



GCSE (9–1)

History B (Schools History Project)

J411/15: Crime and Punishment, c.1250 to present with The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for June 2019

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

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

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

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

Question 1–3 marks	
(a) Name one type of capital punishment used in the period 1250–1500.	[1]
(b) Give one example of an organized crime in the period 1500 -1750.	[1]
(c) Identify one example of a new crime since 1950.	[1]
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: burning, hanging, beheading.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: smuggling, highway robbery, poaching, heresy and treason.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c), likely valid responses include: racial crime, car crime (compulsory seatbelts, drink driving, joy-riding), cybercrime, illegal drugs.</i> Any other historically valid response is acceptable and should be credited.

Question 2–9 marks	
Write a clear and organized summary that analyses the nature of crime during the Medieval period (1250– 1500). Support your summary with examples.	
Levels	Notes and guidance specific to the question set
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	
Level 3 (7–9 marks)	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>
Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers could consider aspects of one or more of: serious and petty crimes such as homicide or stealing goods worth less than 12d; the crimes of the poor or the crimes of the rich and the nobility such as burglary or treason. New crimes emerging because of the Black Death e.g. vagrancy. The emerging problem of private armies towards the end of the fifteenth century.</i>
Level 2 (4–6 marks)	<i>Use of conceptual understanding to organise the response might in this case involve the concept of change and continuity within the period. Or it may involve using significance of different types of crime from serious to petty crimes.</i>
Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>Answers may show use of second order concepts such as causation (e.g. why the types of crime changed or why there were different types of crime), diversity (rich and poor, local and national, petty and serious) and significance in how the type of crime led to different punishments.</i>
Level 1 (1–3 marks)	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
0 marks	
No response or no response worthy of credit.	

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Question 2–9 marks	
Write a clear and organised summary that analyses the nature of crime during the Medieval period (1250– 1500). Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g.</p> <p>[Diversity] <i>In the medieval period the nature of crime varied greatly. There were serious crimes (felonies), which led to severe punishments. People might be hanged for things like homicide and stealing more than 12d worth of goods. Less serious crime, or 'petty' crime, involved theft of goods worth less than this, getting into debt, or doing limited harm to people or property. 7 marks</i></p> <p>[Causation] <i>People committed crime in the medieval period for a variety of reasons. Anger was one reason – over half of homicides stemmed from simple arguments, and this may have been because the system of strip farming meant that peasants had to work very close to each other, often when sharp tools were nearby. Hunger was another reason people committed crime. Crime such as theft rose when harvests failed and people found themselves in debt and in need.</i></p> <p>Nutshell: Summary based on second order concept(s) with two or more valid supporting examples</p> <p><i>Other valid areas might include: Change – new crimes which had appeared by 1400 such as vagrancy, scolding, gangs of robbers, religious crimes, treason and the building up of private armies/retainers; causation – reasons why new crimes had appeared; causation – why homicide rates were so high in this period; diversity – different crimes associated with different groups of people, e.g. rich and poor.</i></p>
Level 2 (4–6 marks)	<p>Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g.</p> <p>[Change] <i>At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, several new types of crime had emerged. For example, 'vagrancy' became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village.</i></p> <p>Nutshell: Summary based on a second order concept with one valid supporting example</p>
Level 1 (1–3 marks)	<p>Answers at L1 will typically list or describe relevant events or developments erg <i>There were lots of different crimes in this period. Larceny, homicide, vagrancy. Homicide didn't just include murder but also things like accidental killing.</i></p> <p>Nutshell: List of events / developments with no organising concept.</p>
0 marks	

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Question 3–10 marks To what extent did the enforcement of law and order change in the Early Modern period (1500–1750)? 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
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).	<i>Explanations could consider similarities - still no effective police force (personal freedom, cost), army put down any protests, riots or capture of gangs and was unpopular as unfairly brutal. Tithings and hue and cry continued to be the principal way of catching criminals.</i> <i>differences – use of watchmen, more criminals dealt with by JPs and the influence of manorial courts and church courts declined.</i> <i>Explanations are most likely to show understanding of the second order concept of continuity and change but reward appropriate understanding of any other second order concept such as diversity or significance.</i>
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.	

