



Oxford Cambridge and RSA

GCSE (9-1)

History B Schools History Project

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

General Certificate of Secondary Education

Mark Scheme for June 2023

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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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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor 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 RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**
Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

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

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

Contradictory Responses

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

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

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

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

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

Longer Answer Questions (requiring a developed response)

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

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. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero '0' if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor 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

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. Annotations

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	1191	Tick 1	Level 1
	1201	Tick 2	Level 2
	1211	Tick 3	Level 3
	1221	Tick 4	Level 4
	1231	Tick 5	Level 5
	1241	Tick 6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
	11	Tick	Tick

1. Subject-specific Marking Instructions

INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

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

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

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

Question 1–3 marks	
<p>(a) Name one type of serious crime in medieval Britain (1250-1500).</p> <p>(b) Name one major religious, political or social change in the early modern period (1500 – 1750).</p> <p>(c) Give one reason why new crimes emerged after 1900.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(a), likely valid responses include: homicide (murder), (petty) treason, arson, burglary, robbery, receiving stolen goods, theft of goods worth more than 12 pence, counterfeiting coins, rape.</p> <p>Do not allow: vagrancy; theft (without qualification)</p> <p>For 1(b), likely valid responses include: rise of the puritans, civil war, population growth, new products from colonies, The Reformation / Break from Rome; growth of world trade, belief in witchcraft / witch craze</p> <p>Do not allow: plagues; poverty; printing press</p> <p>For 1(c,) likely valid responses include: increase in car/ mobile phone ownership, reclassification of drugs, development of computers/ internet, immigration/ increase in discrimination.</p> <p>Do not allow: technology (on its own)</p> <p>Any other historically valid response is acceptable and should be credited.</p>
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)	

<p>Question 2–9 marks Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (7–9 marks)</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). 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 consider aspects of one or more of the following: development of CID branches; Golden Age of policing; use of technology.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve second order concepts such as causation; change (e.g. changing scope/ role/ methods of police force; or changing nature of police officers and their training; or change in attitudes from growing acceptance by mid-1800s, to the 'Golden Age' in the early 1900s, to a development of hostility/ lack of trust in twentieth century); consequence (e.g. impact of police force)</i></p>
<p>Level 2 (4–6 marks)</p> <p>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).</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>Level 1 (1–3 marks)</p> <p>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).</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>
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 2–9 marks Write a clear and organised summary that analyses policing between 1850 and c.2015. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p>[Change] <i>After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In 1878 the CID was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were taking photographs of crime scenes and during the next century, fingerprinting began to be used. Now the police have many other technologies such as DNA testing and CCTV cameras. [9]</i></p> <p>[Change] <i>After 1850 the focus of policing changed a little from merely preventing crime to catching criminals. In 1878 the CID was set up in Scotland Yard and by the mid-1880s, 800 men worked in it. As part of this detective work, the detectives started to use new techniques and technology. Prior to 1850, very few techniques had been available for solving crime. However, by the 1880s detectives were taking photographs of crime scenes. [7]</i></p> <p>NOTE: Change involves saying from what to what.</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p>[Change] <i>When the CID was set up in 1878, the work of the new detectives was limited as they relied on witnesses and using clues, such as footprints, from the crime scene. However, by the twentieth century, the police were routinely using new methods. For example, since the early 1900s, the police have been able to use fingerprints and blood groups to assist them in eliminating suspects and identifying criminals. [6]</i></p> <p>[Causation] <i>During this period respect for the police was eroded in some areas. This erosion in trust may have been partly caused by the fact that far fewer police officers walk the streets today and instead they operate from patrol cars as they have a large area to cover. Fewer people know their local police officer because of this. [5]</i></p> <p>[Consequence] <i>A consequence of police officers having to operate from patrol cars is that there has been an erosion of trust among some members of the public. [4]</i></p>
Level 1 (1–3 marks)	<p>Descriptions of policing with no clear organising concept, e.g. <i>In 1878 the CID was set up. The police started to use fingerprinting as it became available to them. Community police officers have been introduced. [3]</i></p> <p>OR</p> <p>Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> • (Change) <i>The focus of policing changed from preventing crime to catching criminals as well.</i> • (Causation/ consequence) <i>During this period, the use of new technology meant that police forces could more easily identify criminals.</i>
0 marks	

