OCR
Oxford Cambridge and RSA

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 2023

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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. A*ssistant 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

Stamp	*Ref No.*	*Annotation Name*	*Description*
1	1191	Tick 1	Level 1
2	1201	Tick 2	Level 2
3	1211	Tick 3	Level 3
4	1221	Tick 4	Level 4
5	1231	Tick 5	Level 5
6	1241	Tick 6	Level 6
SEEN	811	SEEN	Noted but no credit given
NAQ	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/ muddled/ unclear
BP	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: The People's Health, c.1250 to present

Question 1–3 marks

(a) Name **one** way in which the authorities in medieval Britain (1250-1500) tried to prevent the spread of disease in towns.

(b) Give **one** example of a problem with living conditions caused by the rapid growth of towns in the period 1750-1900.

(c) Give **one** example of a government action since 1900 that was introduced to improve air quality.

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: moving dung heaps to the outskirts of towns; fines for those selling unfit meat; lepers to be moved to the outskirts; orders to keep streets clean; closure of public 'stews'; bans against throwing animal skins in the river: any specific measure regarding Black Death; gongfermers; orders to clean streets* *For 1(b) likely valid responses include: overcrowding; increased waste; pollution; lack of privies; lack of open space; lack of clean water supply; lack of sewers; back-to-back housing was poorly ventilated/ spread disease easily/ was cramped* ***NOTE: Do not reward answers which simply name diseases, e.g. 'Cholera' or identify living conditions rather than problems, e.g. 'Back-to-back housing' (on its own)*** *For 1(c) likely valid responses include: Clean Air Act; introducing smokeless fuel; lead free petrol; banning smoking in public places; various measure to encouraging less/cleaner car use (e.g. congestion charges, higher taxes for larger cars, etc.)* 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

Write a clear and organised summary that analyses public health in medieval monasteries. 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 PH in monasteries (e.g. sanitation, provision of clean water, the disposal of waste, access to knowledge from the various books they had.

Answers may show use of second order concepts such as causation / consequence (eg why PH in monasteries was generally good OR causation alone (eg why they put so much importance in fresh water/ sanitation).

Please note that answers do not need to name the second order concepts being used to organise the 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 public health in medieval monasteries. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	**Summary based on second order concept(s) with two or more valid supporting examples, e.g.,** **[Causation / consequence – why health was good]** *Public health in medieval monasteries was **generally of a high standard**. This was **because** monasteries were often built away from the unhealthy conditions in the towns. They had **latrines which were built away from the living quarters and they flushed their waste away**.* *Another reason was that they **piped fresh water in from the hills into the monastery kitchens and washing areas**. These measures **meant that monks did not tend to suffer from the types of diseases** which were common in towns and villages, such as dysentery. **[8]*** ***[other valid examples include existence of infirmaries/ quality of food]*** **[Causation – underlying reason(s) for good public health]** *Monasteries had a better standard of public health because the **pure water was very important for their work, including for baptisms, Mass and washing rituals**. This meant they were built near rivers to supply clean water.* *Another reason was **the wealth of the Catholic church.** Often, **man-made waterways** were built to supply clean water. Their wealth and land meant they could afford to **dig trenches and lay pipes**. Individuals and town councils often couldn't afford to do this. **[Threshold – 7 marks]*** **[Diversity – differences between public health in monasteries and towns]** *In monasteries, public health was a of **higher standard than in the towns**. For example, **their latrines were built away from the living quarters and flushed waste away**. However, in medieval towns, **Gongfermers emptied latrines but sometimes only tipped the cess into nearby streams** which fed into the water supply. **[Threshold – 7 marks]***
Level 2 (4–6 marks)	**Summary based on a second order concept with one valid supporting example, e.g.** **[Causation / consequence]** *Public health in medieval monasteries was **generally of a high standard**. This was **because** monasteries could deal with waste effectively. They were often smaller communities than towns, built in remote locations, away from the crowded conditions . They had **latrines which were built away from the living quarters and they flushed their waste away**. These measures **meant that monks did not tend to suffer from the types of diseases** which were common in towns and villages, such as dysentery. **[6]*** **[Causation]** *Another reason was **the wealth of the Catholic church.** Often, **man-made waterways** were built to supply clean water. Their wealth and land meant they could afford to **dig trenches and lay pipes,** which town councils often couldn't afford. **[Threshold – 4 marks]***
Level 1 (1–3 marks)	**Descriptions of monasteries with no clear organising concept, e.g.** *Monasteries were run by the Catholic church. They piped fresh water from the hills and had latrines. Monks used water for lots of religious rituals like baptism. They also had infirmaries for the sick.* **OR Statements based on second order concept with no valid specific examples or development, e.g.** • **(Diversity)** *Public health in monasteries was generally better than in towns. [1]* • **(Causation)** *Public health in monasteries was good because they libraries with medical books. [1]*
0 marks	