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Question 3–10 marks To what extent did the enforcement of law and order change in the Early Modern period (1500–1750)? Explain your answer.	
NOTE: ALLOW CHANGE(S) / CONTINUITIES IN PUNISHMENT ONLY WHERE IT IS CLEARLY LINKED TO ENFORCEMENT / DETERRENT	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Level 5 answers will typically identify at least two changes/continuities in the enforcement of law and order 1500–1750 and explain them fully e.g.</p> <p><i>In some ways, law enforcement changed little in the Early Modern period. Most of the methods were the same as the ones used in the medieval period. For example, local communities continued to police themselves because there was still no professional police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal, and unpaid officials like JPs and churchwardens continued to play an important role.</i></p> <p><i>However, there were some changes to law enforcement in this period. For example, the nature of the court system changed. In the medieval period, it had been the local manor and church courts that dealt with petty crime. However, in the Early Modern period this was different because the government had extended the role of the JPs. By the 1600s their volume of work had increased and so small groups of JPs met more regularly in their local areas in 'petty sessions'. They dealt with some types of petty crime such as drunkenness or minor forms of violence.</i></p> <p>Nutshell: Two or more methods of law enforcement 1500–1750 identified, with full explanation of how these were changes/continuities. NOTE: Some responses may take the approach of comparing the medieval and Early Modern periods. If they make a valid argument about change / continuity these can be credited.</p>
Level 4 (7-8 marks)	<p>Level 4 answers will typically identify one change/continuity in the enforcement of law and order 1500–1750 and explain it fully e.g.</p> <p><i>Some aspects of medieval law enforcement continued in this period. For example, local communities continued to police themselves because there was still no professional police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal, and unpaid officials like JPs and churchwardens continued to play an important role.</i></p> <p>Nutshell: One method of law enforcement 1500–1750 identified, with full explanation of how it was a change/continuity. NOTE Answers at L4 will often identify and describe several methods but only fully explain one of them.</p>
Level 3 (5-6 marks)	<p>Level 3 answers will typically identify at least one valid change/continuity e.g.</p> <ul style="list-style-type: none"> • <i>In the medieval period, there was the use of the hue and cry and this continued after 1500.</i> <p>Nutshell: Identifies one or more valid change/continuity but no supporting evidence. NOTE: 5 marks for one change/continuity identified; 6 marks for two or more</p>
Level 2 (3-4 marks)	<p>Level 2 answers will typically contain correct descriptions of Early Modern law enforcement or related events without relating this to change or continuity, e.g.</p> <ul style="list-style-type: none"> • <i>In this period local communities policed themselves because there was no police force. So, for example, if the constable raised the hue and cry, people were expected to turn out and search for a criminal.</i> • <i>The assizes dealt with serious offences.</i> <p>Nutshell: Describes methods of law enforcement or other relevant events without addressing the question of change/continuity.</p>
Level 1 (1–2 marks)	<p>Level 1 answers will typically contain general points or unsupported assertions e.g. <i>A variety of people were involved in the law enforcement system.</i></p> <p>Nutshell: Assertion(s)</p>
0 marks	

Question 4*–18 marks ‘There was little change in the punishments used in the period 1250 – 1750’. How far do you agree with this statement? 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 analyses historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of types of punishment in the period.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider the alternative point of view.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change, continuity and significance but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: the continuation of punishments from Medieval times such as fines, pillory, whipping and branding, ducking stools, the fact prisons were little used as a punishment, the use of hanging as a punishment.</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>	<i>Grounds for disagreeing include: arguing that the introduction of the bridewell was important, the increase in use of both the Bloody Code and capital punishment in the period, the use of transportation to the Americas from the early 1600s onwards.</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>	

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<p>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></p>	
<p>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></p>	
<p>0 marks No response or no response worthy of credit.</p>	