Question 3–10 marks Why did different types of crime emerge in the early modern period (1500-1750)? Explain your answer.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p>	
<p>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).</p>	<p><i>Explanations are most likely to show understanding of the second order concepts of causation and consequence and but reward appropriate understanding of any other second order concept.</i></p>
<p>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).</p>	<p><i>Valid answers could consider reasons for emergence of highway robbery, e.g. more roads had been built in the 17th and 18th centuries, meaning that travel by stagecoach was more common; roads were poorly lit; there were more wealthy people; there were few banks so people tended to carry money and jewellery with them; horses became cheaper to buy and handguns were easier to obtain.</i></p>
<p>Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of the 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).</p>	<p><i>They may consider reasons for the appearance of smuggling, e.g. during the 17th century, governments had increased import duties to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad; there was a large market for smuggled goods because import duties made goods more expensive to buy; it was relatively easy as Britain had several thousand miles of unguarded coastline; many people didn't really see smuggling as a crime; it was a quick way to make good money for a night's work.</i></p>
<p>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).</p>	<p><i>The emergence witchcraft prosecutions can also be considered. This occurred in areas controlled by the Puritans during the Civil War and in the 1580s and 1590s when there was hardship and famine.</i></p>
<p>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).</p>	<p><i>Vagrancy also became a big problem because of the growing population, rapid inflation and bad harvests. Moral crimes increased because of Puritan influence. More people were punished for drinking, swearing and sexual immorality.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Question 3–10 marks	
Why did different types of crime emerge in the early modern period (1500-1750)? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	<p>Two or more reasons identified and fully explained, e.g.</p> <p><i>Smuggling emerged because the government increased the tax on goods imported from abroad, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad. Smugglers, often poorly paid labourers, could make a lot of money by smuggling goods into the country and selling them on to people who wanted to buy them at a cheaper price.</i></p> <p><i>Highway robbery emerged because more roads were built during the sixteen and seventeenth centuries. This meant that the number of travellers on the roads increased because coach travel on better roads became more common. People often carried their money and valuable jewellery with them on the stagecoaches as there were no banks in which to keep them. This meant that as they travelled on remote roads away from towns, they could be vulnerable as targets for opportunistic highway robbers. [10]</i></p>
Level 4 (7-8 marks)	<p>One reason identified and fully explained, e.g.</p> <ul style="list-style-type: none"> • <i>Smuggling emerged because the government increased the tax on goods imported from abroad, such as tea, brandy and silk. Smugglers, often poorly paid labourers, could make a lot of money by smuggling goods into the country and selling them on to people who wanted to buy them at a cheaper price. [THRESHOLD – 7]</i> • <i>During this period, there was growth in belief in magic and the devil and the government introduced harsh new laws against witchcraft. In 1542, the first law making witchcraft a crime was passed. After 1563, someone found guilty of using witchcraft to kill a person could be hanged. This meant that the number of witchcraft trials increased dramatically, especially during times of tension like famine and plague. [8]</i> • <i>Vagrancy became a big problem in this period because of the growing population and bad harvests, leading to a rise in food prices and a fall in wages. This meant that the unemployed had no choice but to leave their villages and become vagrants searching for work, begging and sometimes stealing to survive. [THRESHOLD – 7]</i>
Level 3 (5-6 marks)	<p>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</p> <ul style="list-style-type: none"> • <i>Many new roads were built, so this meant that Highway Robbery emerged as a new crime because there were more potential victims travelling for criminals to target.</i> • <i>The government increased the tax on goods imported from abroad which meant smuggling emerged because smugglers could sell things to people who wanted to buy them at a cheaper price.</i> <p>OR</p> <p>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</p> <ul style="list-style-type: none"> • <i>Moral crime emerged because of Puritan influence. The Puritans wanted to create godly communities were against ‘immoral’ behaviour, such as drinking, swearing and sexual immorality.</i> • <i>Smuggling emerged because the government increased the tax on goods imported from abroad, such as tea, brandy and silk. This was to try to encourage people to buy from British producers by deliberately making it more costly to import from abroad.</i>

