this statement because the enslaved Black people who were brought to Britain in the late eighteenth-century had a questionable legal status which meant they often lived in fear. For example, in 1771, James Somerset escaped captivity, but his master found him and sent him in chains to a ship bound for Jamaica. Although later freed, this demonstrates how the experiences of Black migrants at this point were not positive as they might be constantly looking over their shoulder.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of specific reason(s) to support/challenge without full explanation, e.g. • <i>I disagree because groups like the Irish had negative experiences doing hard labour as navvies.</i> • <i>I agree because some migrants were refugees and had a positive experience escaping war and poverty, such as Italians in the industrial period.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of experiences of relevant migrant groups, related events. etc. e.g. • <i>Irish and German navvies worked on canals, roads and railways.</i> • <i>Refugees came to Britain, for example escaping persecution in Russia.</i> • <i>Commonwealth Migrants helped rebuild the post-war British economy.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>I disagree because migrants suffer prejudice in Britain.</i> • <i>I agree because lots of people found employment and prospered.</i>

J411/18

Mark Scheme

June 2025

0 marks	

J411/18

Mark Scheme

June 2025

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

In Interpretation A, historian Suzannah Lipscomb gives an impression of the wealth and luxury associated with the Elizabethan nobility (upper class). Identify and explain one way in which she 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 historian captures wealth and luxury + 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 interpretation captures the wealth and luxury 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 historian. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

NOTE: Typically, 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.

- *She says 'Every room here is absolutely dripping with vivid, brightly coloured tapestries'. (1) This draws our attention to how all the walls were not bare but covered with warm and vibrant hangings. (1) This makes the Hall seem luxurious because these would have been extremely expensive (1)*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this captures the wealth and luxury of the Elizabethan country house (1), e.g.

- *She captures the wealth and luxury by repeatedly drawing our attention to the size and scale of the Hall and grounds. (1) For instance, she says the Hall is 'impressively tall' and the Great Chamber is a 'vast space, like a palace'. (1) This underlines how the Hall was built to show off status and elevate the social prestige of Bess. (1)*
- *She does this by the way she includes detailed descriptions all of the different decorations in the Hall. (1) For example, she mentions the 'intricate plasterwork frieze covered with lions, elephants, deer, camels, and trees'. (1) The way she lists all the animals in the frieze shows how elaborate and beautiful it looked. (1)*
- *She compares the Hall and its owner to royalty. (1) For instance, she says that the Great Chamber is 'like a palace' and Bess was 'queen of all she could see'. (1) This gives the impression of wealth and luxury by suggesting that Bess' status and affluence was similar to Elizabeth I's. (1)*

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 the Elizabethan nobility (upper class).	
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 <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: comparison of housing/ lives of different groups within the nobility (e.g. noblemen vs noblewomen; Catholic nobles vs Protestant nobles; Northern vs Southern nobles); or comparison of houses/lives of nobility with other social groups (e.g. gentry, middling sort, labourers) (Diversity i.e. Similarity /Difference); reasons for the growing wealth and power of the Elizabethan nobility (Causation); the comparative status and lives of women in Elizabethan England (Diversity i.e. Similarity/Difference); whether the living standards of the nobility changed across the period (Change and continuity).</i>
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).	NOTE: responses which frame an investigation comparing the housing/ lives of different social groups should only be awarded L3 if they explain how their investigation will further understanding of the nobility, as per the question.
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.	

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 the Elizabethan nobility (upper class).	
Guidance and indicative content	
Level 3 (5 marks)	Typically, a valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of the Elizabethan nobility, e.g. <i>[Diversity/ Consequence]</i> <i>I would compare grand houses like Hardwick Hall, to the houses of the Catholic nobility, to see if there is any difference in terms of size and grandeur. This would allow us to understand if there was much difference between the two groups in terms of wealth and status, and whether Catholics were able to maintain similar levels of prestige and influence through their architecture, despite their faith.</i> NOTE: If the candidate indicates that their investigation will help us to understand more about another aspect of Elizabethan society (e.g. ordinary people, rather than the nobility), do not mark at L3. <i>[Causation]</i> <i>I would look at the reasons for such wealth and extravagance amongst the nobility in Elizabethan England. This would allow us to understand whether wealth such as this was purely inherited along with titles, or whether it was possible to move up the social ladder.</i> Alternatively, and typically, a valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the Elizabethan nobility. <i>[Consequence]</i> <i>Interpretation A gives us an overwhelmingly positive impression of the lives of the nobility, focusing on their wealth and suggesting their lives were luxurious. I would try to find out whether belonging to this class of people had any negative impacts as well, such as restrictions on freedoms, particularly for women like Bess. This would help us to get a more rounded picture of the daily lives of the nobility, and whether their wealth outweighed any drawbacks.</i>
Level 2 (3-4 marks)	Typically, a valid line of enquiry based on second order concept, with no clear indication of how the enquiry would improve understanding of the Elizabethan nobility, e.g. <i>[Diversity]</i> <i>I would compare the homes and lifestyles of the nobility to those of the middling sort [3] so I could see how much of a gap there was in wealth between these two different groups in Elizabethan society. [4]</i> <i>[Consequence]</i> <i>I would look for more information about the daily life and routines of women like Bess of Hardwick. [L1] This would allow us to see if there were any negative impacts of being a wealthy noblewoman – did she get bored, for instance? [L2, 4 marks]</i>