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Question 4* – 18 marks	
'There was little change in the punishments used in the period 1250 – 1750'. How far do you agree with this statement? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.</i></p> <p><i>On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime.or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging. In addition to this, the bridewell or 'house of correction' was a new type of punishment where vagrants were forced to work. Those who refused faced physical punishment. This was different to medieval gaols which were mainly used to hold temporarily hold prisoners who were awaiting other punishments.</i></p> <p><i>Overall, I think that there was actually more change than continuity. Even though some traditional punishments like the stocks continued, the beginning of a change in attitude is more significant in this period – both the use of a 'correction house' and the less frequent use of capital punishment marks the beginning of a belief that the purpose of a punishment was to change people's behaviour rather than to deter via harsh punishment.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks</p>
Level 5 (13-15 marks)	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.</i></p> <p><i>On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime.or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging.</i></p> <p>Nutshell: Balanced argument; three explained points of support (i.e. two on one side and one on the other)</p>
Level 4 (10-12 marks)	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. Secondly, capital offences were punished by hanging, just as they had been in the Middle Ages. Hangings were often watched by large crowds. The condemned person was taken to the gallows where a noose was placed around their neck. It often took a long time for them to die as their neck wasn't broken by a drop.</i></p> <p>Nutshell: One sided argument, two explained points of support</p>

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	<p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place. On the other hand there was some change in punishment by 1750. For example, even though the number of crimes for which you could be hanged increased, the actual levels of execution had dropped by 1750. Judges and juries often reduced the value of goods stolen to below that of a capital crime or acquitted defendants due to lack of evidence. Transportation to North America or the West Indies started to replace hanging.</i></p> <p>Nutshell: Balanced argument; one explained point on each side NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two</p>
Level 3 (7-9 marks)	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There is a great deal of evidence which can support the statement. For example, there were many Early Modern punishments which were intended to cause humiliation and physical pain. These punishments had survived since the Medieval period. One example is the use of the stocks where heavy pieces of wood were placed around the offender's ankles and their feet were locked in place.</i></p> <p>Nutshell: One sided argument; one explained point of support NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one</p>
Level 2 (4-6 marks)	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>No, I agree because bridewells were new.</i></p> <p>Nutshell: Identification of reason(s) to support/challenge without full explanation</p> <p>Alternatively, Level 2 answers will typically describe punishments in one or both periods, without addressing the question of change/continuity e.g.</p> <ul style="list-style-type: none"> <i>In the medieval period people fines were a usual form of punishment. For example, fines were used by church courts to punish gambling.</i> <i>By 1750 some people were being transported to British colonies as a form of punishment.</i> <p>Nutshell: Description of punishments in one/both periods without linking to change/continuity</p>
Level 1 (1-3 marks)	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>No, there were many areas where punishments changed. Some of the old punishments died out.</i></p> <p>Nutshell General/ unsupported assertion(s)</p>
0 marks	

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Question 5*–18 marks	
How far do you agree that governments have been the most important factor influencing crime rates since 1750? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	
<p>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></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime rates in the period.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must identify and consider the alternative point of view. OR answers may reach a judgment on how far the government has influenced the crime rate by comparison with other factors in the period 1750 – present</i></p>
<p>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></p>	<p><i>Answers are most likely to show understanding of the second order concepts of significance, continuity and change but reward appropriate understanding of any other second order concept.</i></p>
<p>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></p>	<p><i>Grounds for agreeing include: introduction of the Police Force; the increased government focus on winning votes; fear of popular revolts (eg French Revolution) made governments react; attempts by governments to reform the prison system over time</i></p>
<p>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></p>	<p><i>Grounds for disagreeing include: urbanisation; the reduction in chance; changing nature of beliefs in the period; the role of science and technology; the work of reformers</i></p>

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<p>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></p>	
<p>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></p>	
<p>0 marks No response or no response worthy of credit.</p>	

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Question 5* – 18 marks	
How far do you agree that governments have been the most important factor influencing crime rates since 1750? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Level 6 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets. Also, in the 20th Century, governments have become more involved in people's lives and introduced a range of new crimes including 'hate crime' after the murder of Stephen Lawrence. This meant that the crime rate has risen because there are now more laws to be broken.</i></p> <p><i>On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.</i></p> <p><i>Overall, I think that other factors had a much more significant impact than the government. There is no doubt there is a correlation between the introduction of the police and the fall in crime rates after 1850. However, the establishment of the police happened partly in response to the increasing crime anyway, which was still far higher in 1900 than it had been in 1750.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side OR three on one side and one on the other. Clinching argument = 18 marks</p>
Level 5 (13-15 marks)	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 3 valid examples, e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets.</i></p> <p><i>On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.</i></p> <p>Nutshell: Balanced argument; three explained points of support (i.e. two on one side and one on the other)</p>
Level 4 (10-12 marks)	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves. Poverty was another reason. The crime rate rose particularly sharply after 1815 when war with France ended and soldiers returned to Britain looking for work. There was low employment, high prices and falling wages. So many people turned to theft in desperation.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 4 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They</i></p>

