

GCSE (9–1) History B (Schools History Project)

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

Sample Question Paper

Date – Morning/Afternoon

Time allowed: 1 hour 45 minutes

OCR supplied materials:

- the OCR12-page Answer Booklet

Other materials required:

- None

INSTRUCTIONS

- Use black ink.
- Section A – Crime and Punishment, c.1250 to present: Answer questions 1 (a–c), 2, 3 and **either** question 4 **or** question 5.
- Section B – The Elizabethans, 1580–1603: Answer questions 6 (a–b) and 7, and **either** question 8 **or** question 9.
- Do **not** write in the bar codes.

INFORMATION

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

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

Answer questions 1 (a–c), 2 and 3.

- 1.
- (a) Name **one** type of official who was responsible for enforcing law and order in the Middle Ages. [1]
- (b) Name **one** type of crime that the authorities were particularly worried about in the period 1500–1750. [1]
- (c) Give **one** example of a technological change which affected policing in the period after 1900. [1]
2. Write a clear and organised summary that analyses how law and order was enforced in the period 1500–1750. Support your summary with examples. [9]
3. What caused the increase in crime in the first half of the nineteenth century? Explain your answer. [10]

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

- 4.* How far do you agree that the most important changes in the punishment of offenders took place in the twentieth century? Give reasons for your answer. [18]
- 5.* 'In the period between 1750 and 1900 there were big changes in policing'. How far do you agree with this statement? Give reasons for your answer. [18]

Section B

The Elizabethans, 1580–1603

Answer questions 6 (a–b) and 7.

6.

- (a) In Interpretation A the illustrator portrays the wealth and comfort of an Elizabethan gentleman's house. Identify and explain **one** way in which the illustrator does this.

[3]

Interpretation A – An illustration from *Tudor Gallery* by James Mason, a history book aimed at young children published in 1997.



- (b) If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand daily life in Elizabethan England.

[5]

7. Interpretations B and C both focus on the power of Elizabeth I. How far do they differ and what might explain any differences?

[12]

Interpretation B – An extract from *The Making of the United Kingdom, 1500–1750*, a secondary school textbook written by J F Aylett in 1992.

Elizabeth I was England's only unmarried queen. Perhaps she knew that, if she married an English nobleman, she would offend others. If she had married a foreigner she would not have been able to follow her own policies. And those policies *were* successful. When she died in 1603, England was one of the world's leading trading nations. It had also become a major power in Europe. Above all, she handed over a country that was more peaceful and united than ever before. Many people thought that she was wonderful. No wonder they looked back on her reign as a Golden Age.

Interpretation C – An extract from *A Brief History of Britain, 1485–1660*, written by the historian Ronald Hutton in 2010.

During her last years, her government was starting to show signs of strain. The Spanish war had reached stalemate, with the English more anxious to make peace than their opponents. Court politics had become unusually divisive and embittered, leading to the rebellion and execution of her final toy-boy, Essex, and then a monopoly of power by Burghley's son, Robert Cecil. The last Parliament of the reign turned directly upon the queen over the issue of economic monopolies that she was granting as rewards to her followers; and she was forced to surrender to its demands. Her splendid costumes made an ever more glaring contrast with her physical decay: one Venetian ambassador reported that she stank so much it was wise to stand upwind of her.

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

8.* In his 2012 book *The Watchers*, the historian Stephen Alford argued that the threat from Catholics created 'dangerous and uncertain times' in Elizabethan England. How far do you agree with this view?

[20]

9.* In his 1974 school textbook *Tudors and Stuarts*, R J Unstead stated that Elizabethan adventurers 'successfully increased English trade in all parts of the world'. How far do you agree with this view?

[20]

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Copyright Information:

Interpretation A: An illustration from *Tudor Gallery* by James Mason, a history book aimed at young children published in 1997.

Interpretation B: Extract from John Aylett, *The Making of the United Kingdom, 1500–1750 (Past Historic)*, pg 13, Hodder Education, London, 1992.

Interpretation C: Extract from Ronald Hutton, *A Brief History of Britain 1485–1660: The Tudor and Stuart Dynasties: 2 (Brief Histories)*, pg 134, Constable & Robinson Ltd, London, 2010.

Question 8: Reference to Stephen Alford, *The Watchers: A Secret History of the Reign of Elizabeth I*, pp. 4–5, Penguin Books Ltd., London, 2013.

Question 9: Quote from R.J. Unstead, *Looking at History, Book 3: Tudors and Stuarts*, pg 24, A & C Black (Childrens Books) Ltd, London, 1974.

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