Level 2 (3-4 marks)	<p>Describes different crimes without explaining <u>why</u> they emerged in this period, e.g.</p> <ul style="list-style-type: none"> • <i>There was an increase in smuggling. Boats brought goods from places like France and Holland, then gangs of smugglers used the quiet beaches along the south coast and they hid the goods in caves. [4]</i> • <i>Highwaymen were usually brutal thugs who robbed people in stagecoaches. [3]</i> • <i>Witches were people who others believed had evil powers and caused harm such as the death of an animal. [3]</i> • <i>Vagrants were seen as a nuisance because they wandered from their villages and begged for food. [3]</i> • <i>The Puritans believed that dancing, drinking and swearing were moral crimes. [3]</i> <p>OR</p> <p>Identifies one or more reason but with <u>neither</u> of the following:</p> <ul style="list-style-type: none"> • support from precise evidence • explaining why the reason led to the emergence of a particular crime, e.g. <ul style="list-style-type: none"> • <i>New crimes emerged because of increased import taxes.</i> • <i>Highway robbery became a crime in this period because many new roads were built. [No detail about <u>new roads</u>]</i> • <i>The Bloody Code meant new crimes emerged.</i> • <i>The Black Act led to different crimes.</i> • <i>Horses and handguns also became easier to obtain.</i> • <i>Increase in superstition led to rise in witchcraft accusations. [No detail about <u>rise in superstition</u>]</i> • <i>Vagrancy increased and many people became unemployed.</i> • <i>Moral crime increased because of Puritan influence. [No detail about <u>Puritans</u>]</i>
Level 1 (1-2 marks)	<p>Valid but general assertion(s), OR identifies new crime, e.g.</p> <ul style="list-style-type: none"> • <i>Highway robbery emerged.</i> • <i>New crimes emerged because people needed money.</i> • <i>Vagrants were people who begged.</i>
0 marks	

Question 4*–18 marks	
How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the middle ages.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider the alternative point of view.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i>
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<i>Grounds for agreeing include: women who were scolds being forced to sit in public; use of stocks or pillory in a public place so that the criminals could be seen by other villagers; priests made to confess sins publicly.</i>
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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>	<i>Grounds for disagreeing include: fines imposed by manor or church courts; prisons used for serious crimes; hanging; being burned alive.</i> <i>Do NOT allow scold's bridle as a medieval punishment</i>
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>Allow candidates to use 'hanging' as a valid reason to support or challenge the statement as long as it is justified.</i>

Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

<p>Question 4* – 18 marks How far do you agree that the purpose of medieval punishment was to humiliate the criminal? Give reasons for your answer.</p>	
<p>Guidance and indicative content</p>	
<p>Level 6 (16-18 marks)</p>	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>Furthermore, women who were convicted of being scolds (gossiping) could be forced to sit in public on a cucking stool. This was a type of wooden toilet and the women were dragged around the village for everyone to see. The purpose of this was humiliation because it was intended to disgrace the women so that they did not ‘misbehave’ again.</i></p> <p><i>On the other hand, there were punishments that were used that weren’t designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal’s suffering and so this punishment would act as a warning to other people not to commit crime.</i></p> <p><i>Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by imprisonment. Prisons were dirty, unhealthy places where prisoners had to pay the gaoler for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience designed to dissuade them from committing further crimes.</i></p> <p><i>Overall, I think that there were more punishments that were not designed to humiliate. Manor courts, Church courts and Hundred courts all used fines as a way of punishing criminals; these would have been popular and commonly used as they were a way of raising money for the King, church or Lords. Moreover the humiliation punishment of the cucking stool was just used for women and so that suggests that it was not as widely used as other punishments such as fines, execution or imprisonment that could have been used for men and women.</i></p>
<p>Level 5 (13-15 marks)</p>	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>Furthermore, women who were convicted of being scolds (gossiping) could be forced to sit in public on a cucking stool. This was a type of wooden toilet and the women were dragged around the village for everyone to see. The purpose of this was humiliation because it was intended to disgrace the women so that they did not ‘misbehave’ again.</i></p> <p><i>On the other hand, there were punishments that were used that weren’t designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal’s suffering and so this punishment would act as a warning to other people not to commit crime.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2–0), e.g. <i>I disagree because there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p> <p><i>Additionally, if someone was a debtor or forger or could not pay their fines, they could be punished by imprisonment. Prisons were dirty, unhealthy places where prisoners had to pay the gaoler for their bedding and food. Only rich people could afford comfortable rooms so for most it would be a horrible experience designed to dissuade them from committing further crimes.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again.</i></p> <p><i>On the other hand, there were punishments that were used that weren't designed to humiliate, like executions. One type of execution was hanging. The criminal was slowly strangled but their neck was rarely broken which meant they experienced great pain. This was done in public in front of a crowd who would witness the criminal's suffering and so this punishment would act as a warning to other people not to commit crime.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1–0), e.g. <i>I agree with this statement because if traders were caught selling faulty goods to customers, they could be made to sit in the stocks or stand in the pillory, where other villagers would see them and jeer and throw rotten food at them as they passed by. This was humiliating and so was designed to make them feel embarrassed and not want to commit the crime again. [7]</i></p>
Level 2 (4-6 marks)	<p>Identification of agree/disagree without full explanation or supporting evidence, e.g.</p> <ul style="list-style-type: none"> • <i>Yes, I agree because stocks were used and that was humiliating.</i> • <i>No because they also used fines which weren't really to humiliate.</i> <p>Alternatively, description of punishments 1250-1500 without explicitly addressing the humiliation, e.g. <i>There were many different ways in which criminals in this period were punished; executions such as hangings or burnings were done in public and large crowds gathered to watch the event.</i></p>
Level 1 (1-3 marks)	<p>Valid but general assertion(s)</p> <ul style="list-style-type: none"> • <i>Yes, there were punishments that embarrassed criminals.</i>
0 marks	

