

## **GCSE**

### **History B (Schools history project)**

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

General Certificate of Secondary Education

### **Mark Scheme for June 2018**

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

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

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

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## Annotations

<b>Stamp</b>	<b>Annotation Name</b>	<b>Description</b>
	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

<p><b>Question 1–3 marks</b></p> <p><b>(a) Identify one way in which a suspect could avoid trial in the period 1250-1500.</b></p> <p><b>(b) Give one example of the changing nature of crime in the period 1500-1750.</b></p> <p><b>(c) Name one development in punishment in the period 1750-1900</b></p>	
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: becoming an outlaw; seeking sanctuary in a church or cathedral, having powerful friends who would dismiss a charge or refusing to plead.</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 increased organised crimes such as highway robbery and smuggling; or candidates may mention the Bloody Code with the large number of new capital crimes it created. Alternatively, candidates may identify the increasing number of religious crimes in the late 16th and early 17th centuries, or the focus on witchcraft.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1(c), likely valid responses include: changes in capital punishments with ‘new drop’ and ‘long drop’, reduction in hangings, after 1840 reduction in transportation, increased use of prison sentences, changes in prisons including the separate and silent systems etc.</i></p> <p><i>Any other historically valid response is acceptable and should be credited.</i></p>

<p><b>Question 2–9 marks</b>  <b>Write a clear and organised summary that analyses crime in Britain since 1900. Support your summary with examples.</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 3 (7–9 marks)</b></p> <p>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).</p> <p>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).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could analyse: the increase in the crime rate after 1900, and particularly after 1955; the prevalence of different and new types of crime such as hate crime and cyber crime; the causes of the changing crime rate; the different types of criminal; changing and diverse attitudes towards crime and criminals.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).</p> <p>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).</p>	<p><i>Use of conceptual understanding to organise the response might involve change (e.g. in the crime rate or in attitudes towards crime); causation (e.g. the reasons for changes in the crime rate or in attitudes towards crime); diversity (e.g. differences between crimes in town and country, between male and female criminals, or in the experiences and attitudes of different groups of people).</i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).</p> <p>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).</p>	<p><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></p>
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</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>

<b>Question 2–9 marks</b>	
<b>Write a clear and organised summary that analyses crime in Britain since 1900. Support your summary with examples.</b>	
<b>Guidance and indicative content</b>	
<b>General Note: No requirement to write a narrative which covers the 20<sup>th</sup> century comprehensively</b>	
<b>Level 3 (7–9 marks)</b>	<p>Answers at L3 will typically be organised around a second order concept such as causes, effects, change/continuity, significance. Answers will be supported with <b>three</b> or more valid examples eg</p> <p>[Change] <i>In the first quarter of the 20<sup>th</sup> century crime continued much as it was before 1900, but the crime rate began to rise during the Great Depression when people lost their jobs and struggled to survive and there were also strikes and protests. During World War Two houses were looted while people were in air raid shelters and stolen goods were sold on the black market. After 1955 crime changed along with society. As more people owned cars speeding became a problem. People also broke the law because they wanted to drink and drive. [Candidates may also refer to things such as football violence and cyber crime]</i></p> <p>[Cause and consequence] <i>Crime has changed in Britain since 1900 because the nature of society has changed. Britain has become a more diverse society but some intolerant people have committed hate crimes against people because of their religion or the colour of their skin. One example was the murder of a young black man, Stephen Lawrence, in 1993 who was murdered because of the colour of his skin. In the 1960s taking illegal drugs became associated with popular music and this caused more young people to try drugs which in turn led to more drug dealers. As society appears to have become less safe, knife crime has been an issue with youths often claiming to carry them in self-defence. This has led to a number of deaths, especially in London.</i></p> <p><b>Nutshell: Summary based on second order concept(s) with three or more valid supporting examples</b></p>
<b>Level 2 (4–6 marks)</b>	<p>Answers at L2 will typically be organised around a second order concept, supported with <b>two</b> valid examples e.g.</p> <p>[Change] <i>In the first quarter of the 20<sup>th</sup> century crime continued much as it was before 1900, but the crime rate began to rise during the Great Depression when people lost their jobs and struggled to survive and there were also strikes and protests. During World War Two houses were looted while people were in air raid shelters and stolen goods were sold on the black market.</i></p> <p><b>Nutshell: Summary based on a second order concept with two valid supporting examples</b></p>
<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically be organised around a second order concept, supported with <b>one</b> valid example e.g.</p> <p>[Change] <i>Since 1900 crime has changed a great deal as rapid advances have been made in society. As more people owned cars, people broke the law because they wanted to drink and drive.</i></p> <p><b>Nutshell: Summary based on a second order concept with one valid supporting example</b></p> <p>Alternatively, answers at L1 will list or describe relevant events or developments without organisation e.g. <i>In this period there was the end of capital punishment and the rise of football violence.</i></p> <p><b>Nutshell: List of events / developments with no organising concept.</b></p>
<b>0 marks</b>	