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	<p><i>removed drunks, prostitutes and vagrants from the streets. On the other hand there is a great deal of evidence against the statement. Industrialisation was a major reason that the crime rate rose until 1850. Theft from the workplace became much more common. Factories, warehouses and shops were full of goods which could be stolen. So industrialisation provided new opportunities for thieves.</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two</p>
Level 3 (7-9 marks)	<p>Level 3 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There is some evidence which can support the statement. Firstly, it could be argued that the introduction of a professional police force under Robert Peel made a big contribution to the fall in crime in the second half of the nineteenth century. There were uniformed officers on the beat who tried to prevent theft and violence. They removed drunks, prostitutes and vagrants from the streets.</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one</p>
Level 2 (4-6 marks)	<p>Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g.</p> <p><i>Yes, I agree because of Peel's introduction of the police force.</i> <i>No, it was more to do with industrialisation.</i></p> <p>Nutshell: Identification of reason(s) to support/challenge without full explanation</p> <p>Alternatively, Level 2 answers will typically describe crime/related events, e.g.</p> <p><i>Crime gradually increased between 1750 and 1810, then there was a sharp increase until 1820.</i> <i>Theft was still the most frequent crime. Murders were rare.</i></p> <p>Nutshell: Description of crime or related events without linking this to the question</p>
Level 1 (1-3 marks)	<p>Level 1 answers will typically make general and unsupported assertions eg</p> <p><i>No, there were many other reasons that the crime rate went up and down. the government impact was limited.</i></p> <p>Nutshell General/ unsupported assertion(s)</p>
0 marks	

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

In Interpretation A, the illustrator portrays how an Elizabethan noblewoman tried to impress guests. Identify and explain one way in which he 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 illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.

The explanation of how the illustrator portrays how an important Elizabethan noblewoman tried to impress guests 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 illustrator. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

NOTE:

- **One mark is for correct identification of a feature in the interpretation that relates to the question.**
- **For the second 2 marks, the candidate must either: pick out a specific feature in the image and develop the explanation by making two points about it;**
- **OR give 2 examples relating to a more general feature.**
- **DO NOT AWARD SEPARATE MARKS FOR SEPARATE FEATURES.**

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

- *The illustrator shows a large and richly-decorated room (1). For example, there are elaborate carvings, panelling and tapestries on the wall (1). These would have been rare and expensive, which would have impressed the guests (1).*
- *The illustrator shows how the guests are being entertained (1). For example, there is a space for dancing and an entertainer playing music (1). This shows how the noblewoman can make her guests feel relaxed and comfortable, which would have impressed them.*
- *The illustrator shows how the noblewoman is showing off her status to her guests (1). You can see her family coat of arms on the wall (1). This suggests some kind of local or national importance, which would have impressed the guests.*

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<p>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 nature of Elizabethan society.</p>	
<p>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.</p>	<p>Notes and guidance specific to the question set</p>
<p>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).</p>	<p><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></p> <p><i>Examples of areas for further research include: how representative this illustration is of Elizabethan society, ie comparison of housing and entertainment of different social groups (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></p>
<p>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).</p>	
<p>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).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