Question 3–10 marks Why did national and local governments find it difficult to deal with public health issues in the early modern period (1500-1750)? 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: lack of knowledge/ understanding of the causes of disease; the lack of popularity/ support for measures (e.g. Gin Acts etc.); growth of towns (e.g. difficulty in accessing clean water and disposing of waste safely); lack of central government control.* *Explanations are most likely to show understanding of the second order concepts of causation, but reward appropriate understanding of any other second order concept.* *Answers which simply describe some of the features of the period 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 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).	
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 national and local governments find it difficult to deal with public health issues in the early modern period (1500-1750)**?** Explain your answer.	
Guidance and indicative content **NOTE: Do not reward answers which argue why authorities took little/no action – only reward answers which explain why they found it difficult.**	
Level 5 (9-10 marks)	**Two or more reasons why governments found it difficult to deal with public health issues identified and fully explained, e.g.** *One reason why governments found it hard to deal with public health issues in the early modern period was the **lack of understanding of what caused illnesses**. For example, there were at least 8 major outbreaks of plague in the early modern period but people did not understand what caused it so they could not properly deal with it. Most people still thought that God had sent the plague or that it was caused by 'miasma'. They did not know about germs or the role of rats and fleas, so some of the measures the government took did not help, such as **burning barrels of tar in the streets to clear the 'bad air'** and banning cats and dogs from the street. These actions were **based on wrong beliefs so governments were unable to prevent the spread of plague**.* *Another reason why governments found it difficult to deal with public health issues was that some of the **measures that governments took were not popular.** For instance, there was a rise in drunkenness and social problems during the 'gin craze' of the 1660s. Gin coming from Holland was really cheap so the **government introduced a tax and licences to control the sales.** However, **this did not solve the problem because people just ignored the law** and opened up **illegal dram shops**. The government didn't get the gin craze under control until it made punishments really severe in the 1740s. **[10]***
Level 4 (7-8 marks)	**One reason why governments found it difficult to deal with public health issues identified and fully explained, e.g.** *One reason why governments found it hard to deal with public health issues in the early modern period was the **lack of understanding of what caused illnesses**. For example, most people thought plague was caused by 'miasma'. So the measures taken by governments, such as **burning barrels of tar in the streets to clear the 'bad air',** did not help**.** Their actions were **based on wrong beliefs so governments were unable to prevent the spread of plague**. [Threshold – 7 marks]*
Level 3 (5-6 marks)	**Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.** • *There was a lack of understanding about the true causes of disease, so this made it very difficult to deal with public health issues like plague because their actions did not tackle the root cause of the problem.* **OR** **Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.** • *There was a lack of understanding about the true causes of disease. For example, there were outbreaks of plague every twenty years. One of the main theories at the time was that it was spread by miasma, so the 1578 plague orders contained instructions to do things like burn barrels of tar in the streets.*
Level 2 (3-4 marks)	**Describes public health issues or government action, e.g.** • *During the Gin Craze, thousands of small gin shops opened in cellars, attics and back rooms in London. By the 1720s, it had become a serious problem.* • *At this time the government had to deal with plague. There were 8 outbreaks in the early modern period. People with the plague were isolated in their homes and plague doctors went around trying to cure people* • *At this time living conditions were bad. Towns were overcrowded and it was hard to get clean water. Air was polluted because of the increasing use of coal.* • *The government tried to deal with the gin problem by passing Gin Acts.*

	OR **Identifies one or more reason but with neither of the following:** • **support from precise evidence** • **explaining why the reason made it difficult to deal with a particular problem, e.g.** • *They found plague difficult to deal with because they didn't know what caused it.* • *Local governments found it difficult to deal with sanitation in the towns because towns were growing in this period.* • *They found plague difficult to deal with because they didn't know what caused it. Plague came every 20 years on average and could kill 30% of a community.* ***[No detail about lack of causes]***
Level 1 (1–2 marks)	**Valid but general assertion(s), e.g.** • *They didn't understand or know what to do.* • *People ignored rules.* **OR Describes actions by general population, e.g.** • *During the plague, people tried to avoid miasma by sniffing flowers and herbs.* **OR Simply identifies health issues (without description), e.g.** • *The Gin Craze happened in this period.*
0 marks	