Question 5*–18 marks ‘The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.’ How far do you agree?	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of crime in the early nineteenth century.</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 the alternative point of view.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Industrialisation led to increase in population in towns; growing number of beer houses leading to alcoholism.</i></p> <p><i>Grounds for disagreeing include: growth of industry and trade; growth of railways and fare dodging; emergence of white collar crime; end of the Napoleonic Wars meant soldiers returned looking for work and wartime boom in industries ended; increase in bread prices.</i></p>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of the 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>	
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5* – 18 marks 'The reason that crime levels increased in the first half of the 1800s was the growth of towns and cities.' How far do you agree?	
Guidance and indicative content	
Level 6 (16-18 marks)	<p>Balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks, e.g.</p> <p><i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p> <p><i>Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for 'white-collar' crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that 'fare-dodging' became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.</i></p> <p><i>Finally, crime levels increased because of economic changes. The expansion of the middle classes meant there were more houses with more valuable goods to be stolen. Meanwhile, after 1815 when the Napoleonic Wars ended, there were thousands of soldiers returning to Britain looking for work but many industries were now laying off workers. This led to economic hardship and so people turned to crimes like theft in order to survive. So wealth and poverty both played a part in increased crime rates.</i></p> <p><i>On the whole I would say that urbanisation was a trigger cause in the increase in crime rates – most of the crime and the new crimes were occurring in urban areas (we know this because people like Peel were increasingly calling for a police force); however, at the root of urbanisation was Britain's expansion of trade and industry which led to changes to the economy, to towns and to the population.</i></p>
Level 5 (13-15 marks)	<p>Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.</p> <p><i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p> <p><i>Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for 'white-collar' crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that 'fare-dodging' became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.</i></p>

Level 4 (10-12 marks)	<p>One sided argument, two explained points of support (2-0), e.g. <i>I disagree because it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p> <p><i>Linked to this, industrialisation and the expansion of trade meant that there were new crimes which emerged in this period. There were now opportunities for ‘white-collar’ crimes with corrupt bankers and businessmen. For example, George Hudson, the railway financier, embezzled funds from investors. The expansion of the railways meant that ‘fare-dodging’ became a crime. So the crime rate increased in urban areas, but it was new industries which was the cause.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g. <i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected.</i></p> <p><i>However, it could be argued that it was more the general growth of industry and trade which meant that there were many more opportunities for criminals to commit crime. For example, there were more warehouses and factories, so theft from the workplace increased. Also, the opening up of more banks led to more bank robberies. So crime levels increased because there were more goods to steal and more places from which to steal them.</i></p>
Level 3 (7-9 marks)	<p>One sided argument; one explained point of support (1-0), e.g. <i>In some ways I agree because the growth of towns and cities happened during the industrial revolution when the population of towns grew rapidly as people moved from rural areas looking for work in the factories. This meant that there were more opportunities for crime such as theft, as pubs and lodging houses were overcrowded with people and their possessions. So the crowded urban environment provided the ideal conditions for criminal activity to go undetected. [9]</i></p>
Level 2 (4-6 marks)	<p>Identification of reason(s) to agree/disagree without full explanation, e.g.</p> <ul style="list-style-type: none"> • <i>No, I think it was more the railways being developed because that led to fare-dodging. Also, the Napoleonic Wars had finished and more people were unemployed.. [6]</i> • <i>Yes, there were more opportunities in the overcrowded lodging houses. [4]</i> <p>Alternatively, description of crime rates, urbanisation, or related events in this period.</p> <ul style="list-style-type: none"> • <i>Industrialisation caused people to move from the countryside to the towns. In 1750, only 20 per cent of the population lived in urban areas. But by 1850, as many people lived in towns and cities as in the countryside.</i> • <i>In this period, overall, crime increased between 1750 and 1850 and there was a very sharp increase in crime between 1815 and 1820. The most common type of crime in this period was petty theft.</i>
Level 1 (1-3 marks)	<p>Valid but general assertion(s)</p> <ul style="list-style-type: none"> • <i>Yes, I agree because lots of people came to towns looking for work.</i>
0 marks	

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

In Interpretation A, the author A.N. Wilson depicts the Elizabethan period as an important age of exploration. Identify and explain one way in which he does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the author depicts the Elizabethan period as an exciting age of exploration + 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 author depicts the Elizabethan period as an important age of exploration may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the historian. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

NOTE: For three marks, candidates may either:

Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.