Level 1 (1–2 marks)	Typically, an investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would look for more information about how much it cost Bess to build Hardwick Hall. [1]</i> <i>I would try to find out more about what kind of foods the guests would have been served at the feasts, and which of the guests were invited to the final course. [2]</i> Alternatively, and typically, an investigation based on identifying details from Interpretation A and finding out if they are accurate or typical (MAX 1 mark), e.g. <i>I would like to know if you actually could fit a five-bedroomed house inside the Great Chamber or if that's exaggeration.</i> <i>I would investigate if everyone in the nobility was so rich. [Different groups need identifying for L2 diversity enquiry]</i> 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 want to know why the window panes were diamond-shaped.</i> 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 windows'.</i> (NAQ – nothing about how much they cost, etc.)
0 marks	

J411/18

Mark Scheme

June 2025

Question 7–12 marks Interpretations B and C both focus on the treatment of Catholics in England during 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 <i>Answers could consider:</i> • Comparison of provenance and source type alone (L1), e.g. B is from a tourist website; C is from a historian's article; B says Catholics were treated badly because it is written by a Catholic but C is more balanced because it is by a modern historian who has isn't as biased. • Individual points of similarity/difference in content: B describes how priests had to hide in priest holes and C also talks about 'Jesuit priests and the people who hid them'; B focuses on Catholic priests hiding away whereas C is about Elizabeth's policies more widely; B says 'English Catholics lived in terror' but C says there wasn't 'religious persecution'. • Differences in the overall message about treatment of Catholics, e.g. B suggests that Catholics were heavily persecuted under the reign of Elizabeth, living 'in terror'. It focuses on the 'dangers' and 'fear' faced by recusants in hiding their priests, and paints a vivid picture of the tension in Catholic households as the priest hunters dismantled the house ('Imagine the terrifying sounds ...'). • However, C gives us the impression that Catholics were not really treated too harshly at all under Elizabeth. It describes the Elizabethan settlement as 'moderate' and says there was no 'intense religious persecution'; in fact, Elizabeth was a 'model of religious tolerance'. It admits that priests were hunted down but suggests that this was not for a religious reason but rather just for security against 'Catholic Spain'. • Developed reasons for differences: B emphasises the dangers and tensions in the Catholic experience is because it was published on a tourist website in order to attract visitors to the Hall. This is why it sells the house using the priest holes ('boasts the country's finest collection of priest holes'). Also why it calls the Hall the 'House of Secrets' and stresses the nervous tension of the priest hunt ('imagine the terrifying sounds'). This makes the whole experience sound more exciting and dramatic. • Alternatively, B paints such a bleak picture of the treatment of Catholics because the Catholic owners are more likely to view the recusants as martyrs and respect their 'devotion' to the Catholic faith. They therefore want to underline just how brave they were and so wish to draw more attention to their poor treatment in this period. This is why they use words like 'terror' and 'fear'. 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.
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.	

