GCSE (9–1)

History B (Schools History Project)

J411/12: The People's Health, c.1250 to present with The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for June 2019

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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.

© OCR 2019

Annotations

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

Subject Specific Marking Instructions

Mark scheme

Section A: The People's Health, c.1250 to present

Question 1–3 marks

(a) Name one way people in towns obtained water in the period 1250-1500.

(b) Give one example of what people in the first half of the nineteenth century believed caused cholera.

(c) Give one example of how people responded to Spanish Flu 1918-1919.

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: conduit; well; water seller; river/stream.* *For 1(b), likely valid responses include: miasma; God; transmitted by touch.* *For 1(c,) likely valid responses include: use of air filter/face mask; isolation flu advice leaflets; films shown in cinemas; closure of some public institutions; health visitors sent door to door* 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)	

<table>
<tr><td colspan="2">Question 2–9 marks
Question 2 – 9 marks
Write a clear and organised summary that analyses people’s lives in Britain in the period 1750-1900. Support your summary with examples.</td></tr>
<tr><td>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 3 marks</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).</td><td rowspan="4">Answers should show connections in the situation defined in the question and use these to organise the answer logically.

Answers could consider aspects of one or more of: aspects of living conditions such as the urban environment (e.g. the growth of major cities and industrialisation), housing (e.g. new buildings, back to backs, draughty and damp, overcrowding), the quality of food, the provision of clean water, the disposal of waste. Urbanisation; getting the vote and the impact on public health policies; working conditions; class divisions; impact of new scientific discoveries

Use of conceptual understanding to organise the response might in this case involve the concept of change within the period. Or it may involve using significance of different aspects of their lives.

Answers may show use of second order concepts such as causation (why their lives changed), consequence (the impact of changes to their lives), diversity 9the differences between the lives of people in different classes or town/country.

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.</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>0 marks

No response or no response worthy of credit.</td></tr>
</table>

Question 2–9 marks **Write a clear and organised summary that analyses people's lives in Britain in the period 1750-1900. Support your summary with examples.**	
Guidance and indicative content	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g. [Causation/consequence] *Between 1750 and 1900 people's lives could be very unhealthy. Partly this was because towns and cities had grown incredibly quickly during the Industrial Revolution, when people poured into the urban areas. This meant that many people lived in back-to-back housing, which was difficult to ventilate and people who lived in them often suffered diseases like tuberculosis. Another impact of the Industrial Revolution was that sewers were not geared up to carry away so much human waste. People in back-to-back housing shared privies, which often overflowed into the streets and courts, spreading disease.* *[Change]* *There were lots of improvements to people's lives between 1750 and 1900.Up until the mid-1800s town and cities suffered from a lack of sanitation, with things like lack of proper sewers. There were epidemics of cholera, caused by contaminated water. But by 1900 things were improving. For example, Joseph Bazalgette's new sewer system in London meant that fewer people died from a cholera outbreak in 1866. Also, the Public Health of 1875 made it compulsory for towns to take responsibility for things like water supplies and rubbish collection.* **Nutshell: Summary based on second order concept(s) with two or more valid supporting examples** *Other valid areas might include: Causation – reasons why things improved; causation – other reasons for unhealthy lives, e.g. lack of understanding, laissez-faire attitude, etc.; diversity – different lives of different groups of people.*
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g. [Causation] *Between 1750 and 1900 people's lives were unhealthy. One reason for this was there was a lack of understanding of what caused disease. The most popular view was the miasma theory – the belief about 'bad air'. This meant that when there were cholera epidemics, the authorities did not know that the cholera germ was in infected water. So they only took action like burning barrels of tar in the streets.* **Nutshell: Summary based on a second order concept with one valid supporting example**
Level 1 (1–3 marks)	Answers at L1 will typically list or describe relevant events or developments with no **clear** organisation around a second order concept e.g. *Between 1750 and 1900 people's lives were really bad. Water was dirty, housing was cramped and the towns were overcrowded. Joseph Bazalgette built new sewers.* *OR* *In terms of housing, people lived in cramped back-to-back houses where typhus was common. For water, whole streets commonly shared a single pump and it was often contaminated. Waste was a problem …. Food …* **Nutshell: List of events / developments with no clear organising concept.**
0 marks	

Question 3–10 marks **Why did living conditions in medieval towns have such an important impact on people's health? 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: health was dependent on living conditions in houses (people often worked in homes so spent a lot of time there which would impact on health), the condition of streets and markets, very difficult to access clean water and remove waste safely; the impact of trades, especially the waste - the impact of these aspects on health. The contrast between rich and poor - merchants houses.* *Explanations are most likely to show understanding of the second order concepts of consequence and significance but reward appropriate understanding of any other second order concept.* *Answers which simply describe some of the features of medieval towns 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.	