- *The author says that the Elizabethans 'laid the foundations' for the British Empire and established English as a global language. (1) This shows that the Elizabethans were the pioneers who started a powerful Empire. (1) This tells us this was an important age of exploration because it was the Elizabethans who set Britain in motion to dominate world trade and establish colonies abroad. (1)*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this depicts the Elizabethan period as an important age of exploration (1).

- *The author uses dramatic language when discussing the exploration of the Elizabethans. (1) For example, he talks about it being an 'exceptional' and more 'colourful' and 'remarkable' than any other period in history. (1) This makes it seem like there were ground-breaking achievements and changes. (1).*
- *The author lists many achievements of the Elizabethan adventurers. (1) For example, the founding of the colony of Virginia, becoming 'independent' from Europe and travel 'to every known corner of the globe'. (1) This gives us the impression of overwhelming success and accomplishment (1).*

NOTE: For three marks, candidates MUST identify how their chosen way makes the Elizabethan period seem like an important age of exploration.

<p>Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England’s connections with the wider world between 1580 and 1603.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Answers may choose to put forward lines of investigation by framing specific enquiry questions, but it is possible to achieve full marks without doing this.</i></p>
<p>Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Suggested lines of enquiry / areas for research may be into matters of specific detail or into broader themes but must involve use of second order concepts rather than mere discovery of new information if AO2 marks are to be awarded.</i></p>
<p>Level 1 (1–2 marks) The response shows knowledge of features and characteristics (AO1). It shows a basic understanding of second order historical concept(s) and attempts to link these to explanation of how further research on the chosen aspect would improve our understanding of the event or situation (AO2).</p>	<p><i>Examples of areas for further research include: motives of the adventurers (causation); impact of English exploration on England/ other areas of the globe (consequence); reasons the Elizabethans were successful in trade / exploration (causation); how far they were successful in areas of trade and exploration (diversity / significance).</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's connections with the wider world between 1580 and 1603.	
Guidance and indicative content	
Level 3 (5 marks)	<p>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of England's connections with the wider world between 1580 and 1603.</p> <p><i>[Consequence/ diversity]</i> <i>Interpretation A suggests that Elizabethan exploration had a positive impact on England, such as power, wealth and independence. I would investigate how far these positives consequences affected all of Elizabethan society, or whether it was only good for a handful of rich traders.</i></p> <p>Alternatively, developed, valid line of enquiry: i.e. based on second order concept, with <u>clear explanation</u> of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603, e.g.</p> <p><i>[Consequence]</i> <i>I would investigate the impact that the Elizabethan adventurers had on the areas they explored such as the New World, such as their relationships with Native American tribes. This would allow us to see how successful the Elizabethans were in trying to set up colonies.</i></p> <p><i>[Causation]</i> <i>I would look at what motivated adventurers like Drake and Raleigh in their exploration. This would allow us to understand whether it was more because of trade, or competition with Spain or just the promise of becoming rich.</i></p>
Level 2 (3-4 marks)	<p>Valid line of enquiry based on second order concept, with no clear indication of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603, e.g.</p> <p><i>[Consequence]</i> <i>I would investigate the impact that the Elizabethan adventurers had on the areas they explored such as the New World (3), such as their relationships with Native American tribes. (4)</i></p> <p><i>[Causation]</i> <i>I would look at what motivated adventurers like Drake and Raleigh in their exploration. (3)</i></p>
Level 1 (1-2 marks)	<p>Investigation based around finding out more about people / events / in Interpretation A – not based on second-order concept (1–2 marks), e.g. <i>I would look for more information about the different places that the Elizabethans explored.</i></p> <p>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g. <i>It says England became independent from Europe. I would like to know if this really was the case.</i></p>
0 marks	