Question 7–12 marks Interpretations B and C both focus on the treatment of Catholics in England during 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)	Typically, a valid comparison of message/portrayal/ impression in B and C. Difference <u>explained</u> with specific purpose and/or focus of B, e.g. As L3, plus: - I think the reason that B emphasises the dangers and tensions in the Catholic experience is because it was published on a tourist website [not L4 yet] <u>in order to attract visitors</u> to the Hall. [10] This is why it calls the Hall the ‘House of Secrets’ and stresses the nervous tension of the priest hunt (‘imagine the terrifying sounds’). [11] This makes the whole experience sound more exciting and dramatic. [12] - I think the reason that B paints such a bleak picture of the treatment of Catholics is that the owners are Catholic [not L4 yet] and so are <u>more likely to view the recusants as martyrs</u> and respect their ‘devotion’ to the Catholic faith. [10] They therefore want to underline just how brave they were and so wish to draw more attention to their poor treatment in this period. [11] This is why they use words like ‘terror’ and ‘fear’. [12] NOTES: - For these interpretations, award 10–12 marks for candidates who use the purpose/context of one interpretation (B) to explain difference in portrayals. - A combination of both approaches above may be used to attain 12 marks. - Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B exaggerates the treatment of Catholics because it was written on a Catholic website and therefore sympathises more with the Catholics.</i>
Level 3 (7–9 marks)	Typically, comparison of the overall <u>message/ portrayal/ impression</u> of B and C (based on inference), e.g. <i>B suggests that Catholics were heavily persecuted under the reign of Elizabeth, living ‘in terror’. It focuses on the ‘dangers’ and ‘fear’ faced by recusants in hiding their priests, and paints a vivid picture of the tension in Catholic households as the priest hunters dismantled the house (‘Imagine the terrifying sounds ...’).</i> <i>However, C gives us the impression that Catholics were not really treated too harshly at all under Elizabeth. It describes the Elizabethan settlement as ‘moderate’ and says there was no ‘intense religious persecution’; in fact, Elizabeth was a ‘model of religious tolerance’. It admits that priests were hunted down but suggests that this was not for a religious reason by rather just for security against ‘Catholic Spain’. [9]</i> NOTE: Answers with no support from either interpretation = 7 marks, e.g. <i>B suggests that Catholics were heavily persecuted under the reign of Elizabeth but C gives us the impression that Catholics were not really treated too harshly at all under Elizabeth.</i>

Level 2 (4-6 marks)	Typically, selects individual points of similarity or difference, e.g. • <i>B describes how priests had to hide in priest holes and C also talks about ‘Jesuit priests and the people who hid them’.</i> • <i>B focuses on Catholic priests hiding away whereas C is about Elizabeth’s policies more widely.</i> • <i>B says ‘English Catholics lived in terror’ but C says there wasn’t ‘religious persecution’.</i> Alternatively, and typically, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>B suggests that Catholics were heavily persecuted under the reign of Elizabeth, living ‘in terror’. I think this is because it was published on a tourist website in order to attract visitors to the Hall, so it emphasises the dangers and tensions to Catholics to get people interested enough to come.</i>
Level 1 (1–3 marks)	Typically, comparison of simplistic provenance (or language, tone, etc. in isolation) e.g. • <i>B is from a tourist website but C is from a historian’s article.</i> • <i>B says Catholics were treated badly because it is written by a Catholic, but C is more balanced because it is by a modern historian who isn’t as biased.</i> • <i>B has a more menacing tone than C. [Does not give any indication of content of either interpretation]</i> Alternatively, and typically, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B is about Catholic recusants who hid priests away in priest holes in their houses, hiding them from the priest hunters.</i> <i>C says that the Church of England was flexible and moderate and that although Elizabeth executed Mary Queen of Scots, she had been really reluctant to do so.</i> Alternatively, and typically, valid but general assertions (1 mark), e.g. <i>C is more positive on Elizabeth than B.</i>
0 marks	

Question 8*–20 marks In his 2011 book ‘A Brief History of Britain, 1485–1660’, historian Ronald Hutton argues that ‘Elizabeth’s reign is a story of many major successes’. How far do you agree with this view of Elizabeth’s reign between 1580 and 1603? Give reasons for 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 AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of relevant events.</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 reasons to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of consequence (impact of Elizabeth’s policies, decisions, etc.) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Success in use of patronage to balance different factions/ individuals at court and in the Privy Council; handled Parliament well; successful use of propaganda (e.g. progresses, pageants, plays, prayers and portraits) to maintain an image of herself as a successful Queen and keep the support of her people; success in putting down the Essex rebellion; enforcement of the religious settlement after 1580 could be considered successful in stabilising the religious situation in England (degree of religious unity and reduced internal religious conflicts); defeat of the Spanish Armada; successful voyages of trade and exploration (e.g. Drake’s circumnavigation, Lancaster and EIC expedition 1601, etc.); success of Elizabeth’s spies (e.g. Walsingham) at exposing and thwarting plots against Elizabeth; it could be argued that Elizabeth responded successfully to the problem of poverty (e.g. Poor Law 1601); the arts flourished in this period so the cultural revival (e.g. theatre) could be considered a success of her reign; the fact that Puritans never posed a real problem or threat could be considered a success.
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>	
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>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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	Grounds for disagreeing include: Failure to completely control