Question 3–10 marks Why did living conditions in medieval towns have such an important impact on people's health? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least two reasons why living conditions in medieval towns have such an important impact on people's health and explain them fully e.g. *Living conditions in towns were important because they had a very negative impact on people's health. Firstly, waste was not properly disposed of; for example, butchers and fishmongers made a terrible mess and there was dung from animals in the streets. Although gongfermers emptied latrines at night, sometimes waste was just emptied into streams. This kind of pollution meant that disease was easily spread around the town.* *Food supply also had an important impact on health. For example, the carts which brought in fresh produce for people to eat were often the same carts which had been used to empty middens in the villages. Sometimes vendors made pies from old or rancid meat. So there were lots of hazards to people's health no matter how they got their food.* **Nutshell: Two or more reasons that living conditions were important identified, with the impact on people's health explained.**
Level 4 (7-8 marks)	Level 4 answers will typically identify at least one reasons why living conditions in medieval towns have such an important impact on people's health and explain it fully e.g. *Living conditions in towns were important because they had a very negative impact on people's health. Firstly, waste was not properly disposed of; for example, butchers and fishmongers made a terrible mess and there was dung from animals in the streets. Although gongfermers emptied latrines at night, sometimes waste was just emptied into streams. This kind of pollution meant that disease was easily spread around the town.* **Nutshell: One reason that living conditions were important identified, with the impact on people's health explained.** **NOTE Answers at L4 will often identify and describe several reasons but only fully explain one of them.**
Level 3 (5-6 marks)	Level 3 answers will typically identify at least one valid reason and its impact e.g. • *Living conditions in towns were important because waste was not properly disposed of so people got ill.* • *Living conditions were terrible with dirt everywhere and this caused illness.* **Nutshell: Identifies one or more valid reason(s) and impact but no supporting evidence** **NOTE: 5 marks for one reason identified; 6 marks for two or more**
Level 2 (3-4 marks)	Level 2 answers will typically contain correct general descriptions of living conditions in medieval towns or descriptions of people's health without linking these to the question, e.g. • *People used to throw waste into the streets.* • *It was almost impossible to get clean water.* **Nutshell: Describes conditions in towns or health or other relevant events**
Level 1 (1–2 marks)	Level 1 answers will typically contain general points or unsupported assertions e.g. *The towns were really unhealthy places to live.* *They had an important impact because hygiene was bad.* **Nutshell: Assertion(s)**
0 marks	

Question 4*–18 marks **How far do you agree that government responses to plague were more effective in the period 1500-1750 than the period 1250-1500? 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). *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 responses to the plague in the periods.* *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 and both time periods.* *Answers are most likely to show understanding of the second order concepts of change and continuity and similarity and difference but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: plague orders were issued which would indicate it was being taken seriously, the policy of isolation was relatively successful (certainly in comparison to not being used in earlier period); in the Middle Ages the King did little more than write a letter; nationally more successful than locally.* *Grounds for disagreeing include: the plague still couldn't be explained therefore they couldn't prevent or treat it; local government tried to e.g. mayors and councils tried to keep their streets clean.*
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.*	
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.	

Question 4* – 18 marks How far do you agree that government responses to plague were more effective in the period 1500-1750 than the period 1250-1500? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out an argument which compares **government** responses in both periods. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* *On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing. Elizabeth's Plague Orders of 1578 continued to enforce isolation, although they also took some ineffective measures, such as ordering special prayers to be said in church and the burning of barrels of tar in the streets. These were not effective as still nobody understood how rats and fleas spread bubonic plague.* *On the whole, I agree with the statement. There was still a lack understanding of what really caused the disease after 1500, and therefore lots of ineffective action. However, the policy of isolation was significant because although it would not have stopped bubonic plague, it did help to stop pneumonic plague. Whereas government action in the medieval period would have stopped neither.* **Nutshell: Balanced argument; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument which compares government responses in both periods. Arguments will be explicitly supported by at least three valid examples, e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* *On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing.* **Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other)**
Level 4 (10-12 marks)	Level 4 answers will typically set out an argument based on government responses in only one period, supported by two valid examples from that period, e.g. *I agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. The king also ordered bishops to parade through cities, confessing the nation's sins and praying the plague would disappear. Again, this was ineffective due to a lack of understanding of how the plague was really spread.* **Nutshell: One period explained, supported by two examples**