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<p>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 nature of Elizabethan society.</p>	
<p>Guidance and indicative content</p>	
<p>Level 3 (5 marks)</p>	<p>Answers at L3 will typically identify an impression given in Interpretation A and suggest a valid line of enquiry based on a second order concept into this area. They will explain how this enquiry would increase understanding of the nature of Elizabethan society e.g.</p> <p><i>[Diversity]</i> <i>Interpretation A suggests that life was easy for rich women such as Bess of Hardwick, a life of ease and luxury. I would compare the lives of wealthy women like Bess of Hardwick to the lives of poorer women and see how different they were. This would help us to understand the challenges faced by poorer women, which Bess of Hardwick would not have faced. It would also help us to compare how much choice or freedom poorer women had compared to rich women.</i></p> <p>Nutshell: Valid line of enquiry based on second order concept to compare to an impression given by Interpretation. Indication of how this would improve understanding of the nature of Elizabethan society.</p>
<p>Level 2 (3-4 marks)</p>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of the nature of Elizabethan society e.g.</p> <p><i>[Diversity]</i> <i>I would compare the homes and lifestyles of people like Bess of Hardwick to other people in Elizabethan society. This would allow us to see how much difference there was between the gentry and the lives of merchants and labourers.</i></p> <p><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></p> <p>Nutshell: Valid line of enquiry based on second order concept with indication of how this would improve understanding of the nature of Elizabethan society</p>
<p>Level 1 (1-2 marks)</p>	<p>Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) e.g.</p> <p><i>[Diversity]</i> <i>I would investigate how different the homes were of different types of people in Elizabethan society.</i></p> <p>Nutshell: Valid line of enquiry about the nature of Elizabethan society based on second-order concept</p> <p>Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) e.g.</p> <p><i>I would look for more information about the musicians. It would be interesting to know what instrument he's playing and how much he got paid. [2 marks]</i> OR <i>I would find out more about what the food was like that at these banquets. [1 mark]</i></p> <p>Nutshell: Find out more about people / events / objects in Interpretation A – not based on second-order concept</p> <p>NOTE: DO NOT REWARD RESPONSES WHICH ANSWER THEIR OWN ENQUIRY USING CONTEXTUAL KNOWLEDGE.</p>
<p>0 marks</p>	

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Question 7–12 marks Interpretations B and C both focus on the threat posed to Elizabeth by Mary Queen of Scots. 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
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).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • <i>Comparison of provenance and source type alone, eg B is from a website, C is a history book.</i> • <i>Individual points of similarity/difference in content: C says there were ‘real fears’ about a Catholic plot whereas B says there were only ‘empty rumours.’ C says that Mary’s letter is a source of controversy among historians and B also shows this by denying Mary plotted against Elizabeth. C says Mary plotted against Elizabeth; B says she did not. Both sources agree that Mary was planning escape. B suggests Walsingham lured Babington into a trap; C makes no mention of this.</i> • <i>Differences in the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her: C suggests there was real danger of a Catholic plot against Elizabeth and her spies were trying to save England from this threat. It portrays Mary as a true conspirator and treason plotter, discussing the evidence in the letter. According to C, Mary was guilty and the spies found the evidence of this. However, B downplays the Catholic threat, dismissing it as ‘empty rumours’ made up by ‘Protestant’ historians. It portrays Mary as a Catholic martyr who was not guilty of plotting to assassinate the Queen. It shows Elizabeth’s spies in a negative light, as agent provocateurs trying to get Babington to break the law.</i> • <i>Developed reasons for differences – purpose / audience, eg B is from a Catholic website which is trying to exonerate Mary as a Catholic martyr, so it downplays her role in the plot. It sounds from C’s title like the book is more of a biography of Walsingham and written in praise of him, calling him the ‘Spy Master’ who ‘saved England.’ It’s therefore highly likely to argue that Walsingham was acting in the nation’s and the Queen’s best interests in taking the action he did against Mary.</i> <p><i>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.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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 threat posed to Elizabeth by Mary Queen of Scots. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	<p>Answers at L4 will typically compare the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her. They will support this with relevant reference to the content of the interpretations. They will use the purpose of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>As L3, plus:</i> <i>I think the reason for the difference is that B is from a Catholic website which is trying to absolve Mary of any guilt, and portray her as a Catholic martyr, so it downplays her role in the plot. [10-11 marks] Whereas it sounds from C's title like the book is more of a biography of Walsingham and written in praise of him, calling him the 'Spy Master' who 'saved England.' It's therefore highly likely to argue that Walsingham was acting in the nation's and the Queen's best interests in taking the action he did against Mary. [12 marks]</i></p> <p>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</p> <p>NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals. Do NOT allow undeveloped comments about provenance at this level, e.g. B says she is innocent because it's a Catholic website OR C says she is guilty because it is a historian who has done more research.</p>
Level 3 (7-9 marks)	<p>Answers at L3 will typically compare the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her. They will support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance e.g.</p> <p><i>C suggests there was real danger of a Catholic plot against Elizabeth and her spies were trying to save England from this threat. It portrays Mary as a true treason plotter, discussing the evidence in the letter. According to C, Mary was guilty and the spies found the evidence of this. However, B downplays the Catholic threat, dismissing it as 'empty rumours' made up by 'Protestant' historians. It portrays Mary as a Catholic martyr who was not guilty of plotting to assassinate the Queen. It shows Elizabeth's spies in a negative light, as agent provocateurs trying to get Babington to break the law.</i></p> <p>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations. NOTE: Answers with support from only one interpretation award 7 marks</p>
Level 2 (4-6 marks)	<p>Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g. <i>C says there were 'real fears' about a Catholic plot whereas B says there were only 'empty rumours.'</i> <i>C says Mary plotted against Elizabeth; B says she did not.</i> <i>Both sources agree that Mary was planning escape.</i></p> <p>Nutshell: Selects individual points of similarity or difference</p> <p>Answers at L2 will typically make a valid comparison of the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her but fail to develop this with relevant support, e.g. <i>Interpretation C portrays Mary as a plotter who was guilty of treason but B makes her out to be more of an innocent just caught up in events.</i></p> <p>Nutshell: Valid comparison of portrayals with no support</p> <p>Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of Mary Queen of Scots and/or the nature of the threat posed by her but fail to compare to the other interpretation, e.g. <i>I think the reason that B is so positive about Mary is that it is from a Catholic website which is trying to absolve her of any guilt, and portray her as a Catholic martyr, so it downplays her role in the plot.</i></p> <p>Nutshell: Purpose of one interpretation used to explain its portrayal of Mary/nature of the threat – no comparison.</p>

