Oxford Cambridge and RSA

Accredited

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

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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]

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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]

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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.

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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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…day June 20XX – Morning/Afternoon

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

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

SAMPLE MARK SCHEME

Duration: 1 hour 45 minutes

MAXIMUM MARK 80

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This document consists of 24 pages

MARKING INSTRUCTIONS

PREPARATION FOR MARKING

SCORIS

1. Make sure that you have accessed and completed the relevant training packages for on–screen marking: *scoris assessor Online Training*; *OCR Essential Guide to Marking*.

2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal http://www.rm.com/support/ca

3. Log–in to scoris and mark the **required number** of practice responses ("scripts") and the **required number** of standardisation responses.

   YOU MUST MARK 10 PRACTICE AND 10 STANDARDISATION RESPONSES BEFORE YOU CAN BE APPROVED TO MARK LIVE SCRIPTS.

TRADITIONAL

Before the Standardisation meeting you must mark at least 10 scripts from several centres. For this preliminary marking you should use **pencil** and follow the **mark scheme**. Bring these **marked scripts** to the meeting.

MARKING

1. Mark strictly to the mark scheme.

2. Marks awarded must relate directly to the marking criteria.

3. The schedule of dates is very important. It is essential that you meet the scoris 50% and 100% (traditional 50% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.

4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone, email or via the scoris messaging system.

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5. Work crossed out:
   a. where a candidate crosses out an answer and provides an alternative response, the crossed out response is not marked and gains no marks
   b. if a candidate crosses out an answer to a whole question and makes no second attempt, and if the inclusion of the answer does not cause a rubric infringement, the assessor should attempt to mark the crossed out answer and award marks appropriately.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there then add a tick to confirm that the work has been seen.

7. There is a NR (No Response) option. Award NR (No Response)
   - if there is nothing written at all in the answer space
   - OR if there is a comment which does not in any way relate to the question (e.g. 'can't do', 'don't know')
   - OR if there is a mark (e.g. a dash, a question mark) which isn't an attempt at the question.

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

8. The scoris **comments box** is used by your Team Leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**
   If you have any questions or comments for your Team Leader, use the phone, the scoris messaging system, or e–mail.

9. Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.

10. For answers marked by levels of response:
    a. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer
    b. **To determine the mark within the level**, consider the following:

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

11. Please note: the Assessment Objectives targeted by each question and the maximum marks available for each Assessment Objective are given at the top of each levels mark scheme for each question. Unless otherwise stated the weightings of the assessment objectives remain consistent throughout the levels. For example if the maximum marks are 6 AO1, 3 AO2, then the AO1/AO2 ratio will be 2/1 throughout the levels.

12. **Annotations**

Annotation	Meaning

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13. **Subject–specific Marking Instructions**

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

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

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USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co–ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co–ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

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INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The co–ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co–ordination Meeting.

2 The specific task–related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

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

Question 1–3 marks **(a) Name one type of official who was responsible for enforcing law and order in the Middle Ages.** **(b) Name one type of crime that authorities were particularly worried about in the period 1500–1750.** **(c) Give one example of a technological change which affected policing in the period after 1900.**	
Guidance	**Indicative content**
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	*For 1(a), likely valid responses include: sheriff, constable, coroner, judge, juror, Justice of the Peace.* *For 1(b), likely valid responses include: vagrancy, poaching, witchcraft, drinking, not attending church, highway robbery, smuggling, rioting.* *For 1(c), Likely responses include: the internet, the motor car, TV, radio, DNA testing, tagging.* Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

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Question 2–9 marks

Write a clear and organised summary that analyses how law and order was enforced in the period 1500–1750. 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) 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).	*Answers should show connections in the situation defined in the question and use these to organise the answer logically.* *Examples of details that might be included at any level include: the function of different courts (assizes, quarter sessions, manor, church); the role of law enforcers (Justice of the Peace/magistrate, sheriff, coroner, constable, priests).* *Use of conceptual understanding to organise the response might in this case involve the concept of changes within the period. Or it may involve using diverse aspects of law enforcement to organise the response eg Justice of the Peace, Coroner had certain roles which differed from the responsibilities of e.g. Priests.* *Answers may show use of second order concepts such as causation (e.g. why roles changed or different roles were needed or reasons for actions), similarity and difference within situations (e.g. different responsibilities of different enforcers).* *Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