	Alternatively, Level 4 answers will typically set out a balanced argument which compares government responses in both periods, supported by one example from each period, e.g. *Overall, I do agree with the statement. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma. On the other hand the government responses to plague after 1500 did have some impact. For example, in 1518 Henry VIII introduced the policy of isolation which caused houses infected with plague to be identified clearly. Mayors in all English towns followed this example and shut up infected houses. This was more effective because pneumonic plague spread by coughing.* **Nutshell: Both periods explained, supported by one example from each period** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically set out an argument based on government responses in only one period, supported by one valid example from that period, e.g. *I agree. Government responses to plague were limited in the medieval period. For example, King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets. This was not effective because it was based on a belief that the Plague was caused by miasma.* **Nutshell: One period explained, supported by one example** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because Henry VIII's policy of isolation was effective.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe responses/plague/relevant events without addressing the question of impact/effectiveness, e.g. • *Henry VIII introduced isolation. This meant shutting up houses where there was plague.* • *The Black Death arrived in England in 1348. People did not know what caused the disease and it killed up to 60% of the population.* **Nutshell: Description of responses/ plague/ related events without linking this to the question or without full explanation.** ***NOTE: Responses which describe/explain the impact of responses of the population generally (as opposed to the government responses) should be credited at Level 2 only, e.g. In the medieval period, some people carried around posies of flowers to protect them and this was not effective because plague was not caused by bad smells. / There were Plague Doctors who wore beaks with herbs inside.***
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, there were responses that were the same in both periods and they were both ineffective.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Question 5*–18 marks **'National government has done more to improve people's health since 1900 than it did during the Industrial Age of 1750-1900'. How far do you agree? 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). *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 public health or government action in the periods.* *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 and both time periods.* *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.* *Grounds for agreeing include: legislation in 20th century (e.g NHS, immunisation programme, Clean Air Act etc); anti-smoking measures; Housing (e.g Housing Act 1919, demolition of slum housing, introduction of council housing; the laissez-faire attitude of government in 19th century* *Grounds for disagreeing include: without 19th century legislation there would have been nothing to build on in the 20th century; Bazalgette's sewer system had an immediate impact and is still in use today; late 20th century/early 21st century governments have been slow to tackle consequences of increasingly sedentary lifestyles/obesity*
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.*	
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.	

Question 5* – 18 marks **'National government has done more to improve people's health since 1900 than it did during the Industrial Age of 1750-1900'. How far do you agree? Give reasons for your answer.**	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out an argument which compares government action in both periods. Arguments will be explicitly supported by at least 4 valid examples. For 18 marks, candidates must present a valid clinching argument e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved people's health for millions of people.* *However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died. The government's 1875 Public Health Act was also important because it forced local councils to clean up the towns providing clean water and collecting rubbish. New houses had to have piped water and sewers. This was a big improvement because before this date, local towns were not compelled to do these things, and most chose not to because they involved raising taxes.* *On the whole, I don't quite agree with the statement. Twentieth century governments were dealing with different problems. National insurance and the NHS may have had a bigger impact overall, and in a shorter period of time, but the government only had the luxury of turning to those problems once the more acute challenges of water supply and waste had been dealt with in the earlier period.* **Nutshell: Balanced argument; two valid supporting examples from each period OR three from one period and one on the other. Clinching argument = 18 marks**
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument which compares government action in both periods. Arguments will be explicitly supported by at least three valid examples, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved people's health for millions of people.* *However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died.* **Nutshell: Balanced argument supported by three valid supporting examples (i.e. two from one period and one from the other)**
Level 4 (10-12 marks)	Level 4 answers will typically set out an argument based on government action in only one period, supported by two valid examples from that period, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, in the early 1900s, the Liberal Party passed a series of laws to tackle poverty, such as National Insurance. This gave certain workers sickness benefits and free medical care if they became ill. These were important because until then, workers would have had to carry on working through illness, or get no pay, which meant they had no chance of affording medical help. Another improvement was the NHS, set up in 1948. This was a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved people's health for millions of people.*