Question 4*–18 marks How far were improvements in public health in the 1800s brought about by improved scientific understanding about disease? 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.*	*It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must identify and consider an alternative point of view.* *Answers are most likely to show understanding of the second order concepts of change and continuity and causation or impact, but reward appropriate understanding of any other second order concept.* *<u>Grounds for agreeing</u> include: Pasteur's Germ Theory leading to the 1875 Public Health Act or a range of other measures, e.g. Artisans' Dwellings Act, Sale of Food and Drugs Act; local initiatives, e.g. Rochdale (pail privies), Manchester (slum clearance, Lake Thirlmere dam and aqueduct) or Birmingham (slum clearance),* *<u>Grounds for disagreeing</u> include other factors that were also/ more important, e.g. 1867 Reform Act; action of individuals such as Chadwick or Disraeli; changing laissez-faire attitudes; technological advancement (e.g. engineering advancement leading to Bazalgette's sewers); public health crisis or poverty identified in Chadwick's report.* *NOTE: Some of these (e.g. engineering leading to sewers) may fit in either agree or disagree, as long as the candidate argues the point in a valid way.*
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 were improvements in public health in the 1800s brought about by improved scientific understanding about disease? Give reasons for your answer.	
Guidance and indicative content **NOTE: For L3+ the resulting change/ improvement does need to be identified (but details about it are not required as the question's emphasis is causation)**	
Level 6 (16-18 marks)	**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 = 18 marks , e.g.** *There is evidence to support the statement because big improvements were brought about after the publication **of Pasteur's Germ Theory** in 1861 This claimed that it was **germs which made liquids turn bad and in 1864 he proved germs caused decay**. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and **this was important for the passing of the 1875 Public Health Act**.* *However, change wasn't only brought about because of improved understanding. Some **working class men had been given the vote in 1867**, placing the power to elect MPs and town councillors in the hands of the **working class, who were now a big group of voters**. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason **he supported the 1875 Public Health Act.*** *Additionally, there is further evidence to go against the statement because there were public health improvements before 1861, which happened for other reasons. For example, change also happened because of **individuals like Edwin Chadwick**. In 1842, Chadwick wrote a **report for the Poor law Commission**. It contained shocking details of the public health crisis. Even though Chadwick believed disease was spread by miasma, he **recommended that towns should be forced to provide clean water and sewerage systems**. His report was very influential and many politicians supported Chadwick. This led to the **passing of the 1848 Public Health Act**.* *Another reason for public health improvements was **'The Great Stink' in 1858** when, during a hot summer, the **River Thames dried up** so much that the **smell of sewage** from the river became unbearable. It became impossible for MPs to continue with their debates and they decided to take action. The government **ordered Joseph Bazalgette to build 1300 miles of new sewers** across London which helped to stop the spread of cholera.* *Overall, I do agree with the statement. The other reasons discussed had only a limited impact – for example, the 1848 Public Health Act was permissive, and Bazalgette's sewers were only in London. And although knowledge about germs wasn't the only reason that the 1875 Public Health Act was passed, it was less likely to have gained as much support without the scientific evidence to back it up.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.** *There is evidence to support the statement because big improvements were brought about after the publication of Pasteur's Germ Theory in 1861 This claimed that it was germs which made liquids turn bad and in 1864 he proved germs caused decay. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and this was important for the passing of the 1875 Public Health Act.* *However, change wasn't only brought about because of improved understanding. Some working class men had been given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class, who were now a big group of voters. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason he supported the 1875 Public Health Act.* *Another reason for public health improvements was 'The Great Stink' in 1858 when, during a hot summer, the River Thames dried up so much that the smell of sewage from the river became unbearable. It became impossible for MPs to continue with their debates and they decided to take action. The government ordered Joseph Bazalgette to build 1300 miles of new sewers across London which helped to stop the spread of cholera.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I don't agree because there were other reasons too. For example, the 1875 Public Health Act happened because some working class men were given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class. The Prime Minister, Disraeli, was determined to win their support and promised that public health would be top of the agenda. This was why he passed the 1875 Public Health Act.* *Additionally, change also happened because of individuals like Edwin Chadwick. In 1842, Chadwick wrote a report for the Poor law Commission. It contained shocking details of the public health crisis. Even though Chadwick believed disease was spread by miasma, he recommended that towns should be forced to provide clean water and sewerage systems. His report was very influential and many politicians supported Chadwick. This led to the passing of the 1848 Public Health Act.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *There is evidence to support the statement because big improvements were brought about after the publication of Pasteur's Germ Theory in 1861 This claimed that it was germs which made liquids turn bad and in 1864 he proved germs caused decay. This convinced most other scientists that disease was caused by germs. People were now more willing to pay money to improve public health, and this was important for the passing of the 1875 Public Health Act.* *However, change wasn't only brought about because of improved understanding. Some working class men had been given the vote in 1867, placing the power to elect MPs and town councillors in the hands of the working class, who were now a big group of voters. The Prime Minister, Disraeli, was determined to win the support of the new voters. He promised that public health would be top of the agenda and this was another reason he supported the 1875 Public Health Act.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree because big improvements were brought about after the publication of Pasteur's Germ Theory, which claimed it was germs which made liquids turn bad. In 1864 he proved that it was germs that cause decay. This convinced most other scientists that disease was caused by germs and also gave support for the earlier ideas of people like John Snow. People became more willing to pay more money to improve public health, and this was important for the passing of the 1875 Public Health Act.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *I agree because there were improvements because in 1861 Louis Pasteur had proven that germs were the cause of disease.* • *I don't fully agree. It was the action of individuals like Benjamin Disraeli who pushed through the 1875 Public Health Act.* • *I don't agree because it was also to do with how attitudes were starting to move away from laissez-faire at this time.* **Alternatively, description of public health improvements/ scientific developments/ without linking this to the question or without full explanation, e.g.** • *The 1875 Public Health Act said that all local authorities had to appoint a medical officer. They had to take responsibility for sewers and water supplies.* • *In 1861 Pasteur's published his Germ Theory and later proved that germs are the cause of decay and disease. This was important and led to big changes.*
Level 1 (1-3 marks)	**Valid but general assertion(s), e.g.** • *They had to make improvements because the conditions in towns were really bad.* • *The causes of disease were discovered during this period.* • *Individuals played a big role.* • *Water got cleaner.*
0 marks	