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<p>Level 1 (1–3 marks)</p>	<p>Answers at L1 will typically make simplistic comments about provenance e.g. <i>They are different because B is from a website but C is a history book.</i> <i>They are different because B is from Catholic website but C is a proper historian who has done lots of research.</i> Nutshell: Comparison of simplistic provenance</p> <p>Alternatively, answers will explain or paraphrase the portrayal of Mary Queen of Scots and/or the nature of the threat posed by her in one interpretation only, with no valid comparison e.g. <i>B downplays the Catholic threat, saying there are only 'empty rumours' made up by 'Protestant' historians. It portrays Mary as a Catholic martyr.</i> Nutshell: Portrayal of Mary Queen of Scots and/or the nature of the threat posed by her in one interpretation explained with no valid comparison</p>
<p>0 marks</p>	

<p>Question 8*–20 marks According to the book <i>Travel: London, Elizabethan theatres</i> ‘had the support of everyone from the Queen to the peasants.’ How far do you agree with this view of people’s attitudes towards theatres between 1580 and 1603?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of popular culture in Elizabethan England. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the issue of the popularity of theatres and their opponents.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of support for / opinions of theatres across society); and causation and consequence (what created these views) but reward appropriate understanding of any other second order concept.</i></p>
<p>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></p>	<p><i>Grounds for agreeing include: There were numerous new theatres built during this period which is a reflection of their popularity – eg <i>The Theatre, The Curtain, The Rose, The Swan, The Globe</i>. Plays on <i>Bankside</i> attracted thousands of Londoners and visitors. The plays were popular with all social groups loved the comedies, tragedies and histories written by Shakespeare. People were also attracted to the additional songs, dancing and jokes at the end. Theatres were popular with the poorer classes because ‘groundlings’ only paid a penny. The audiences were often noisy and engaged with the actors which shows they were popular. Concerns about crowds and distraction (see below) reveals how popular the theatres were. Elizabeth enjoyed</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

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<i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. The theatres remained open apart from during outbreaks of Plague.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include: Some Elizabethans complained that jigs were vulgar. Fights sometimes broke out. Others saw the theatres as a threat to society. The London authorities had concerns about the theatres and asked the Privy Council to close them. They were worried about the theatre crowds creating disorder and they argued that servants and apprentices were distracted from their work. They also said that the theatres attracted thieves and prostitutes. Puritans also opposed the theatres. Puritanism was strong in 16th C London and Puritans wrote pamphlets attacking the theatres. They associated play with paganism and also with Catholicism. Preachers argued that the theatres and the places where they were situated on Bankside and Shoreditch – near to brothels – led people into sin.</i></p>