<b>Question 3–10 marks</b>	
<b>How much did the way law and order was enforced change in the period 1250-1500? Explain your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).	<i>Explanations could explain aspects of continuity, for example that methods such as tithings and the frankpledge, the hue and cry, the sheriff and his posse and the coroner did continue for much of this period. They could also explain change, for example that local constables were introduced at the beginning of the period and tithings, the frankpledge and the hue and cry were gradually replaced by the constable and the emerging and increasingly important JPs. Manorial courts were gradually replaced by royal courts. Answer may explain the move from methods based on the local community to more central control by the king, his officials and his courts.</i>  <i>Explanations are most likely to show understanding of the second order concepts of change and continuity but reward appropriate understanding of any other second order concept. Answers which simply describe some aspects of policing from the period 1250-1500 cannot reach beyond Level 1.</i>
<b>Level 4 (7–8 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).	
<b>Level 3 (5–6 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 3–10 marks</b> <b>How much did the way law and order was enforced change in the period 1250-1500? Explain your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (9-10 marks)</b>	Level 5 answers will typically identify and fully explain at least <b>three examples of changes and/or continuities</b> in law enforcement in this period, e.g.  <i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced. By 1250 many of the manors had taken over the work of the hundred courts and judged petty offences committed by anyone in the community such as thefts, land disputes and fights. The lord would run the court and juries of wealthier villagers would decide each case. However, these courts began to lose influence towards the end of the period as JPs heard more and more cases and as the feudal system was beginning to disappear.</i> <b>Nutshell: Three examples of change or continuity identified and fully explained</b>
<b>Level 4 (7-8 marks)</b>	Level 4 answers will typically identify and fully explain <b>two examples of changes and/or continuities</b> in law enforcement in this period, e.g.  <i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced. By 1250 many of the manors had taken over the work of the hundred courts and judged petty offences committed by anyone in the community such as thefts, land disputes and fights. The lord would run the court and juries of wealthier villagers would decide each case.</i> <b>Nutshell: Two examples of change or continuity identified and fully explained</b> <b>NOTE Answers at L4 will often identify and describe several changes/continuities but only fully explain two of them.</b>
<b>Level 3 (5-6 marks)</b>	Level 3 answers will typically identify and fully explain one example of change or continuity in law enforcement in this period, e.g.  <i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. Manor courts were another example of ensuring that the law was enforced.</i> <b>Nutshell: One example of change or continuity identified and fully explained PLUS at least one more identified/described</b>
<b>Level 2 (3-4 marks)</b>	Level 2 answers will typically identify and fully explain <b>one example of change or continuity</b> in law enforcement in this period. e.g.  <i>Continuity of law enforcement was a feature of this period. The people played an essential role in law enforcement. Adult men were grouped into tithings and if one of them broke the law the others had to bring him to court. The victim had to raise the hue and cry and everyone who heard had to go and look for the criminal. If the village failed to conduct a hue and cry, it would be fined. With no police force this was an essential part of law enforcement that remained throughout the period.</i> <b>Nutshell: One example of change or continuity identified and fully explained.</b>
<b>Level 1 (1–2 marks)</b>	Level 1 answers will typically identify/describe change without full explanation  <b>Nutshell: Identification/description of example(s) without full explanation</b> <i>People carried out the hue and cry which meant they had to try and catch a criminal</i>  Alternatively, L1 answers will describe how law was enforced in the middle ages without reference to change. <b>Nutshell: Describes enforcing law and order or other relevant events</b> <i>People were in tithings. People helped to solve crime.</i>
<b>0 marks</b>	