Question 5*–18 marks
'Responses to epidemics between 1900 and 2000 were **not** effective.' 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.*	*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.* *Answers are most likely to show understanding of the second order concepts of causation and consequence and change over time or significance, but reward appropriate understanding of any other second order concept.* *Grounds for agreeing include: inadequate/ ineffective responses to Spanish Flu (e.g. lack of national co-ordination; inefficient copies of public information film; factories kept going; pubs mostly stayed open; Armistice Day celebrations went ahead; unhelpful press reaction, e.g. 'eat plenty of porridge' in News of the World; 'quack' remedies such as Dr Williams' 'Pink Pills for Pale People') and HIV / AIDS (e.g. reluctance of government to fund research out of belief that it was only gay men and drug users who were affected, and there was prejudice against these groups; hospitals told to detain AIDS patients; doctors wearing gowns and masks around patients; media's response caused fear and misunderstanding of the condition; lots of overreaction because people didn't understand how the virus was actually transmitted, e.g. some Fire Service staff refused to give mouth-to-mouth resuscitation and some parents removed their children from a class where one pupil had acquired HIV from a transfusion.* *Grounds for disagreeing include: effective responses to Spanish Flu (e.g. work of James Niven in Manchester; other towns did shut schools, theatres, cinemas and dance halls, and disinfected trams daily) and HIV / AIDS (e.g. setting up of Terrence Higgins Trust which raised awareness; government funded free HIV tests and*
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.	

	screened blood transfusions; public information campaign explained how the virus was really spread; charities provided clean needles to drug addicts; Princess Diana shook the hand of a man suffering with the illness in front of photographers and journalists to challenge the idea that HIV and AIDS was passed from person to person by touch; the government funded ART for people who were HIV positive).