	Nutshell: One period explained, supported by two examples Alternatively, Level 4 answers will typically set out a balanced argument which compares government responses in both periods, supported by one example from each period, e.g. *It's true that governments in the 20th century have taken crucial steps to improving people's health. For example, the NHS was set up in 1948. This was a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved people's health for millions of people.However, there were also important improvements before 1900. For example, in 1858, in response to 'the Great Stink', the government ordered Joseph Bazalgette to build 1300 miles of new sewers across London. This had an important impact on people's health because in the next cholera epidemic, fewer people died.* **Nutshell: Both periods explained, supported by one example from each period** **NOTE Answers at L4 may attempt more than two points but only provide explicit supporting evidence for two**
Level 3 (7-9 marks)	Level 3 answers will typically set out an argument based on government action in only one period, supported by one valid example from that period, e.g. *I agree.the NHS was set up in 1948. This was a huge improvement on what had been available before for most people. Until 1948, about 8 million people had never seen a doctor because they could not afford it. By making health care free to all the NHS massively improved people's health for millions.* **Nutshell: One period explained, supported by one example** **NOTE Answers at L3 may attempt more than one point but only provide explicit supporting evidence for one**
Level 2 (4-6 marks)	Level 2 answers will typically identify valid reason(s) to support and/or challenge the statement but without full explanation or supporting evidence, e.g. *Yes, I agree because the NHS improved the health of millions of people.* **Nutshell: Identification of reason(s) to support/challenge without full explanation** Alternatively, Level 2 answers will typically describe government action /relevant events without addressing the question of improvements, e.g. • *The NHS was introduced in 1948 by the Labour government. It gave free medical care.* • *In the 1800s governments were reluctant to take action because people believed it was up to people to look after themselves.* **Nutshell: Description of government action/ related events without linking this to the question or without full explanation.**
Level 1 (1-3 marks)	Level 1 answers will typically make general and unsupported assertions eg *No, governments in both periods tried to help people's health and both led to some improvements.* **Nutshell General/ unsupported assertion(s)**
0 marks	

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks
In Interpretation A, the illustrator portrays how an Elizabethan noblewoman tried to impress guests. Identify and explain one way in which he does this.

Notes and guidance specific to the question set
Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.
Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this is relation to the issue in the question. The explanation of how the illustrator portrays how an important Elizabethan noblewoman tried to impress guests may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the illustrator. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

NOTE:

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

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

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

<table>
<tr><td colspan="2">Question 6b – 5 marks
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the nature of Elizabethan society.</td></tr>
<tr><td>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.</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).</td><td rowspan="4">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: how representative this illustration is of Elizabethan society, ie comparison of housing and entertainment of different social groups (Diversity i.e. Similarity/Difference); reasons for the growing wealth and power of the Elizabethan nobility (Causation); the comparative status and lives of women in Elizabethan England (Diversity i.e. Similarity/Difference); whether the living standards of the nobility changed across the period (Change and continuity).</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the nature of Elizabethan society.	
Guidance and indicative content	
Level 3 (5 marks)	Answers at L3 will typically identify an impression given in Interpretation A and suggest a valid line of enquiry based on a second order concept into this area. They will explain how this enquiry would increase understanding of the nature of Elizabethan society e.g. *[Diversity]* *Interpretation A suggests that life was easy for rich women such as Bess of Hardwick, a life of ease and luxury. I would compare the lives of wealthy women like Bess of Hardwick to the lives of poorer women and see how different they were. This would help us to understand the challenges faced by poorer women, which Bess of Hardwick would not have faced. It would also help us to compare how much choice or freedom poorer women had compared to rich women.* **Nutshell: Valid line of enquiry based on second order concept to compare to an impression given by Interpretation. Indication of how this would improve understanding of the nature of Elizabethan society.**
Level 2 (3-4 marks)	Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of the nature of Elizabethan society e.g. *[Diversity]* *I would compare the homes and lifestyles of people like Bess of Hardwick to other people in Elizabethan society. This would allow us to see how much difference there was between the gentry and the lives of merchants and labourers.* *[Causation]* *I would look at the reasons for such wealth and extravagance amongst the nobility in Elizabethan England. This would allow us to understand whether wealth such as this was purely inherited along with titles, or whether it was possible to move up the social ladder.* **Nutshell: Valid line of enquiry based on second order concept with indication of how this would improve understanding of the nature of Elizabethan society**
Level 1 (1–2 marks)	Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) e.g. *[Diversity]* *I would investigate how different the homes were of different types of people in Elizabethan society.* **Nutshell: Valid line of enquiry about the nature of Elizabethan society based on second-order concept** Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) e.g. *I would look for more information about the musicians. It would be interesting to know what instrument he's playing and how much he got paid. [2 marks]* OR *I would find out more about what the food was like that at these banquets. [1 mark]* **Nutshell: Find out more about people / events / objects in Interpretation A – not based on second-order concept** **NOTE: DO NOT REWARD RESPONSES WHICH ANSWER THEIR OWN ENQUIRY USING CONTEXTUAL KNOWLEDGE.**
0 marks	