<p>Question 8*–20 marks According to the book <i>Travel: London</i>, Elizabethan theatres ‘had the support of everyone from the Queen to the peasants.’ How far do you agree with this view of people’s attitudes towards theatres between 1580 and 1603?</p>	
<p>Guidance and indicative content</p>	
<p>Level 5 (17-20 marks)</p>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid clinging argument e.g.</p> <p><i>There is a lot evidence to support the interpretation. We know that Elizabeth did support theatres as she enjoyed watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. Secondly, the plays on Bankside attracted thousands of Londoners and visitors which shows how popular they were, especially with the poorer classes who bought up the penny seats.</i></p> <p><i>However, it’s not true that ‘everyone’ supported the theatres. The London authorities had concerns about the theatres and asked the Privy Council to close them because they were worried about the theatre crowds creating disorder. As well as this, Puritans opposed the theatres and they wrote pamphlets attacking the theatres. They associated plays with paganism and also with Catholicism, and argued that the theatres led people to brothels and into sin.</i></p> <p><i>In conclusion, I think that although there were exceptions such as the Puritans, overall the interpretation does give the right impression because the concerns from the authorities about crowds and distraction in itself reveals just how popular the theatres were.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinging argument = 20 marks</p>
<p>Level 4 (13-16 marks)</p>	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. We know that Elizabeth did support theatres as she enjoyed watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. Secondly, the plays on Bankside attracted thousands of Londoners and visitors which shows how popular they were, especially with the poorer classes who bought up the penny seats. However, it’s not true that ‘everyone’ supported the theatres. Puritans opposed the theatres and they wrote pamphlets attacking the theatres. They associated plays with paganism and also with Catholicism, and argued that the theatres led people to brothels and into sin.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three. NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p>
<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a lot evidence to support the interpretation. We know that Elizabeth did support theatres as she enjoyed watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. Secondly, the plays on Bankside attracted thousands of Londoners and visitors which shows how popular they were, especially with the poorer classes who bought up the penny seats.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a lot evidence to support the interpretation. The plays on Bankside attracted thousands of Londoners and visitors which shows how popular they were,</i></p>

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	<p><i>especially with the poorer classes who bought up the penny seats. However, it's not true that 'everyone' supported the theatres. Puritans opposed the theatres and they wrote pamphlets attacking the theatres. They associated plays with paganism and also with Catholicism, and argued that the theatres led people to brothels and into sin.</i></p> <p>Nutshell: Balanced argument; one explained point on each side NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree because the plays on Bankside attracted thousands of Londoners and visitors which shows how popular they were, especially with the poorer classes who bought up the penny seats.</i></p> <p>Nutshell: One sided argument; one explained point of support NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p>
<p>Level 1 (1-4 marks)</p>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>No, I don't agree because Puritans opposed them.</i></p> <p>Nutshell: Identification of reason(s) to support/challenge without full explanation</p> <p>Alternatively, Level 1 answers will typically describe theatres/relevant events OR make general, unsupported assertions e.g.</p> <p><i>Elizabethan theatres included the comedies, tragedies and histories written by Shakespeare. There were also songs, dancing and jokes at the end. The audiences were often noisy.</i></p> <p><i>Yes, the theatres were popular with all social classes.</i></p> <p>Nutshell: Description of theatres or related events without linking this to the question OR general, unsupported assertions.</p>
<p>0 marks</p>	

Question 9*–20 marks According to the website www.elizabethan-era.org.uk, Elizabethan adventurers were motivated by the belief that ‘new discoveries could bring untold riches.’ How far do you agree with this view of the motives of adventurers between 1580 and 1603?	
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
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature and significance of England’s connections with the wider world. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the motivation of wealth and at least one other reason for exploration.</i></p> <p><i>Answers are most likely to show understanding of cause and consequence (what motivated the explorers and what this led to); and similarity and difference (diversity of motivations) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Wealth motivated many, eg Francis Drake plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back vast quantities of treasure in 1580; Humphrey Gilbert hoped to claim vast territory in North America and sell much of it to wealthy Englishmen who invested in his voyage; Walter Raleigh knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England (and himself); Raleigh also led an expedition to Guiana in 1594 in search of ‘the city of Gold’.</i></p> <p><i>Grounds for disagreeing include: The adventurers were also motivated by other reasons. eg: There was rivalry with Spain who had built up a huge empire in Central and South America, eg Humphrey Gilbert was driven by his hatred of Catholic Spain. Trade was a reason in many cases, eg Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire; and James Lancaster sailed to the East Indies</i></p>
Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	
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	