J411/18

Mark Scheme

June 2025

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>	<i>opposition in Parliament; the fact that Essex rebelled could be considered a failure; failed expeditions (e.g. Gilbert and Newfoundland, failure of colony at Roanoke, Raleigh failed to find El Dorado, etc.); it could equally be argued that the religious 'settlement' failed to reduce religious conflict, e.g. Throckmorton and Babington Plots; growth in poverty after 1580 was far worse than anything known before so this cannot be part of the 'story of success'; Elizabeth's refusal to name a successor created uncertainty about the English throne might be termed a 'failure' as it contributed to political tensions and factionalism during the later years of her reign; the defeat of the Spanish Armada escalated hostilities between England and Spain; it may be possible to explain Puritans causing trouble as a failure.</i> At L2 and above, candidates must only be rewarded for explaining how their event/ point constitutes 'success' or 'failure' (as opposed to general 'positives' and 'negatives' 'about' the reign. For instance, the issues of witchcraft trials or decline of festivities are unlikely to be used effectively at this level. NOTE: • Several events/points above can be used to argue for or against the interpretation. • Allow either, as long as candidates make a valid argument. • However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of why Elizabeth's religious settlement failed, as seen by the various plots, which then simply tags onto the end '<i>but her spies successfully exposed these so this was a success</i>' cannot then be credited for a separate explanation.
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>	
0 marks No response or no response worthy of credit.	

Question 8*–20 marks	
In his 2011 book ‘A Brief History of Britain, 1485–1660’, historian Ronald Hutton argues that ‘Elizabeth’s reign is a story of many major successes’.	
How far do you agree with this view of Elizabeth’s reign between 1580 and 1603? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17–20 marks)	Typically, a 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 = 20 marks, e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were ‘major successes’ in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England’s wealth and influence.</i> <i>On the other hand, I think that Elizabeth’s religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth’s religious policy did not succeed in dampening Catholic resistance.</i> <i>Yet it could also be claimed that there were successes dealing with the Catholic ‘threat’ after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth’s reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i> <i>Nevertheless, the fact that poverty substantially grew in these years is not part of a ‘story’ of ‘success’. The increase in population and falling wages meant that the number of vagrants rose. In some areas, the ‘settled’ poor made up 30 per cent of the population. Elizabeth’s government was slow to take action on this problem and it wasn’t until 1597 that a series of Acts was introduced to support the ‘impotent’ poor, meaning the problem of poverty persisted until the end of Elizabeth’s reign.</i> <i>Overall, I would argue that although there were clearly ‘major successes’, to characterise 1580–1603 simply as a ‘story’ of them is to ignore the huge failures in this time. Furthermore, even some of the successes might be seen in a different light. For example, although the Armada was defeated, the fact that there was war with Spain to begin with could be viewed as a failure of foreign and religious policy.</i>
Level 4 (13–16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were ‘major successes’ in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England’s wealth and influence.</i> <i>On the other hand, I think that Elizabeth’s religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth’s religious policy did not succeed in dampening Catholic resistance.</i> <i>Yet it could also be claimed that there were successes dealing with the Catholic ‘threat’ after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth’s reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, there were ‘major successes’ in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England’s wealth and influence.</i> <i>Furthermore, there were successes dealing with the Catholic ‘threat’ after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth’s reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were ‘major successes’ in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England’s wealth and influence.</i> <i>On the other hand, I think that Elizabeth’s religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth’s religious policy did not succeed in dampening Catholic resistance.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because there were ‘major successes’ in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England’s first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England’s wealth and influence.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • <i>Yes, I agree because England defeated the Armada in 1588. (2)</i> • <i>No, there was growing poverty and vagrancy in this period. Also, England’s attempt at a colony in Roanoke failed. (3)</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of relevant events (2–4 marks), e.g. <i>Elizabeth used propaganda to come across as a strong ruler. (2) For example, she went on progresses so she could be seen by as many of her people as possible, sometimes speaking to them as she passed. (3) She also used censorship. For instance, in 1596, she ordered that portraits of her looking old should be burned. (4)</i> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I disagree because there was a great deal of religious conflict in this period.</i>
0 marks	