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Question 3–10 marks

What caused the increase in crime in the first half of the nineteenth century? 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).	*Explanations could consider: the rise in population; increasing population mobility; improved transport; growing inequalities in wealth; the increase in rural poverty; the impact of industrialisation; growth in business and opportunities for increase in fraud, bribery and corruption; deteriorating living conditions in the towns; drunkenness; the declining influence of the church; the breakdown of community–based law enforcement.* *Explanations are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.* *Answers which simply describe some of crimes from the first half of the nineteenth century cannot reach beyond Level 1.*
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 4*–18 marks

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.

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 12 marks**	
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate knowledge of types of crime in any period.* *It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. To achieve the two highest levels, answers must consider at least one period outside the twentieth century even if the response goes on to argue that the most important changes took place in the twentieth century.* *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.* *Grounds for agreeing include: the abolition of capital punishment and of birching; changes in prisons (e.g. abolition of treadmills, prisoners allowed to 'associate', open prisons); alternatives to prison e.g. probation, community service and electronic tagging.* *Grounds for disagreeing include: arguing that changes before 1900 were of greater significance as they paved the way for later changes or that they were just as important in their own time (including changes that made punishments even harsher). Examples of changes from before 1900 include: the 'Bloody Code'; transportation; prison reform; the end of public executions.*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	

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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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

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Question 5*–18 marks

'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.

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 12 marks**	
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of policing in the period 1750–1900.* *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 "big" the changes were in policing in the period 1750 and 1900 by comparison with other periods.* *Answers are most likely to show understanding of the second order change, continuity and significance but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: the introduction of the first police force in London in 1829 was an important advance; legislation was introduced to establish police forces throughout the country; the number of police officers increased significantly; people accepted the need for a police force.* *Grounds for disagreeing include: there were limitations to policing in the period 1750–1900 (e.g. limited numbers of police officers and limitations to their effectiveness); the changes came after 1829 – little change in the period 1750–1829.*
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). *There is a well-developed line of reasoning which is coherent, relevant and logically structured.*	
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). *There is a developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	

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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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
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). *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

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Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

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.

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 is relation to the issue in the question.

The explanation of how the illustrator portrays wealth and comfort 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.

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

The illustrator shows servants at work which suggests wealth and comfort (1), there are four of them all at work in the same room on different tasks, this is a lot of servants and suggests every task is taken care of for the owner (1) – for example, one of the servants is keeping the fire going even though the owner isn't in the room to ensure that the room is always comfortable for the owner (1).

The pictures on the wall suggest wealth (1), these are portraits – likely to be of relatives or ancestors so the illustrator is suggesting that this is a house belonging to the gentry (1), further, art was very expensive at this time and yet the room is shown with most wall space covered (1).

The room itself is shown as both comfortable and clean which suggests wealth (1), it also suggests wealth by being modern for the time for example it is shown as having glass windows and glass was rare (1). The modern appearance is enhanced by matching and full set of crockery, again this would have been rare and expensive (1).

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Question 6b – 5 marks

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

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 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.**	
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).	*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.* *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.* *Examples of areas for further research include: comparison of housing belonging to different social groups (Diversity i.e. Similarity/Difference); reasons for the growing wealth and power of the Elizabethan gentry (Causation); women's lives in Elizabethan England (Diversity i.e. Similarity/Difference); the changing living standards of the gentry, 'middling sort' and labouring poor (Change, Causation, Diversity i.e. Similarity/Difference); the nature of family life in Elizabethan England (Similarity/Difference).*
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 1 (1–2 mark) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
0 marks No response or no response worthy of credit.	