Question 4*–18 marks How far do you agree that economic problems were the most important factor influencing crime rates from 1500-1750? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of crime rates in the period 1500-1750, economic problems or any other factor.</i></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 consider at least one other factor even if the response goes on to argue that economic problems were the most important factor.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation, consequence and significance but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: dramatic rise and then fall in crime rates in this period which link to population growth, higher prices and falling wages, worsened by poor harvests. From around 1650 the population growth halted, prices normalised and crime rates reduced. Also vast inequalities in wealth created more targets for crime as 'middling' families became wealthier leading to rising crime.</i></p> <p><i>Grounds for disagreeing include: Other factors were more important: religious changes led to more crimes being policed by Puritans especially, including 'moral misbehaviour' and new laws against witchcraft during the civil war. Conversely in the 1700s focus on witchcraft abated as ideas about magic were undermined by more rational scientific understanding.</i></p> <p><i>Alternatively, candidates may argue the civil war led to falling crime rates as so much 'theft' was in fact legalised by war needs. Candidates may also focus on the growth of London and the anonymity and opportunity it provided for criminals, and then link this to economics for a judgement in the conclusion. Alternatively, they may argue that the widening of the number of offences to be punished by hanging with the Bloody Code was an effective deterrent, influencing falling crime rates.</i></p>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	
<b>Level 2 (4–6 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–3 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 4*–18 marks</b>	
<b>How far do you agree that economic problems were the most important factor influencing crime rates from 1500-1750? Give reasons for your answer.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples and a <b>clinching argument</b> e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p><i>However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night. Accusations of witchcraft were common until the early seventeenth century. People’s superstitious beliefs led them to accuse, usually old women of bringing harm to their family.</i></p> <p><i>Overall, economic problems were the most important factor because they can also be linked to other factors like beliefs. For example, the accusations of witchcraft rose dramatically in the decades which saw a huge rise in population, increases in poverty, and sometimes poor harvests.</i></p> <p><b>Nutshell: Balanced argument, two valid supporting examples each side, plus a clinching argument (or three on one side and one on the other)</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead e.g. Overall, I think that economic factors were less important because although inequality caused murder and theft, religious beliefs meant that people got accused of being witches.]</i></p> <p><b>Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other)</b></p> <p><b>NOTE: 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.</b></p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. In addition, in years of bad harvest the situation became even worse and many were forced to become vagrants who were labelled as criminals but they often resorted to theft just to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p><b>Nutshell One sided argument; three explained points of support</b></p> <p><b>Alternatively,</b> Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers. However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night.</i></p> <p><b>Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.</b></p>

<b>Guidance and indicative content</b>	
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. Inequalities in society also led to crime and as roads were built and stage coach travel became popular. People often carried their money and jewellery with them and they became the target of highway robbers.</i></p> <p><b>Nutshell One sided argument; two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive. However, other factors also contributed to the increase crime rate. The strict moral values of the puritans in the late sixteenth century and early seventeenth century led to people appearing in court for their sinful behaviour including swearing, talking in the street when they should have been in church and singing, dancing and drinking through the night.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example e.g.</p> <p><i>Economic factors certainly played an important role in the increase in the crime rate. Court records in Cheshire show that the crime rate for murder and theft was much higher between 1580 and 1650 when a huge increase in population combined with rising prices and falling prices encouraged people into a life of crime in order to survive.</i> <b>Nutshell: One sided argument; one explained point of support</b></p>
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically identify a factor influencing crime rates (other than the one identified in the statement) without full explanation, e.g.</p> <p><i>No, it was more to do with people's beliefs like Puritanism.</i></p> <p><b>Nutshell: Identification of factor(s) without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, e.g.</p> <p><i>In this period there was a lot of highway robbery.</i></p> <p><b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b></p>
<b>0 marks</b>	

**NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.**

<p><b>Question 5*–18 marks</b>  <b>‘The most significant changes in the punishments of offenders took place in the period 1750-1900.’ How far do you agree with this statement? Give reasons for your answers.</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 6 (16–18 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).          Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of punishments of offenders in any 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 consider at least one period outside industrial Britain 1750-1900, even if the response goes on to argue that the most important changes took place between 1750-1900.</i></p> <p><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></p> <p><i>Grounds for agreeing include: reduction in hangings, changes to and then decline of transportation, most significantly the importance of the prison sentence as a punishment and large amount of prison building.</i></p> <p><i>Grounds for disagreeing include: arguing that changes in other periods were just as important e.g. after 1900 the focus of punishment moved towards reform and rehabilitation and adopted a less harsh and more liberal approach. Examples include the abandonment of ‘separate’ and ‘silent’ systems, greater focus on re-educating young offenders, abolition of corporal and capital punishments, introduction of meaningful work in prisons not hard pointless labour. Other examples were the adoption of the Bloody Code in the 1600s.</i></p>
<p><b>Level 5 (13–15 marks)</b>          Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2).  <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p><b>Level 4 (10–12 marks)</b>          Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2).  <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p><b>Level 3 (7–9 marks)</b>          Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (4–6 marks)</b>          Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b>          Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2).  <i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b>          No response or no response worthy of credit.</p>	

<b>Question 5*–18 marks</b>	
<b>'The most significant changes in the punishments of offenders took place in the period 1750-1900.' How far do you agree with this statement? Give reasons for your answers.</b>	
<b>Guidance and indicative content</b>	
<b>Level 6 (16-18 marks)</b>	<p>Level 6 answers will typically set out an argument which compares at least two periods (including 1750-1900), supported by at least four examples, plus a clinching argument e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson.</i></p> <p><i>However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities. Also, Punishment within the community has become an alternative to prison with people given community service orders rather than being locked away.</i></p> <p><i>Overall, the most significant changes took place after 1900 when alternatives to prison were frequently used so much so that people began to consider that governments were too soft on crime and failed to consider the victims. Punishments were no longer regarded as a serious deterrent.</i></p> <p><b>Nutshell: Valid comparison of periods; two explained points for each period (or three for one and one for the other), plus a clinching argument</b></p>
<b>Level 5 (13-15 marks)</b>	<p>Level 5 answers will typically set out an argument which compares at least two periods (including 1750-1900), supported by at least four examples, e.g.</p> <p><i>[As Level 6 but without clinching argument, or with a summary/assertion instead, eg Overall, there were big changes in 1750- 900 such as the move away from transportation to prison, but there were bigger changes in the 20<sup>th</sup> century where punishments changed to being more community-based]</i></p> <p><b>Nutshell: Valid comparison of periods; two explained points for each period (or three for one and one for the other)</b></p> <p><b>NOTE: 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.</b></p>
<b>Level 4 (10-12 marks)</b>	<p>Level 4 answers will typically set out an argument based on punishments in 1750-1900, supported by three examples of change from that period, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson. Finally, there was also the move away from the separate system where prisoners were kept in individual cells where they worked, prayed and reflected on their crimes. This caused many to suffer mental health problems. The silent system was introduced where prisoners worked together in silence on pointless work such as using the treadmill or turning a crank handle.</i></p> <p><b>Nutshell: 1750-1900 explained, supported by three examples</b></p>

<b>Guidance and indicative content</b>	
	<p>Alternatively, Level 4 answers will set out an argument based on punishments in 1750-1900, plus at least one other period, supported by two examples from period and one from the other, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions and prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson. However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p><b>Nutshell: 1750-1900 plus at least one other period explained, supported by two examples from one period and one from the other period</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Level 3 answers will typically set out an argument based on punishments in only one period, supported by two examples of change in that period e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. Prison at the beginning of the period meant surviving in grim conditions with nothing useful to do. Prisoners were often whipped or placed in irons. 50 prisons were been built or rebuilt and people believed that prisoners needed to be taught a lesson.</i></p> <p><b>Nutshell: One period explained, supported by two examples</b></p> <p>Alternatively, Level 3 answers will set out an argument based on punishment 1750-1900, plus one other period, supported by one example of change from each period, e.g.</p> <p><i>In 1750 the bloody code was still in force but it led to many courts being unwilling to impose the death penalty for less serious crimes. Transportation was regarded as an alternative punishment and the first fleet of 11 ships carrying convicts to Australia set out in May 1787. By 1840, fewer convicts were beginning to be transported and the most important form of punishment was a prison sentence. However, since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p><b>Nutshell: 1750-1900 plus at least one other period explained, supported by one example from each period</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Level 2 answers will typically set out an argument based on punishments in only one period, supported by one example of change from that period e.g.</p> <p><i>No, there were more significant changes after 1900. Since 1900 the attitude towards the punishments of prisoners has changed significantly and particularly from the second half of the twentieth century. From 1902 young people under 21 were sent to borstals where an attempt was made to educate and train them. It was felt that all prisoners should be treated with dignity and be provided with educational opportunities.</i></p> <p><b>Nutshell: One period explained, supported by one example</b></p>