Question 5* – 18 marks 'Responses to epidemics between 1900 and 2000 were **not** effective.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	**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 = 18 marks , e.g.** *I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the **national response was limited** and local authorities were left to organise themselves. The government issued a **public information film** which advised people to do things like **avoid public transport and crowds** if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was **not distributed until very late** in the second wave, and there were not enough copies, **meaning it was not very effective**.* *However, some local responses to the Spanish Flu were effective. For example, the **medical officer in Manchester, Dr. Niven**, tried to limit the flu's spread by doing things like **publishing advice about hygiene and organising the closure of businesses and schools**. This was **effective because the death rate was lower** in Manchester than in other cities like London and Glasgow.* *Initially, many of the responses to HIV and AIDS were ineffective. For example, in the **early 1980s, there was lots of ignorance** about how the disease was spread and **people over-reacted**. For example, some **Fire Service staff stopped giving mouth-to-mouth resuscitation** out of fear of infection. The government said hospitals should detain AIDS patients. These kinds of **responses were ineffective because they spread fear** that the condition could be passed on by contact.* *However, by the **late 1980s** there was more understanding and more helpful responses. For example, **charity groups provided clean needles** to drug addicts to reduce transmission. The government **funded free HIV tests** there was a big **public information campaign** to educate people called 'Don't die of ignorance'. Leaflets and TV adverts explained how the virus was really spread. This was **effective in raising awareness** and helping to reduce the spread.* *Overall I agree with the statement. I think responses to Spanish Flu were fairly ineffective because although some towns like Manchester did shut schools and theatres, there was no coordinated effort which could deal with the overwhelming number of infections. Furthermore, although responses to HIV and AIDS became more effective over time, the damage from earlier ineffective measures had already been done and took a long time to tackle ignorance about the condition.*
Level 5 (13-15 marks)	**Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1), e.g.** *I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies, meaning it was not very effective.* *However, some local responses to the Spanish Flu were effective. For example, the medical officer in Manchester, Dr. Niven, tried to limit the flu's spread by doing things like publishing advice about hygiene and organising the closure of businesses and schools. This was effective because the death rate was lower in Manchester than in other cities like London and Glasgow.* *Initially, many of the responses to HIV and AIDS were ineffective. For example, in the early 1980s, there was lots of ignorance about how the disease was spread and people over-reacted. For example, some Fire Service staff stopped giving mouth-to-mouth resuscitation out of fear of infection. The government said hospitals should detain AIDS patients. These kinds of responses were ineffective because they spread fear that the condition could be passed on by contact.*

Level 4 (10-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.* *Additionally, many of the responses to HIV and AIDS were also ineffective. For example, in the early 1980s, there was lots of ignorance about how the disease was spread and people over-reacted. For example, some Fire Service staff stopped giving mouth-to-mouth resuscitation out of fear of infection. The government said hospitals should detain AIDS patients. These kinds of responses were ineffective because they spread fear that the condition could be passed on by contact.* **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.* *However, some local responses to the Spanish Flu were effective. For example, the medical officer in Manchester, Dr. Niven, tried to limit the flu's spread by doing things like publishing advice about hygiene and organising the closure of businesses and schools. This was effective because the death rate was lower in Manchester than in other cities like London and Glasgow.*
Level 3 (7-9 marks)	**One sided argument; one explained point of support (1–0), e.g.** *I agree because the response to the Spanish Flu epidemic was in some ways ineffective. For example, the national response was limited and local authorities were left to organise themselves. The government issued a public information film which advised people to do things like avoid public transport and crowds if they had symptoms, and wear face masks if it was necessary to be near flu patients. However, the film was not distributed until very late in the second wave, and there were not enough copies.*
Level 2 (4-6 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** • *I disagree because during the Spanish Flu many towns did things such as shut schools which would have been effective.* • *I disagree because during the HIV and AIDS epidemic the government screened blood transfusions.* **Alternatively, description of response(s) to epidemic(s) without linking this to the question, e.g.** • *During the HIV and AIDS epidemic, some parents removed their children from a class where one pupil had acquired HIV from a transfusion because they didn't know how the virus was transmitted.* • *The impact of the Spanish Flu led to the Ministry of Health being set up in 1919.* • *It was difficult for the government to respond effectively to Spanish Flu at a time when huge numbers of medical staff were still away at war.*
Level 1 (1-3 marks)	**Valid but general assertion(s), or identification/descriptions of epidemics, e.g.** • *I agree because there was lots of ignorance about AIDS.* • *The government response to Spanish Flu was inadequate.* • *The Spanish Flu came in waves. The second wave struck Britain between October and December 1918.*
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 <u>how</u> their chosen way makes the Elizabethan period seem like an important age of exploration.

