

GCSE (9–1)

History B (Schools History Project)

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

General Certificate of Secondary Education

Mark Scheme for June 2019

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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

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

Question 1–3 marks	
(a) Name one type of capital punishment used in the period 1250–1500.	[1]
(b) Give one example of an organized crime in the period 1500 -1750.	[1]
(c) Identify one example of a new crime since 1950.	[1]
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(a), likely valid responses include: burning, hanging, beheading.</i>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(b), likely valid responses include: smuggling, highway robbery, poaching, heresy and treason.</i>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<i>For 1(c), likely valid responses include: racial crime, car crime (compulsory seatbelts, drink driving, joy-riding), cybercrime, illegal drugs.</i> Any other historically valid response is acceptable and should be credited.

Question 2–9 marks	
Write a clear and organized summary that analyses the nature of crime during the Medieval period (1250– 1500). Support your summary with examples.	
Levels	Notes and guidance specific to the question set
AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks	
AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	
Level 3 (7–9 marks)	<i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i>
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).	<i>Answers could consider aspects of one or more of: serious and petty crimes such as homicide or stealing goods worth less than 12d; the crimes of the poor or the crimes of the rich and the nobility such as burglary or treason. New crimes emerging because of the Black Death e.g. vagrancy. The emerging problem of private armies towards the end of the fifteenth century.</i>
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).	<i>Use of conceptual understanding to organise the response might in this case involve the concept of change and continuity within the period. Or it may involve using significance of different types of crime from serious to petty crimes.</i>
Level 2 (4–6 marks)	<i>Answers may show use of second order concepts such as causation (e.g. why the types of crime changed or why there were different types of crime), diversity (rich and poor, local and national, petty and serious) and significance in how the type of crime led to different punishments.</i>
Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1).	<i>Please note that answers do not need to name the second order concepts being used to organise their answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i>
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).	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
Level 1 (1–3 marks)	
Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1).	
The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks	
No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses the nature of crime during the Medieval period (1250– 1500). Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Answers at L3 will typically be organised around a second order concept such as causes/ consequences, change/continuity, diversity. Answers will be supported with two or more valid examples e.g.</p> <p>[Diversity] <i>In the medieval period the nature of crime varied greatly. There were serious crimes (felonies), which led to severe punishments. People might be hanged for things like homicide and stealing more than 12d worth of goods. Less serious crime, or 'petty' crime, involved theft of goods worth less than this, getting into debt, or doing limited harm to people or property. 7 marks</i></p> <p>[Causation] <i>People committed crime in the medieval period for a variety of reasons. Anger was one reason – over half of homicides stemmed from simple arguments, and this may have been because the system of strip farming meant that peasants had to work very close to each other, often when sharp tools were nearby. Hunger was another reason people committed crime. Crime such as theft rose when harvests failed and people found themselves in debt and in need.</i></p> <p>Nutshell: Summary based on second order concept(s) with two or more valid supporting examples</p> <p><i>Other valid areas might include: Change – new crimes which had appeared by 1400 such as vagrancy, scolding, gangs of robbers, religious crimes, treason and the building up of private armies/retainers; causation – reasons why new crimes had appeared; causation – why homicide rates were so high in this period; diversity – different crimes associated with different groups of people, e.g. rich and poor.</i></p>
Level 2 (4–6 marks)	<p>Answers at L2 will typically be organised around a second order concept, supported with a valid example e.g.</p> <p>[Change] <i>At the start of the medieval period, crime tended to revolve around theft and harm to people. However, by 1400, several new types of crime had emerged. For example, 'vagrancy' became a problem after the Black Death. Workers wandered the country looking for better pay because they were in demand, but Parliament passed a law saying all able-bodied men had to stay and work in their home village.</i></p> <p>Nutshell: Summary based on a second order concept with one valid supporting example</p>
Level 1 (1–3 marks)	<p>Answers at L1 will typically list or describe relevant events or developments erg <i>There were lots of different crimes in this period. Larceny, homicide, vagrancy. Homicide didn't just include murder but also things like accidental killing.</i></p> <p>Nutshell: List of events / developments with no organising concept.</p>
0 marks	

<p>Question 3–10 marks To what extent did the enforcement of law and order change in the Early Modern period (1500–1750)? Explain your answer.</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (9–10 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show sophisticated understanding of one or more second order concepts in a fully sustained and very well-supported explanation (AO2).</p>	<p><i>Explanations could consider similarities - still no effective police force (personal freedom, cost), army put down any protests, riots or capture of gangs and was unpopular as unfairly brutal. Tithings and hue and cry continued to be the principal way of catching criminals.</i></p> <p><i>differences – use of watchmen, more criminals dealt with by JPs and the influence of manorial courts and church courts declined.</i></p> <p><i>Explanations are most likely to show understanding of the second order concept of continuity and change but reward appropriate understanding of any other second order concept such as diversity or significance.</i></p>
<p>Level 4 (7–8 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Uses these to show strong understanding of one or more second order concepts in a sustained and well-supported explanation (AO2).</p>	
<p>Level 3 (5–6 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Uses these to show sound understanding of one or more second order concepts in a generally coherent and organised explanation (AO2).</p>	
<p>Level 2 (3–4 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).</p>	
<p>Level 1 (1–2 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Uses these to show some basic understanding of one or more second order concepts, although the overall response may lack structure and coherence (AO2).</p>	
<p>0 marks No response or no response worthy of credit.</p>	