<b>Guidance and indicative content</b>	
<b>Level 1 (1-3 marks)</b>	<p>Level 1 answers will typically describe punishments in one or both periods without full explanation, e.g. <i>This is true because prison became the main form of punishment</i></p> <p><b>Nutshell: Identification of punishments without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions,, e.g. <i>During this period people were sent to prison and were made to suffer under the separate system or the silent system.</i></p> <p><b>Nutshell: Description of relevant events or developments with no explanation OR general assertions</b></p>
<b>0 marks</b>	

**NOTE:** At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

## Section B: The Elizabethans, 1580–1603

## Question 6a – 3 marks

In Interpretation A, the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing. 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 the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing + 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 historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing 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 author. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

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

*For example:*

- The historian makes it clear that dancing was very popular, calling it a mania (1). It is clear that all classes in society and all ages are taken with dancing (1) showing that they did not agree with the views of Puritans (1) She goes on to show how Puritans disliked dancing by mentioning that they thought it was moral threat and led to lost work (1).*
- The historian emphasises that dancing was very popular (1). She cites a foreign observer who comments on how good the English are at dancing and music (1). She then makes the point that by criticising it, Puritans were bound to be unpopular (1).*

<b>Question 6b – 5 marks</b>	
<b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand popular culture in Elizabethan England.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	<i>Answers may choose to put forward lines of investigation by framing specific enquiry questions but it is possible to achieve full marks without doing this.</i> <i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i> <i>Examples of areas for further research include: reasons for Puritan attacks on Elizabethan pastimes (causation); impact of Puritan attacks on people's activities (consequence); comparison of impact of Puritan beliefs across different areas of the country or within different groups, rich/poor, etc. (diversity, ie similarity &amp; difference); how far Elizabethan pastimes changed within the period 1580-1603 (change and continuity); how far the other ideas of the Puritans were shared by the rest of the country (diversity).</i>
<b>Level 2 (3–4 marks)</b> The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>Level 1 (1–2 mark)</b> The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 6b – 5 marks</b>	
<b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand popular culture in Elizabethan England.</b>	
<b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p>Answers at L3 will typically identify one or more valid lines of enquiry based on a second order concept and explain specifically how this enquiry would increase understanding of a specific aspect of Interpretation A e.g.</p> <p><i>[Diversity]</i>  <i>I would investigate the types of dances there were apart from ‘morris dances and jigs’ and what other pastimes people had, such as theatres. This would allow us to understand more about popular culture in Elizabethan England.</i></p> <p><b>Nutshell: Valid line of enquiry with explanation of how this would improve understanding, using Interpretation A</b></p>
<b>Level 2 (3-4 marks)</b>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of some aspect(s) of the topic / issue e.g.</p> <p><i>[Diversity]</i>  <i>I would investigate the types of dances there were and what other pastimes people had, such as theatres. This would allow us to understand more about popular culture in Elizabethan England.</i></p> <p><b>Nutshell: Valid line of enquiry with explanation of how this would improve understanding</b></p>
<b>Level 1 (1–2 marks)</b>	<p>Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) eg</p> <p><i>I would the differences between rich and poor dances.</i></p> <p><b>Nutshell: Valid line of enquiry</b></p> <p>Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) eg</p> <p><i>I would find out what kind of dancing they are doing.</i></p> <p><b>Nutshell: Find out more about people / events / objects in Interpretation A</b></p>
<b>0 marks</b>	