Question 9*–20 marks In a recent article on the English Heritage website, historian Diane Purkiss argues that it is ‘untrue’ that ‘witch-hunting was really women-hunting’. How far do you agree with this view of accusations of witchcraft in Elizabethan England? Give reasons for 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 AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of accusations of witchcraft.</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 reasons to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of causation and consequence (why individuals were persecuted as witches) and similarity and difference (diversity of experience across England) but reward appropriate understanding of any other second order concept.</i>
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>	Grounds for agreeing include: Other reasons for accusations: • Village tensions/ economic hardship: knowledge of examples of cases which arose as a consequence of complaints/ disputes between neighbours; the decades which saw a huge rise in population and big increases in poverty are also the decades in which the number of witchcraft trials rose dramatically; poor harvests created tensions in many communities; in years of hardship, people were less like to offer charity to neighbours, which led to resentment and the accusations followed. • Elizabethan beliefs in magic (e.g. important part of culture in Elizabethan England; most people held supernatural beliefs to help them cope with life; belief that there were people – witches – who used ‘familiar’ to commit evil acts; many peasants held continued belief in magic during and after the Reformation). • An intensification of Puritan Beliefs (e.g. witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities).
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>	
Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–4 marks)	Grounds for disagreeing include: the vast majority of people accused of witchcraft were women; many were elderly and alone

J411/18

Mark Scheme

June 2025

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>	<i>or living on the margins of society; women were the traditional healers and midwives in communities and feminist historians have claimed they were deliberately targeted by the male medical establishment; the magistrates and jurors who judges witchcraft cases were always men.</i>
0 marks No response or no response worthy of credit.	

Question 9*–20 marks	
In a recent article on the English Heritage website, historian Diane Purkiss argues that it is ‘untrue’ that ‘witch-hunting was really women-hunting’. How far do you agree with this view of accusations of witchcraft in Elizabethan England? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	Typically, a 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 = 20 marks, e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> <i>Finally, the belief in magic was an important part of culture in Elizabethan England and cannot be ignored. Most people held supernatural beliefs, such as that magic could be used by ‘wise women’ to help cure illness or find out the sex of an unborn child. In this period there was an increased belief that there were people – witches – who used ‘familiars’ to commit evil acts. So in this sense the accusations of witchcraft were just part of beliefs which spread through society.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i> <i>Overall, I agree with the interpretation because I think it was mostly to do with tensions and hardship. Although belief in magic and prejudice again women were undoubtedly part of the picture, taken on their own they cannot explain the sharp rise in accusations. So economic tensions and conflict provide one way of explaining this. However, that cannot be the sole reason either, as not all catastrophes – such as outbreaks of plague – were blamed on witchcraft.</i>
Level 4 (13-16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i>
	Typically, a one-sided argument, two explained points of support (2–0) , e.g.

Level 3 (9-12 marks)	<i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish 'Godly' communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because there is evidence to suggest that accusations were actually the result of village tensions and hardship. For example, the number of trials shot up after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • <i>Yes, I agree because witchcraft accusations went up in line with poverty and poor harvests. (2)</i> • <i>In some ways I disagree as most of the accused were women. However, in some ways I agree because most of the accusations began with complaints and quarrels between neighbours so it could be more to do with those things. (3)</i> 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of witchcraft accusations/ related events (2–4 marks), e.g. • <i>Witchcraft was thought to involve a special kind of magic that could cause harm to people or property. (2) People believed that witches had familiars - small animals that supposedly fed off the witch's blood. (3) People accused of being witches were usually women but some were men. (4)</i> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I agree because I think it was just that people were frightened of witchcraft in this period.</i>
0 marks	

Need to get in touch?

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

Call us on

01223 553998

Alternatively, you can email us on

support@ocr.org.uk

For more information visit



ocr.org.uk/qualifications/resource-finder



ocr.org.uk



Twitter/ocrextams



/ocrextams



/company/ocr



/ocrextams



CAMBRIDGE
UNIVERSITY PRESS & ASSESSMENT

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

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored. © OCR 2025 Oxford Cambridge and RSA Examinations is a Company Limited by Guarantee. Registered in England. Registered office The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA.

Registered company number 3484466. OCR is an exempt charity.

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

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

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

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

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