<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 England’s connections with the wider world between 1580 and 1603.</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: 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).</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 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).</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 England's connections with the wider world between 1580 and 1603.	
Guidance and indicative content	
Level 3 (5 marks)	**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.** *[Consequence/ diversity]* *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.* **Alternatively, developed, valid line of enquiry: i.e. based on second order concept, with <u>clear</u> <u>explanation</u> of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603, e.g.** *[Consequence]* *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.* *[Causation]* *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.*
Level 2 (3-4 marks)	**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.** *[Consequence]* *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)* *[Causation]* *I would look at what motivated adventurers like Drake and Raleigh in their exploration. (3)*
Level 1 (1–2 marks)	**Investigation based around finding out more about people / events / in Interpretation A – not based on second-order concept (1–2 marks), e.g.** *I would look for more information about the different places that the Elizabethans explored.* **Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.** *It says England became independent from Europe. I would like to know if this really was the case.*
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).	*Answers could consider:* • *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.* • *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.* • *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'.* • *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).* *Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.* *No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.*
Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 2 (4–6 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers some valid analysis of differences and/or similarities between the interpretations and gives a reasonable explanation of at least one reason why they may differ, and a basic judgement about how far they differ, in terms of detail or in overall message, style or purpose (AO4).	
Level 1 (1–3 marks) Analyses the interpretations and identifies some features appropriate to the task. Identifies some differences and/or similarities between the interpretations and makes a limited attempt to explain why they may differ. There is either no attempt to assess how far they differ, or there is an assertion about this but it is completely unsupported (AO4).	
0 marks No response or no response worthy of credit.	

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?	
Guidance and indicative content	
Level 4 (10-12 marks)	**Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose/ intended audience of B [OR particular historical perspective of C – see below], e.g.** *As L3, plus:* • *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 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 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)* **NOTES:** **1. For these interpretations, award 10–12 marks for candidates who use the purpose/context of one interpretation to explain difference in portrayals.** ***2.* Do NOT allow undeveloped comments about provenance at this level, e.g. *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.***
Level 3 (7-9 marks)	**Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.** *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'.* **NOTE: Answers with support from only one interpretation limit to 7 marks**
Level 2 (4-6 marks)	**Selects individual points of similarity or difference, e.g.** • *B describes Elizabeth 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.* **Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS** *Interpretation B suggests Elizabeth was a very powerful monarch but C gives us the impression she was actually quite weak.* **Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.** *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.*
Level 1 (1–3 marks)	**Comparison of simplistic provenance, e.g.** • *They are different because B is from a website but C is from a history podcast.* • *They are different because B is just from a website but C is a proper historian who has done lots of research.* **Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.**

	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'.
0 marks	

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?**	
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 or extent of the Catholic threat.* *It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.* *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.* ***Grounds for agreeing include:*** *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*
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 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). *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.*	

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.*	*period in question; Elizabeth did not technically 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.* ***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.*
0 marks No response or no response worthy of credit.	

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?	
Guidance and indicative content	
Level 5 (17-20 marks)	**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.** *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.*** *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**.* *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**.* *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**.* *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]***
Level 4 (13-16 marks)	**Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.** *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.* *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.* *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.*
Level 3 (9-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *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.*

	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. **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *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.* *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.*
Level 2 (5-8 marks)	**One sided argument; one explained point of support (1–0), e.g.** *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.*
Level 1 (1-4 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** *Yes, I agree because Elizabeth never made it illegal to be Catholic.* **Alternatively, description of Elizabeth's policy towards Catholics / related events without linking this to the question, e.g.** *In 1586 Margaret Clitherow was accused of sheltering priests and tortured.* **Alternatively, valid but general assertions, e.g.** *No, Elizabeth was a Protestant and against Catholics.*
0 marks	

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 **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 of Elizabethan society.* *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.* *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.* *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.* *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*
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.*	
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.*	*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.*
0 marks No response or no response worthy of credit.	

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?	
Guidance and indicative content	
Level 5 (17-20 marks)	**Balanced argument; two explained points of support each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks** *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.* *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.* *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.* *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.* *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'.*
Level 4 (13-16 marks)	**Balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g.** *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.* *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.* *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.*
Level 3 (9-12 marks)	**One sided argument, two explained points of support (2–0), e.g.** *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.*

	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. **Alternatively, balanced argument; one explained point on each side (1–1), e.g.** *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.* *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.*
Level 2 (5-8 marks)	**One sided argument; one explained point of support (1–0), e.g.** *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.*
Level 1 (1-4 marks)	**Identification of reason(s) to support/challenge without full explanation, e.g.** *No, I don't agree because by 1601 a new Poor Law had been introduced to help those in poverty.* **Alternatively, description of Elizabethan poor/ vagrancy / related events without linking this to the question, e.g.** *The Elizabethans divided the poor up into different categories like the impotent poor, the able-bodied poor and vagabonds.* **Alternatively, valid but general assertions, e.g.** *Yes, there was crushing hunger when there wasn't enough food.*
0 marks	

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