<b>Question 7–12 marks</b>	
<b>Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences?</b>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> <li>• <i>Comparison provenance and source type alone, eg B is from 2006, C from 2015; B is from a local news website, C is from an online article for international readers.</i></li> <li>• <i>Individual points of similarity/difference in content: both acknowledge Raleigh's role in bringing back tobacco to England; both acknowledge the fame of explorers (B calls Raleigh a 'famous explorer' and C quotes the Prime Minister saying 'great explorers'). B mentions Raleigh's knighthood; C doesn't. C discusses Raleigh's colonisation of Virginia; B doesn't.</i></li> <li>• <i>Differences in the overall message about or portrayal of the adventurers: B is a very positive portrayal of Raleigh as a hero or glorifies his contribution (expensive statue dedicated to him; MP calls him 'local hero' and says he is 'delighted'; unveiling given royal ceremony) whereas C portrays the adventurers in a very negative light as 'pirates' and pillagers; it emphasises the violence involved in their activities and is sarcastic about the achievements, eg tobacco.</i></li> <li>• <i>Developed reasons for differences – purpose / audience, eg B was written to commemorate Raleigh's contributions and for a local audience who are proud that someone so famous was born in the village. It is unlikely to say anything too negative about Raleigh. C's purpose is to persuade readers that British people are too 'rose-eyed' and nostalgic about famous figures from history and aims to focus only on the damaging evidence. C is also using the adventurers to criticise the Prime Minister.</i></li> </ul> <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>
<b>Level 3 (7–9 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 2 (4–6 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
<b>Level 1 (1–3 marks)</b> Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 7–12 marks</b>	
<b>Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences?</b>	
<b>Guidance and indicative content</b>	
<b>Level 4 (10-12 marks)</b>	<p>Answers at L4 will typically compare the overall portrayal of Elizabethan adventurers and support this with relevant reference to the content of the interpretations. They will use the <b>purpose/audience</b> of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>B is a very positive portrayal of Raleigh as a hero and glorifies his contribution. He has had an expensive statue dedicated to him and the MP calls him a 'local hero' whereas C portrays the adventurers in a very negative light as 'pirates' and pillagers. It emphasises the violence involved in their activities and is sarcastic about the achievements, like the tobacco. I think the reason that B is more positive is because B was written to commemorate Raleigh's contributions and for a local audience who are proud that someone so famous was born in the village. It is unlikely to say anything too negative about Raleigh.</i></p> <p><b>[Other possible lines of argument might include: Devon Tourism / BAT promotion in Interpretation B, C's purpose is to persuade readers that British people are too 'rosey-eyed' and nostalgic about famous figures from history and aims to focus only on the damaging evidence. C is also using the adventurers to criticise the Prime Minister.]</b></p> <p><b>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C</b>  <b>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.</b></p>
<b>Level 3 (7-9 marks)</b>	<p>Answers at L3 will typically compare the message/overall portrayal of Elizabethan adventurers and 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>B is a very positive portrayal of Raleigh as a hero and glorifies his contribution. He had had an expensive statue dedicated to him and the MP calls him 'local hero' whereas C portrays the adventurers in a very negative light as 'pirates' and pillagers. It emphasises the violence involved in their activities and is sarcastic about the achievements, like the tobacco.</i></p> <p><b>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.</b>  <b>NOTE: Answers with support from only one interpretation award 7 marks</b></p>
<b>Level 2 (4-6 marks)</b>	<p>Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g.</p> <p><i>Both acknowledge Raleigh's role in bringing back tobacco to England.</i></p> <p><b>Nutshell: Selects individual points of similarity or difference</b></p> <p>Answers at L2 will typically make a valid comparison of the message/overall portrayal of Elizabethan adventurers but fail to develop this with relevant support, e.g.</p> <p><i>Interpretation B suggests that Raleigh is a real hero but C is very negative about him.</i></p> <p><b>Nutshell: Valid comparison of portrayals with no support</b></p>
<b>Level 1 (1–3 marks)</b>	<p>Answers at L1 will typically make simplistic comments about provenance e.g.</p> <p><i>They are different because they were written at different times / they are similar because they are both from websites.</i></p> <p><b>Nutshell: Comparison of simplistic provenance</b></p> <p>Alternatively, answers will explain or paraphrase the portrayal of Elizabethan adventurers in one interpretation only, with no valid comparison e.g.</p> <p><i>Interpretation B is a very positive portrayal of Raleigh as a hero.</i></p> <p><b>Nutshell: Portrayal of adventurers in one interpretation explained with no valid comparison</b></p>
<b>0 marks</b>	