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

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

<p>Question 8*–20 marks According to the book <i>Travel: London, Elizabethan theatres</i> ‘had the support of everyone from the Queen to the peasants.’ How far do you agree with this view of people’s attitudes towards theatres between 1580 and 1603?</p>	
<p>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of popular culture in Elizabethan England. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the issue of the popularity of theatres and their opponents.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of support for / opinions of theatres across society); and causation and consequence (what created these views) but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: There were numerous new theatres built during this period which is a reflection of their popularity – eg <i>The Theatre, The Curtain, The Rose, The Swan, The Globe</i>. Plays on <i>Bankside</i> attracted thousands of Londoners and visitors. The plays were popular with all social groups loved the comedies, tragedies and histories written by Shakespeare. People were also attracted to the additional songs, dancing and jokes at the end. Theatres were popular with the poorer classes because ‘groundlings’ only paid a penny. The audiences were often noisy and engaged with the actors which shows they were popular. Concerns about crowds and distraction (see below) reveals how popular the theatres were. Elizabeth enjoyed</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p>	

<p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>watching plays at court and some of her courtiers sponsored a theatre company to win her favour. She and her Privy Council ignored challenges to the theatres by the Puritans and London authorities. The theatres remained open apart from during outbreaks of Plague.</i></p>
<p>0 marks No response or no response worthy of credit.</p>	<p><i>Grounds for disagreeing include: Some Elizabethans complained that jigs were vulgar. Fights sometimes broke out. Others saw the theatres as a threat to society. The London authorities had concerns about the theatres and asked the Privy Council to close them. They were worried about the theatre crowds creating disorder and they argued that servants and apprentices were distracted from their work. They also said that the theatres attracted thieves and prostitutes. Puritans also opposed the theatres. Puritanism was strong in 16th C London and Puritans wrote pamphlets attacking the theatres. They associated play with paganism and also with Catholicism. Preachers argued that the theatres and the places where they were situated on Bankside and Shoreditch – near to brothels – led people into sin.</i></p>

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

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

Question 9*–20 marks According to the website www.elizabethan-era.org.uk , Elizabethan adventurers were motivated by the belief that ‘new discoveries could bring untold riches.’ How far do you agree with this view of the motives of adventurers between 1580 and 1603?	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature and significance of England’s connections with the wider world. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Levels 4 and 5, this must involve considering both the motivation of wealth and at least one other reason for exploration.</i></p>
<p>Level 4 (13–16 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of cause and consequence (what motivated the explorers and what this led to); and similarity and difference (diversity of motivations) but reward appropriate understanding of any other second order concept.</i></p>
<p>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). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for agreeing include: Wealth motivated many, eg Francis Drake plundered many Spanish and Portuguese ships in the Caribbean and West Africa, bringing back vast quantities of treasure in 1580; Humphrey Gilbert hoped to claim vast territory in North America and sell much of it to wealthy Englishmen who invested in his voyage; Walter Raleigh knew that gold and silver mines in Central and South America had brought the Spanish great wealth and he hoped that the discovery of gold in North America would do the same for England (and himself); Raleigh also led an expedition to Guiana in 1594 in search of ‘the city of Gold’.</i></p>
<p>Level 2 (5–8 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of</p>	<p><i>Grounds for disagreeing include: The adventurers were also motivated by other reasons. eg: There was rivalry with Spain who had built up a huge empire in Central and South America, eg Humphrey Gilbert was driven by his hatred of Catholic Spain. Trade was a reason in many cases, eg Ralph Fitch sailed to Syria in 1583 to establish trade links between England and the Mughal Empire; and James Lancaster sailed to the East Indies</i></p>

<p>ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>seeking opportunities for trade – English merchants were keen to import things like spices, cotton, silk, jewels and perfumes from East Asia. Adventure was another reason, eg Francis Drake was a daring adventurer who wanted to achieve sailing all the way around South America. In 1579–80 he claimed several Island in the Strait of Magellan, and later California ('New Albion') for Queen Elizabeth. He sailed into the Pacific where no English sailor had been before. After 1580, more Elizabethan adventurers set off on voyages because they had been inspired by Drake's adventures.</i></p>
<p>Level 1 (1–4 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity. <i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks No response or no response worthy of credit.</p>	

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

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

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