Oxford Cambridge and RSA

Tuesday 4 June 2024 – Afternoon

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

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

Time allowed: 1 hour 45 minutes

You must have:
- the OCR 12-page Answer Booklet

INSTRUCTIONS
- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Section A – Crime and Punishment, c.1250 to present: Answer Questions 1 (a–c), 2, 3 and **either** Question 4 **or** Question 5.
- Section B – The Elizabethans, 1580–1603: Answer Questions 6 (a–b) and 7, and **either** Question 8 **or** Question 9.

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

ADVICE
- Read each question carefully before you start your answer.

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Section A

Crime and Punishment, c.1250 to present

Answer Questions 1 (a–c), 2 **and** 3.

1

(a) Name **one** way criminals could avoid being executed in the medieval period (1250–1500). **[1]**

(b) Name **one** reason people made accusations of witchcraft in the early modern period (1500–1750). **[1]**

(c) Name **one** development that improved policing in the **second half** of the 1800s. **[1]**

2 Write a clear and organised summary that analyses law enforcement between 1250 and 1750.

Support your summary with examples. **[9]**

3 Why did transportation to Australia become a common punishment in the period 1750–1900?

Explain your answer. **[10]**

Answer Question 4 **or** Question 5.

4* 'By 1750, punishments for committing crimes were harsher than they had been in 1500.'

How far do you agree?

Give reasons for your answer. **[18]**

5* 'The main reason crime changed between 1900 and c.2015 was the emergence of new technology.'

How far do you agree?

Give reasons for your answer. **[18]**

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Section B

The Elizabethans, 1580–1603

Answer Questions 6 (a–b) **and** 7.

6

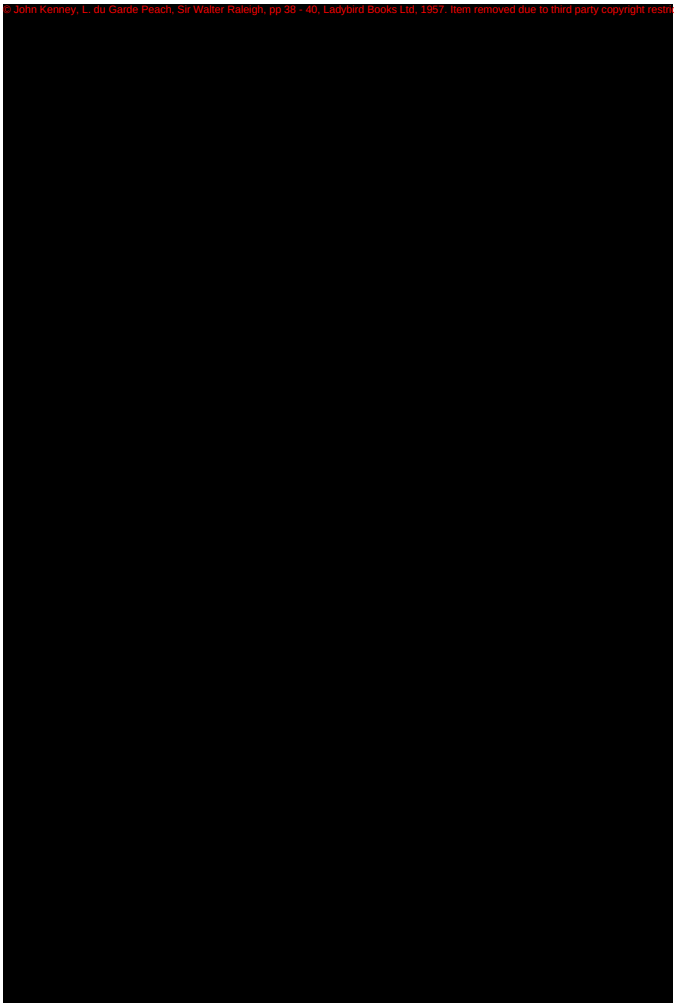
(a) In **Interpretation A**, the book depicts Francis Drake as an impressive leader.

Identify and explain **one** way in which it does this. **[3]**

Interpretation A

An image and extract from a 1957 book written for children. Francis Drake is the person holding a bowling ball.

© John Kenney, L. du Garde Peach, Sir Walter Raleigh, pp 38 - 40, Ladybird Books Ltd, 1957. Item removed due to third party copyright restri



In 1588 the King of Spain gathered a fleet of 130 ships and thousands of sailors and soldiers.

The fleet was called the Armada, and when it appeared off the coast of Plymouth in July, Francis Drake and other English captains were playing bowls.

Some of them wanted Drake to sail at once to meet the enemy, but Drake said, 'No – there is time to finish our game and beat the Spaniards too'. So the game went on.

(b) If you were asked to do further research on **one** aspect of **Interpretation A**, what would you choose to investigate?

Explain how this would help us to analyse and understand England's war with Spain. **[5]**

7 **Interpretations B** and **C** both make judgements about the reign of Elizabeth I.

How far do they differ and what might explain any differences? **[12]**

Interpretation B

An extract from an article published in a national British newspaper on 24 March 2003 to mark the 400th anniversary of the death of Elizabeth I.

> Tolerance and religious balance emerged during Elizabeth's reign. Seas were navigated and an empire embarked upon. Our small nation defended itself against larger enemies and found a voice and a purpose. Something in Elizabeth's reign taught us what our country is, and why it matters. And as her reign created a sense of national identity that had not existed before, so Elizabeth herself came to represent our best qualities: courageous, independent, eccentric, amusing and reasonable. The greatest prince this country has produced was a prince in skirts.

Interpretation C

An extract from the introduction to a recent book called 'Elizabeth I' by the historian Christopher Haigh.

> For many years, historians have portrayed Elizabeth as an English heroine. They say she healed the wounds of religious division; brought order and stability; defeated the threat from Catholic Europe; and sent ships to set up an empire.
>
> But now it all looks different. We now know that Catholic loyalties remained strong. We now know that Puritans who wanted further religious change were not just a minority who could be ignored – they were in Elizabeth's Court and Council, as well as in Parliament. We now know that the nobility remained powerful, and could be driven to plot against Elizabeth. We now know that England was militarily weak, that wars were badly planned, and that fear of invasion was often serious. It now seems that attempts to set up colonies were small-scale and unsuccessful.
>
> There is not much sign of a golden age. Elizabeth I was a very smart woman in a very difficult situation. But she was not a political genius who got everything right.

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Answer Question 8 **or** Question 9.

8* According to the history website 'BBC Bitesize', Elizabethan society was 'characterised by extremes of rich and poor'.

How far do you agree with this view of the **structure** of Elizabethan society between 1580 and 1603?

Give reasons for your answer. **[20]**

9* According to the website 'www.elizabethan-era.org.uk', 'Elizabethan people loved entertainment'.

How far do you agree with this view of Elizabethan **pastimes**, **festivities and theatres** between 1580 and 1603?

Give reasons for your answer. **[20]**

END OF QUESTION PAPER

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