<p><b>Question 8*–20 marks</b></p> <p><b>In his 1956 book, ‘A History of the English-Speaking Peoples’, former Prime Minister and historian Winston Churchill argued that there was ‘harmony’ between Elizabeth and Parliament during her reign. How far do you agree with this view?</b></p>	
<p><b>Levels</b></p> <p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b></p> <p><b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b></p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>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).</p> <p><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 Elizabeth and her parliaments.</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.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (why there was opposition from Parliament or why agreements were reached) and similarity and difference (diversity of experience among different groups within Parliament, eg Puritan opposition) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (13–16 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Elizabeth set strict limits on what Parliament could discuss so debate on her marriage and the succession was limited; Elizabeth used Parliament less than other Tudor monarchs so again opportunity for discord was limited; Elizabeth’s usual solution to disagreement was to compromise, eg over monopolies; the vast majority of MPs could be relied upon to vote as Elizabeth wished; most of the day-to day business in Parliament passed without difficulty or opposition. Candidates may cite views of revisionist historians like Elton and Graves, although this is not necessary.</i></p>
<p><b>Level 3 (9–12 marks)</b></p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>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).</p> <p><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: ‘Harmony’ covers up the fact that Parliament’s powers were limited, eg Elizabeth imprisoned Wentworth for pressing her name</i></p>

<p><b>Level 2 (5–8 marks)</b></p> <p>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).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>a Protestant successor; there was much debate on foreign policy and the succession stirred up by Walsingham and Cecil; there was opposition from Puritans like Stubbes who criticised the Queen despite brutal punishment; there was opposition from MPs over monopolies. Candidates may cite views of historians like Neale, although this is not necessary.</i></p>
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response worthy of credit.</p>	

<b>Question 8*–20 marks</b>	
<b>In his 1956 book, ‘A History of the English-Speaking Peoples’, former Prime Minister and historian Winston Churchill argued that there was ‘harmony’ between Elizabeth and Parliament during her reign. How far do you agree with this view?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies.</i></p> <p><i>On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London. Also, there were disagreements about the succession and foreign policy. William Cecil and Walsingham used their influence over MPs to stir up debate in Parliament and force the Queen’s hand over things like war with Spain.</i></p> <p><i>Overall, I don’t agree. If there was limited disagreement or ‘harmony’ much of the time, this was because Parliament’s powers were limited and not because there was genuine agreement.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b></p>
<b>Level 4 (13-16 marks)</b>	<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 evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies. On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b></p> <p><b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.</b></p> <p><b>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.</b></p>

<p><b>Level 3</b> <b>(9-12 marks)</b></p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p> <p><b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b></p>
<p><b>Level 2</b> <b>(5-8 marks)</b></p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p> <p><b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b></p>
<p><b>Level 1</b> <b>(1-4 marks)</b></p>	<p>Level 1 answers will typically identify areas of agreement and/or disagreement without full explanation, e.g.</p> <p><i>No, I don't agree because there was disagreement over the succession.</i></p> <p><b>Nutshell: Identification of reason(s) without explanation</b></p> <p>Alternatively, Level 1 answers will typically describe actions of Elizabeth/relevant events OR make general, unsupported assertions e.g.</p> <p><i>Parliaments were not called very much under Elizabeth. Parliament wanted Elizabeth to marry. OR No, there wasn't harmony – Elizabeth controlled Parliament.</i></p> <p><b>Nutshell: Description of Elizabeth's actions or related events without addressing the question OR general, unsupported assertions.</b></p>
<p><b>0 marks</b></p>	