Question 7–12 marks Interpretations B and C both focus on the power of Elizabeth. How far do they differ and what might explain any differences?	
Levels AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. Maximum 12 marks	Notes and guidance specific to the question set
Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • <i>Comparison of provenance and source type alone, e.g. B is from 2013, C from 2021; C is from a website article, B is from a history podcast.</i> • <i>Individual points of similarity/difference in content: B says Elizabeth ‘controlled her subjects’ but C says there was ‘instability across her reign’; B describes her as ‘determined’ but C says she ‘dithered’; B says Elizabeth observed her ‘duties as monarch’ but C says she didn’t fulfil the ‘main task’ of a monarch; both interpretations discuss Elizabeth’s decision not to marry.</i> • <i>Differences in the overall message about or portrayal of Elizabeth’s power, e.g. B argues that Elizabeth was a powerful and successful monarch who ‘controlled her subjects’; she sees Elizabeth’s refusal to marry as a sign of strength because it ‘protected her power’. Whereas C views Elizabeth as a weak and indecisive monarch whose reputation has been ‘overstated’ and whose selfishness allowed the Tudor monarchy to ‘die out’.</i> • <i>Developed reasons for differences – purpose/audience of B, e.g. the article was published on a feminist website and is trying to inspire women and provide powerful role models, so is more likely to emphasise Elizabeth’s power and achievements. Less likely but C is a historian of the whole Tudor dynasty and may be placing Elizabeth’s reign / achievements alongside those of others like Mary and Henry VIII (e.g. clearly blames Elizabeth for the dynasty’s end).</i> <p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

<p>Question 7–12 marks Interpretations B and C both focus on the power of Elizabeth. How far do they differ and what might explain any differences?</p>	
<p>Guidance and indicative content</p>	
<p>Level 4 (10-12 marks)</p>	<p>Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ intended audience of B [OR particular historical perspective of C – see below], e.g.</p> <p><i>As L3, plus:</i></p> <ul style="list-style-type: none"> <i>I think the reason they are so different is because the article in B was published on a feminist website and is trying to inspire other women by providing them with powerful role models. (THRESHOLD – 10)</i> <i>I think the reason they are so different is because the article in B was published on a feminist website which is aiming to showcase powerful female role models to other women (10), so will emphasise Elizabeth’s power and achievements. (11) It is unlikely to sympathise with the sixteenth century view that remaining single and childless was a failure. (12)</i> <i>I think the reasons they are so different is because C was written by a historian of the whole Tudor dynasty and may be placing Elizabeth’s reign and her achievements alongside those of others like Mary and Henry VIII. (10) She clearly blames Elizabeth for the dynasty’s end. (11)</i> <p>NOTES:</p> <ol style="list-style-type: none"> For these interpretations, award 10–12 marks for candidates who use the purpose/context of <u>one</u> interpretation to explain difference in portrayals. Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B is so positive because it was written on a feminist website OR C is more balanced because it is a historian who has done more research.</i>
<p>Level 3 (7-9 marks)</p>	<p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B argues that Elizabeth was a powerful and successful monarch who ‘controlled her subjects’; the author sees Elizabeth’s refusal to marry as a sign of strength because it ‘protected her power’. Whereas C views Elizabeth as a weak and indecisive monarch whose reputation has been ‘overstated’ and whose selfishness allowed the Tudor monarchy to ‘die out’.</i></p> <p>NOTE: Answers with support from only one interpretation limit to 7 marks</p>
<p>Level 2 (4-6 marks)</p>	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <i>B describes Elizabeth as ‘determined’ but C says she ‘dithered’.</i> <i>B says Elizabeth observed her ‘duties as monarch’ but C says she didn’t fulfil the ‘main task’ of a monarch,</i> <i>Both interpretations discuss Elizabeth’s decision not to marry.</i> <p>Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS <i>Interpretation B suggests Elizabeth was a very powerful monarch but C gives us the impression she was actually quite weak.</i></p> <p>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>I think B is so positive because it was published on a feminist website and is trying to inspire women and provide powerful role models, so is more likely to emphasise Elizabeth’s power and achievements.</i></p>
<p>Level 1 (1–3 marks)</p>	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <i>They are different because B is from a website but C is from a history podcast.</i> <i>They are different because B is just from a website but C is a proper historian who has done lots of research.</i> <p>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B argues that Elizabeth was a powerful and successful monarch who ‘controlled her subjects’; the author sees Elizabeth’s refusal to marry as a sign of strength because it ‘protected her power’.</i></p>
<p>0 marks</p>	