<table>
<tr><td colspan="2">Question 7–12 marks
Interpretations B and C both focus both focus on the threat posed to Elizabeth by Mary Queen of Scots. How far do they differ and what might explain any differences?</td></tr>
<tr><td>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</td><td>Notes and guidance specific to the question set</td></tr>
<tr><td>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).</td><td rowspan="5">Answers could consider:
• Comparison of provenance and source type alone, eg B is from a website, C is a history book.
• Individual points of similarity/difference in content: C says there were ‘real fears’ about a Catholic plot whereas B says there were only ‘empty rumours.’ C says that Mary’s letter is a source of controversy among historians and B also shows this by denying Mary plotted against Elizabeth. C says Mary plotted against Elizabeth; B says she did not. Both sources agree that Mary was planning escape. B suggests Walsingham lured Babington into a trap; C makes no mention of this.
• Differences in the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her: C suggests there was real danger of a Catholic plot against Elizabeth and her spies were trying to save England from this threat. It portrays Mary as a true conspirator and treason plotter, discussing the evidence in the letter. According to C, Mary was guilty and the spies found the evidence of this. However, B downplays the Catholic threat, dismissing it as ‘empty rumours’ made up by ‘Protestant’ historians. It portrays Mary as a Catholic martyr who was not guilty of plotting to assassinate the Queen. It shows Elizabeth’s spies in a negative light, as agent provocateurs trying to get Babington to break the law.
• Developed reasons for differences – purpose / audience, eg B is from a Catholic website which is trying to exonerate Mary as a Catholic martyr, so it downplays her role in the plot. It sounds from C’s title like the book is more of a biography of Walsingham and written in praise of him, calling him the ‘Spy Master’ who ‘saved England.’ It’s therefore highly likely to argue that Walsingham was acting in the nation’s and the Queen’s best interests in taking the action he did against Mary.</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>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).</td></tr>
<tr><td>0 marks
No response or no response worthy of credit.</td></tr>
</table>

	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.*

Question 7–12 marks Interpretations B and C both focus both focus on the threat posed to Elizabeth by Mary Queen of Scots. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	Answers at L4 will typically compare the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her. They will support this with relevant reference to the content of the interpretations. They will use the **purpose** of one or both of the interpretations to explain reasons for different portrayals, e.g. *As L3, plus:* *I think the reason for the difference is that B is from a Catholic website which is trying to absolve Mary of any guilt, and portray her as a Catholic martyr, so it downplays her role in the plot. [10-11 marks] Whereas it sounds from C's title like the book is more of a biography of Walsingham and written in praise of him, calling him the 'Spy Master' who 'saved England.' It's therefore highly likely to argue that Walsingham was acting in the nation's and the Queen's best interests in taking the action he did against Mary. [12 marks]* **Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C** **NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals. Do NOT allow undeveloped comments about provenance at this level, e.g. B says she is innocent because it's a Catholic website OR C says she is guilty because it is a historian who has done more research.**
Level 3 (7-9 marks)	Answers at L3 will typically compare the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her. They will support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance e.g. *C suggests there was real danger of a Catholic plot against Elizabeth and her spies were trying to save England from this threat. It portrays Mary as a true treason plotter, discussing the evidence in the letter. According to C, Mary was guilty and the spies found the evidence of this. However, B downplays the Catholic threat, dismissing it as 'empty rumours' made up by 'Protestant' historians. It portrays Mary as a Catholic martyr who was not guilty of plotting to assassinate the Queen. It shows Elizabeth's spies in a negative light, as agent provocateurs trying to get Babington to break the law.* **Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations.** **NOTE: Answers with support from only one interpretation award 7 marks**
Level 2 (4-6 marks)	Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g. *C says there were 'real fears' about a Catholic plot whereas B says there were only 'empty rumours.'* *C says Mary plotted against Elizabeth; B says she did not.* *Both sources agree that Mary was planning escape.* **Nutshell: Selects individual points of similarity or difference** Answers at L2 will typically make a valid comparison of the overall portrayal of Mary Queen of Scots and/or the nature of the threat posed by her but fail to develop this with relevant support, e.g. *Interpretation C portrays Mary as a plotter who was guilty of treason but B makes her out to be more of an innocent just caught up in events.* **Nutshell: Valid comparison of portrayals with no support** Alternatively, L2 answers will use the purpose of one interpretation to explain its portrayal of Mary Queen of Scots and/or the nature of the threat posed by her but fail to compare to the other interpretation, e.g. *I think the reason that B is so positive about Mary is that it is from a Catholic website which is trying to absolve her of any guilt, and portray her as a Catholic martyr, so it downplays her role in the plot.*