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<p>ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>seeking opportunities for trade – English merchants were keen to import things like spices, cotton, silk, jewels and perfumes from East Asia. Adventure was another reason, eg Francis Drake was a daring adventurer who wanted to achieve sailing all the way around South America. In 1579–80 he claimed several Island in the Strait of Magellan, and later California ('New Albion') for Queen Elizabeth. He sailed into the Pacific where no English sailor had been before. After 1580, more Elizabethan adventurers set off on voyages because they had been inspired by Drake's adventures.</i></p>
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	

<p>Question 9*–20 marks According to the website www.elizabethan-era.org.uk, Elizabethan adventurers were motivated by the belief that ‘new discoveries could bring untold riches.’ How far do you agree with this view of the motives of adventurers between 1580 and 1603?</p>	
<p>Guidance and indicative content</p>	
<p>Level 5 (17-20 marks)</p>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is a lot evidence that to support the interpretation. Wealth did drive explorers such as Francis Drake, who plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back lots of treasure in 1580. Walter Raleigh was also motivated by wealth – he knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England.</i></p> <p><i>However, there were also many other reasons that the adventurers went exploring. For example, trade was a reason in many cases. Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire and James Lancaster sailed to the East Indies seeking opportunities to import things like spices, cotton and silk. Adventure was another reason. For example, Francis Drake was a daring adventurer who wanted to achieve sailing all the way around South America. He sailed into the Pacific where no English sailor had been before.</i></p> <p><i>Overall I think wealth was probably the main reason as stated by the interpretation. This is because some of the other reasons can also be linked back to wealth; for example, trade was a motivation because of profit and being a daring adventurer brought fame, status and wealth alongside it.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</p>
<p>Level 4 (13-16 marks)</p>	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>There is a lot evidence that to support the interpretation. Wealth did drive explorers such as Francis Drake, who plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back lots of treasure in 1580. Walter Raleigh was also motivated by wealth – he knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England. However, there were also many other reasons that the adventurers went exploring. For example, trade was a reason in many cases. Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire and James Lancaster sailed to the East Indies seeking opportunities to import things like spices, cotton and silk.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three. NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p>
<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is a lot evidence that to support the interpretation. Wealth did drive explorers such as Francis Drake, who plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back lots of treasure in 1580. Walter Raleigh was also motivated by wealth – he knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is a lot evidence that to support the interpretation. Wealth did drive explorers such as Francis Drake, who plundered many Spanish and Portuguese ships in the</i></p>

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	<p><i>Caribbean and West Africa, bringing back lots of treasure in 1580. However, there were also many other reasons that the adventurers went exploring. For example, trade was a reason in many cases. Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire and James Lancaster sailed to the East Indies seeking opportunities to import things like spices, cotton and silk.</i></p> <p>Nutshell: Balanced argument; one explained point on each side NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>I agree wealth did drive explorers such as Francis Drake, who plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back lots of treasure in 1580.</i></p> <p>Nutshell: One sided argument; one explained point of support NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p>
<p>Level 1 (1-4 marks)</p>	<p>Level 1 answers will typically identify valid reason(s) to support and/or challenge the interpretation but without full explanation or supporting evidence, e.g.</p> <p><i>No, I don't agree because there were other reasons such as wanting to find trade routes.</i></p> <p>Nutshell: Identification of reason(s) to support/challenge without full explanation</p> <p>Alternatively, Level 1 answers will typically describe adventurers/expeditions/relevant events OR make general, unsupported assertions e.g.</p> <p><i>In 1580 Francis Drake became the first Englishman to circumnavigate the globe. In 1585 there was an attempt to set up an English colony in Virginia.</i></p> <p><i>Yes, riches were important because the voyages brought wealth back to England.</i></p> <p>Nutshell: Description of adventurers/expeditions or related events without linking this to the question OR general, unsupported assertions.</p>
<p>0 marks</p>	

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