<p>Question 8*–20 marks According to the website elizabethi.org, Elizabeth I was ‘remarkably tolerant’. How far do you agree with this view of Elizabeth I’s treatment of Catholics between 1580 and 1603?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature or extent of the Catholic threat.</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. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of change and continuity (how far Elizabeth’s responses to Catholics changed across the period); causation (reasons for harsh treatment); and similarity and difference (diversity of responses to Catholics) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the 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>Grounds for agreeing include:</p> <p><i>Relative leniency at the start of Elizabeth’s reign, e.g. Act of Uniformity – which was still in force in 1580 – only fined Catholics small sums if they refused to attend Protestant services. (but this changed in 1581); Thomas Tresham, among others, did not receive harsh punishments (in the context of the time and threats to Elizabeth: fines and short periods of imprisonment. Tresham possibly spent more on buildings than fines) despite his views/recusant behaviour and even the involvement of his son in the Earl of Essex’s rebellion; in strong Catholic areas she did not insist that JPs strictly enforce church attendance at the beginning of the period in question; Elizabeth did not technically</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>make it illegal to hold Catholic beliefs; it could be argued that any intolerance/ harsh action was justified or driven by the real Catholic threat at the time (plots, Armada, etc.); Elizabeth was tolerant even after 1581 if the Catholics posed no threat to her and continued to attend church; she did not bow to Puritan demands to change the religious settlement even further; a comparison with Mary, her predecessor, could be another reason for agreeing; Elizabeth’s treatment of Mary Queen of Scots also showed her to be tolerant. Mary was only executed once evidence was forthcoming surrounding her plotting, despite earlier plots.</i></p> <p>Grounds for disagreeing include: Act of Uniformity fined Catholics for non-attendance at Protestant services; tighter control brought in after 1581, e.g. Act of Persuasions and Act Against Priests; Recusancy Act financially crippled Catholics; Act Restraining Recusants socially isolated them; Catholics arrested, tortured and punished, e.g. 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; Elizabeth ordered the execution of at least 200 Catholics during her reign.</p>
<p>0 marks No response or no response worthy of credit.</p>	

<p>Question 8*–20 marks According to the website elizabethi.org, Elizabeth I was ‘remarkably tolerant’. How far do you agree with this view of Elizabeth I’s treatment of Catholics between 1580 and 1603?</p>	
<p>Guidance and indicative content</p>	
<p>Level 5 (17-20 marks)</p>	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g.</p> <p><i>There is some evidence to support this interpretation as Elizabeth did not enthusiastically persecute Catholics at the start of this period. For example, the Act of Uniformity – still in force in 1580 – only fined Catholics small sums if they refused to attend Protestant services. In strong Catholic areas, Elizabeth did not insist that JPs strictly enforce church attendance. This does show a degree of tolerance because she accepted that church attendance was a matter of conscience.</i></p> <p><i>Furthermore, people were not put to death for heresy and those who continued to obey the Act of Uniformity and attend church were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p><i>However, there are several reasons to challenge this interpretation. Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p> <p><i>Additionally, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as Margaret Clitherow. Around 200 were executed for treason during Elizabeth’s reign. This is strong evidence for a lack of tolerance because she punished Catholics very harshly.</i></p> <p><i>Overall, I disagree with the interpretation. The evidence of tolerance is mainly from right at the beginning of this period. By 1603 Elizabeth’s tolerance had all but gone, with much tighter controls being introduced and almost all of England’s Catholics having given up their faith and attending Protestant church services. [20]</i></p>
<p>Level 4 (13-16 marks)</p>	<p>Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is some evidence to support this interpretation as people were not put to death for heresy and those who continued to obey the Act of Uniformity were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p><i>However, there are several reasons to challenge this interpretation. Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p> <p><i>Additionally, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as Margaret Clitherow. Around 200 were executed for treason during Elizabeth’s reign. This is strong evidence for a lack of tolerance because she punished Catholics very harshly.</i></p>

<p>Level 3 (9-12 marks)</p>	<p>One sided argument, two explained points of support (2–0), e.g. <i>I disagree because Elizabeth brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p> <p><i>Furthermore, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as Margaret Clitherow. Around 200 were executed during Elizabeth’s reign. This is strong evidence for a lack of tolerance.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1–1), e.g. <i>There is some evidence to support this interpretation as people were not put to death for heresy and those who continued to obey the Act of Uniformity and attend church were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p><i>However, Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p>
<p>Level 2 (5-8 marks)</p>	<p>One sided argument; one explained point of support (1–0), e.g. <i>I disagree. Elizabeth brought in very tight restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p>
<p>Level 1 (1-4 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>Yes, I agree because Elizabeth never made it illegal to be Catholic.</i></p> <p>Alternatively, description of Elizabeth’s policy towards Catholics / related events without linking this to the question, e.g. <i>In 1586 Margaret Clitherow was accused of sheltering priests and tortured.</i></p> <p>Alternatively, valid but general assertions, e.g. <i>No, Elizabeth was a Protestant and against Catholics.</i></p>
<p>0 marks</p>	