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

Question 8*–20 marks **According to the book *Travel: London*, Elizabethan theatres 'had the support of everyone from the Queen to the peasants.' How far do you agree with this view of people's attitudes towards theatres between 1580 and 1603?**	
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 popular culture in Elizabethan England.* *It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the issue of the popularity of theatres and their opponents.* *Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of support for / opinions of theatres across society); and causation and consequence (what created these views) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: There were numerous new theatres built during this period which is a reflection of their popularity – eg The Theatre, The Curtain, The Rose, The Swan, The Globe. Plays on Bankside attracted thousands of Londoners and visitors. The plays were popular with all social groups loved the comedies, tragedies and histories written by Shakespeare. People were also attracted to the additional songs, dancing and jokes at the end. Theatres were popular with the poorer classes because 'groundlings' only paid a penny. The audiences were often noisy and engaged with the actors which shows they were popular. Concerns about crowds and distraction (see below) reveals how popular the theatres were. Elizabeth enjoyed*
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.*	
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.	*watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. The theatres remained open apart from during outbreaks of Plague.* *Grounds for disagreeing include: Some Elizabethans complained that jigs were vulgar. Fights sometimes broke out. Others saw the theatres as a threat to society. The London authorities had concerns about the theatres and asked the Privy Council t close the. They were worried about the theatre crowds creating disorder and they argued that servants and apprentices were distracted from their work. They also said that the theatres attracted thieves and prostitutes. Puritans also opposed the theatres. Puritanism was strong in 16th C London and Puritans wrote pamphlets attacking the theatres. They associated play with paganism and also with Catholicism. Preachers argued that the theatres and the places where they were situated on Bankside and Shoreditch – near to brothels – led people into sin.*
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.	

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

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

Question 9*–20 marks **According to the website www.elizabethan-era.org.uk, Elizabethan adventurers were motivated by the belief that 'new discoveries could bring untold riches.' How far do you agree with this view of the motives of adventurers between 1580 and 1603?**	
Levels **AO1** Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks** **AO2** Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks** **AO4** Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**	**Notes and guidance specific to the question set**
Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). *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 nature and significance of England's connections with the wider world.* *It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the motivation of wealth and at least one other reason for exploration.* *Answers are most likely to show understanding of cause and consequence (what motivated the explorers and what this led to); and similarity and difference (diversity of motivations) but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: Wealth motivated many, eg Francis Drake plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back vast quantities of treasure in 1580; Humphrey Gilbert hoped to claim vast territory in North America and sell much of it to wealthy Englishmen who invested in his voyage; Walter Raleigh knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England (and himself); Raleigh also led an expedition to Guiana in 1594 in search of 'the city of Gold'.* *Grounds for disagreeing include: The adventurers were also motivated by other reasons. eg: There was rivalry with Spain who had built up a huge empire in Central and South America, eg Humphrey Gilbert was driven by his hatred of Catholic Spain. Trade was a reason in many cases, eg Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire; and James Lancaster sailed to the East Indies*
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.*	
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.*	*seeking opportunities for trade – English merchants were keen to import things like spices, cotton, silk, jewels and perfumes from East Asia. Adventure was another reason, eg Francis Drake was a daring adventurer who wanted to achieve sailing all the way around South America. In 1579–80 he claimed several Island in the Strait of Magellan, and later California ('New Albion') for Queen Elizabeth. He sailed into the Pacific where no English sailor had been before. After 1580, more Elizabethan adventurers set off on voyages because they had been inspired by Drake's adventures.*
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.	

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

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

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

OCR Customer Contact Centre

Education and Learning
Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; The Triangle Building, Shaftesbury Road, Cambridge, CB2 8EA
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2019