<p><b>Question 9*–20 marks</b>  <b>In her 2014 book <i>God’s Traitors: Terror and Faith in Elizabethan England</i>, historian Jessie Childs argues that Elizabeth I was ‘determined to kill off Catholicism in her country.’ How far do you agree with this view?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature or extent of the Catholic threat. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i></p> <p><i>Answers are most likely to show understanding of change and continuity (how far Elizabeth’s responses to Catholics changed across the period) and similarity and difference (diversity of responses to Catholics) but reward appropriate understanding of any other second order concept.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Act of Uniformity fined Catholics for non-attendance at Protestant services; tighter control brought in after 1581, eg Act of Persuasions and Act Against Priests; Recusancy Act financially crippled Catholics; Act Restraining Recusants socially isolated them; Catholics arrested, tortured and punished, eg Campion and Clitherow; spies like Walsingham hunted down Catholics; evidence against Mary Queen of Scots was forged; MQS was then executed following the Babington plot; by 1603 almost all of England’s Catholics has given up their faith or were attending Protestant church services without complaint.</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: Relative leniency at the start of Elizabeth’s reign, eg Act of Uniformity only fined Catholics if they refused to attend Protestant services; Elizabeth allowed Catholics to attend court; Thomas Tresham made Sheriff of Northamptonshire 1573; in strong Catholic areas she did not insist that JPs strictly enforce church attendance; she believed that Catholic community would slowly die away rather than her having to ‘kill it off’; Elizabeth did not technically make it illegal to hold Catholic beliefs; Elizabeth refused</i></p>

<p><b>Level 2 (5–8 marks)</b></p> <p>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).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>to sign Mary Queen of Scots' death warrant for several weeks so not necessarily 'determined' to end Catholic threat at all costs.</i></p>
<p><b>Level 1 (1–4 marks)</b></p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

<b>Question 9*–20 marks</b>	
<b>In her 2014 book <i>God’s Traitors: Terror and Faith in Elizabethan England</i>, historian Jessie Childs argues that Elizabeth I was ‘determined to kill off Catholicism in her country.’ How far do you agree with this view?</b>	
<b>Guidance and indicative content</b>	
<b>Level 5 (17-20 marks)</b>	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least four valid examples. For 20 marks, candidates must present a valid <b>clinching argument</b> e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged.</i></p> <p><i>On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only fined Catholics if they refused to attend Protestant services. Elizabeth also allowed Catholics to attend court and hold important positions – Thomas Tresham was made Sheriff of Northamptonshire 1573.</i></p> <p><i>Overall I think that it would be unfair to say that the Elizabeth was ‘determined’ to ‘kill off’ Catholicism. She was against Catholicism but thought it more likely that it would die out by itself. Had she been ‘determined’ to kill it off at all costs, she would not have refused to sign Mary Queen of Scots’ death warrant for several weeks.</i></p> <p><b>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</b>  <b>NOTE: Please see MS guidance on page above for many more valid examples.</b></p>
<b>Level 4 (13-16 marks)</b>	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged. On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only fined Catholics if they refused to attend Protestant services.</i></p> <p><b>Nutshell: Balanced or one-sided argument; three explained points of support</b>  <b>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three</b>  <b>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</b></p>

	<b>arguments.</b>
<b>Level 3 (9-12 marks)</b>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged.</i></p> <p><b>Nutshell: One sided argument, two explained points of support</b></p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only fined Catholics if they refused to attend Protestant services.</i></p> <p><b>Nutshell: Balanced argument; one explained point on each side</b></p> <p><b>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</b></p>
<b>Level 2 (5-8 marks)</b>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine.</i></p> <p><b>Nutshell: One sided argument; one explained point of support</b></p> <p><b>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</b></p>
<b>Level 1 (1-4 marks)</b>	<p>Level 1 answers will typically identify evidence for/against the statement without full explanation, e.g.</p> <p><i>Yes, Elizabeth passed the Act of Uniformity.</i></p> <p><b>Nutshell: Identification of evidence without explanation.</b></p> <p>Alternatively, Level 1 answers will typically describe related events during the period but fail to explain how they address the question OR make general, unsupported assertions e.g.</p> <p><i>In 1580 the Jesuit priests arrived in England. Recusants were people who refused to attend protestant church services. OR Yes, Elizabeth was a Protestant and against Catholics.</i></p>

	<b>Nutshell: Description of related events without consideration of Elizabeth's actions OR general, unsupported assertions</b>
<b>0 marks</b>	

**OCR (Oxford Cambridge and RSA Examinations)**  
**The Triangle Building**  
**Shaftesbury Road**  
**Cambridge**  
**CB2 8EA**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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Head office

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Facsimile: 01223 552553

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