Question 9*–20 marks In his 2016 article ‘The dark side of Elizabethan England’, historian James Sharpe argues that life for the poor was dominated by ‘violence, vagrancy and crushing hunger.’ How far do you agree with this view of daily life for the poor in Elizabethan society?	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of Elizabethan society.</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. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience); change and continuity (how poor people’s lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: The labouring poor made up around half the population and struggled to pay rent or buy food when they could not find a day’s work; when there were bad harvests some would starve to death; children’s lives were often very short because of poor standards of hygiene and lack of medical treatment; the price of bread went up during this period and labourers’ wages did not keep up; between 1597 and 1599 large areas suffered from famine; there were violent food riots at these times; poverty grew in this period and in some areas the ‘settled poor’ made up 30% of the population; vagabonds/vagrants were harshly punished under the Poor Law, e.g. whipping and burning/ possibility of hanging; danger of accusations of being a witch leading to violent punishment/ death.</i></p>
<p>Level 3 (9–12 marks) Demonstrates sound knowledge of key features and characteristics of the 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: there was not constantly ‘crushing hunger’, e.g. some labourers had an acre or two of their own land or had access to common rights; the labouring poor’s diet improved when times were good to include cheese, fish or bacon; the new Poor Law of 1601 (including distinctions made</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	

<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>between ‘deserving’ and ‘undeserving’ poor) saw some improvements for the poor, e.g. provision of almshouses for the able-bodied poor; other things may be said to ‘characterise’ the poor person’s daily life, e.g. family life and kinship; other difficulties apart from those identified in the interpretation, e.g. regular plagues; various forms of entertainment/ leisure accessible even to the poor throughout the year, e.g. cheap seats at the theatre, May Day, past times.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	

<p>Question 9*–20 marks In his 2016 article ‘The dark side of Elizabethan England’, historian James Sharpe argues that life for the poor was dominated by ‘violence, vagrancy and crushing hunger.’ How far do you agree with this view of daily life for the poor in Elizabethan society?</p>	
<p>Guidance and indicative content</p>	
<p>Level 5 (17-20 marks)</p>	<p>Balanced argument; two explained points of support each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks</p> <p><i>There is a lot evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by ‘crushing hunger’ during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people’s lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</i></p> <p><i>However, there is also some evidence to challenge this interpretation. The Elizabethans did not see all poor people as ‘undeserving’. They viewed the ‘impotent poor’ sympathetically and introduced the Poor Law of 1601 to help them. Rates were collected from parishioners to support them, and some were looked after in almshouses. This shows that for some poor people, daily life was not be dominated by hunger as they would receive some form of care or help.</i></p> <p><i>Furthermore, it would be unfair to say everyone’s lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p> <p><i>Overall I think the interpretation is too simplistic because it is not true of all poor people across the whole of this period, for every single day. Also, although the new Poor Law did not solve the problem of poverty, it did keep a large number of the poor away from ‘violence, vagrancy and crushing hunger’.</i></p>
<p>Level 4 (13-16 marks)</p>	<p>Balanced <u>or</u> one-sided argument; three explained points of support (2–1 or 3–0), e.g.</p> <p><i>There is a lot evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by ‘crushing hunger’ during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people’s lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</i></p> <p><i>However, it would be unfair to say everyone’s lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p>
<p> </p>	

<p>Level 3 (9-12 marks)</p>	<p>One sided argument, two explained points of support (2-0), e.g. <i>I agree. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by ‘crushing hunger’ during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people’s lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</i></p> <p>Alternatively, balanced argument; one explained point on each side (1-1), e.g. <i>There is a lot evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by ‘crushing hunger’ during particular periods of their lives.</i></p> <p><i>However, it would be unfair to say everyone’s lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p>
<p>Level 2 (5-8 marks)</p>	<p>One sided argument; one explained point of support (1-0), e.g. <i>I agree. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by ‘crushing hunger’ during particular periods of their lives.</i></p>
<p>Level 1 (1-4 marks)</p>	<p>Identification of reason(s) to support/challenge without full explanation, e.g. <i>No, I don’t agree because by 1601 a new Poor Law had been introduced to help those in poverty.</i></p> <p>Alternatively, description of Elizabethan poor/ vagrancy / related events without linking this to the question, e.g. <i>The Elizabethans divided the poor up into different categories like the impotent poor, the able-bodied poor and vagabonds.</i></p> <p>Alternatively, valid but general assertions, e.g. <i>Yes, there was crushing hunger when there wasn’t enough food.</i></p>
<p>0 marks</p>	

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