

	<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>	

<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>Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature 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 islands 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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