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Question 7–13 marks

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

Levels **AO4** Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Maximum 12 marks**	**Notes and guidance specific to the question set**
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).	*Answers could consider: the overall view given in each interpretation (B – successful, admired and secure, C – insecure, in decline and lacking support); the specific issues covered by the interpretations (B – decision not to marry, trading power, war/peace, opinions of her subjects C – war/peace, court politics, Essex rebellion, Parliament, Queen's appearance); the interpretations' treatment of specific issues (e.g. B 'many people thought she was wonderful' C – 'she stank'; the style and tone of the writing; the nature and purpose of the interpretations eg audience for which the interpretations were made (e.g. B – school textbook C – more recent history book) and how this affects the content and style of the text, e.g. Hutton's attention to detail and complexity.* *Understanding of the period and relevant historical issues may be shown through the language and terminology used or by candidates' ability to make sense of, and readiness to comment on e.g.: the range and complexity of issues mentioned in C; England's standing in Europe; the way Hutton emphasises the concept of change while Aylett's summary in the extract does not address this.* *Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 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.	

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Question 8*–18 marks **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?**	
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). *There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.*	*Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the Catholic threat 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.* *Answers are most likely to show understanding of the second order concepts of causation and consequence (how Catholics did or did not affect the nation) and similarity and difference (diversity of experience across England) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: the fragility of the Religious Settlement; the danger presented by Mary Queen of Scots until 1587; the power of the Papacy; the danger presented by Spain, France, Scotland and Ireland; the activities of the Jesuits and seminary priests; the plots against the Queen; the fears of Elizabeth's ministers; the increasing persecution of Catholics, the challenges faced by the Elizabethan spy network.* *Grounds for disagreeing include: the loyalty of the Church Papists, the execution of Mary, Queen of Scots, the defeat of the Spanish Armada, the extensive and successful Elizabethan spy network; the failure of plots; the limited success of the Jesuits*
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). *There is a well-developed line of reasoning which is clear, relevant and logically structured.*	
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). *There is a line of reasoning presented which is mostly relevant and which has some structure.*	

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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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	*and seminary priests. Alternatively, some answers may argue that factors other than the Catholic threat created instability e.g. failing harvests, plague, the Essex Rebellion.*
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. *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

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<table>
<tr><td colspan="2">Question 9*–18 marks
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?</td></tr>
<tr><td>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</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).
There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</td><td rowspan="3">Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of English trade, contacts with the wider world and the achievements of Elizabethan adventurers.

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 the use of the word ‘all’ in the interpretation.

Answers are most likely to show understanding of the second order concepts of causation and consequence (how adventurers did or did not increase trade) and similarity and difference (diversity of experience across parts of the world) but reward appropriate understanding of any other second order concept.

Grounds for agreeing include: the activities of individual adventurers such Sir Walter Raleigh and Francis Drake; colonisation and trade in America; trade with Russia, the Ottoman Empire and the Mughal Empire. The foundation of trading companies; the increase in trade.

Grounds for disagreeing include: the mixed motives of Elizabethan adventurers, the failure of England’s first colony in America; the limited success of English trading companies before1603; the trade was with relatively few parts of the world.</td></tr>
<tr><td>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).
There is a well-developed line of reasoning which is clear, relevant and logically structured.</td></tr>
<tr><td>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).
There is a line of reasoning presented which is mostly relevant and which has some structure.</td></tr>
</table>

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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). *There is a line of reasoning which has some relevance and which is presented with limited structure.*	
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. *The information is communicated in a basic/unstructured way.*	
0 marks No response or no response worthy of credit.	

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Assessment Objectives (AO) grid

Section A

Question	AO1	AO2	AO3	AO4	Marks
1 (a–c)	3				3
2	6	3			9
3	5	5			10
4/5	6	12			18
Total	20	20			40

Section B

Question	AO1	AO2	AO3	AO4	Marks
6 (a)				3*	3
6 (b)	2	3			5
7				12	12
8/9	5	5		10	20
Total	7	8		25	40

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