

June 2022 – Morning/Afternoon

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

J411/42 The Elizabethans, 1580–1603

Time allowed: 1 hour

Sample Question Paper for 2022 only. To see what adaptations have been made for 2022 please ensure you have referred to the [Changes for 2022](#) qualification web page.

You must have:

- the OCR 12-page Answer Booklet



INSTRUCTIONS

- Use black ink.
- Write your answer to each question in the Answer Booklet. The question numbers must be clearly shown.
- Fill in the boxes on the front of the Answer Booklet.
- Answer Questions 1 (a–b) and 2, and **either** Question 3 **or** Question 4.

INFORMATION

- The total mark for this paper is **50**.
- The marks for each question are shown in brackets [].
- Spelling, punctuation and grammar (SPaG) and the use of specialist terminology will be assessed in questions marked with a pencil (✎).
- Quality of extended response will be assessed in questions marked with an asterisk (*).
- This document has **4** pages.

ADVICE

- Read each question carefully before you start your answer.

The Elizabethans, 1580–1603

Answer questions 1 (a–b) and 2.

1. (a) In **Interpretation A** the illustrator portrays the wealth and comfort of an Elizabethan gentleman's house. Identify and explain **one** way in which the illustrator does this.

[3]

Interpretation A

An illustration from 'Tudor Gallery' by James Mason, a history book aimed at young children published in 1997.



- (b) If you were asked to do further research on one aspect of **Interpretation A**, what would you choose to investigate? Explain how this would help us to analyse and understand daily life in Elizabethan England.

[5]

2. **Interpretations B and C** both focus on the power of Elizabeth I. How far do they differ and what might explain any differences?

(✎) Spelling, punctuation and grammar and the use of specialist terminology

[12]
[5]

Interpretation B

An extract from 'The Making of the United Kingdom, 1500–1750', a secondary school textbook written by J F Aylett in 1992.

Elizabeth I was England's only unmarried queen. Perhaps she knew that, if she married an English nobleman, she would offend others. If she had married a foreigner she would not have been able to follow her own policies. And those policies *were* successful. When she died in 1603, England was one of the world's leading trading nations. It had also become a major power in Europe. Above all, she handed over a country that was more peaceful and united than ever before. Many people thought that she was wonderful. No wonder they looked back on her reign as a Golden Age.

Interpretation C

An extract from 'A Brief History of Britain, 1485–1660', written by the historian Ronald Hutton in 2010.

During her last years, her government was starting to show signs of strain. The Spanish war had reached stalemate, with the English more anxious to make peace than their opponents. Court politics had become unusually divisive and embittered, leading to the rebellion and execution of her final toy-boy, Essex, and then a monopoly of power by Burghley's son, Robert Cecil. The last Parliament of the reign turned directly upon the queen over the issue of economic monopolies that she was granting as rewards to her followers; and she was forced to surrender to its demands. Her splendid costumes made an ever more glaring contrast with her physical decay: one Venetian ambassador reported that she stank so much it was wise to stand upwind of her.

Answer **either** question 3 **or** question 4.

- 3.*** In his 2012 book 'The Watchers', the historian Stephen Alford argued that the threat from Catholics created 'dangerous and uncertain times' in Elizabethan England.
How far do you agree?

(✎) Spelling, punctuation and grammar and the use of specialist terminology

[20]
[5]

- 4.*** In his 1974 school textbook 'Tudors and Stuarts', R J Unstead stated that Elizabethan adventurers 'successfully increased English trade in all parts of the world'.
How far do you agree?

(✎) Spelling, punctuation and grammar and the use of specialist terminology

[20]
[5]

Copyright Information:

Interpretation A: Image from S. Purkis and J. mason, *Tudor Gallery (A Sense of History, Primary)*, p. 21, Addison Wesley Longman Ltd., London, 1997.

Interpretation B: Extract from John Aylett, *The Making of the United Kingdom, 1500–1750 (Past Historic)*, pg 13, Hodder Education, London, 1992.

Interpretation C: Extract from Ronald Hutton, *A Brief History of Britain 1485–1660: The Tudor and Stuart Dynasties: 2 (Brief Histories)*, pg 134, Constable & Robinson Ltd, London, 2010.

Question 3: Reference to Stephen Alford, *The Watchers: A Secret History of the Reign of Elizabeth I*, pp. 4–5, Penguin Books Ltd., London, 2013.

Question 4: Quote from R.J. Unstead, *Looking at History, Book 3: Tudors and Stuarts*, pg 24, A & C Black (Childrens Books) Ltd, London, 1974.

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June 2022

GCSE (9–1) HISTORY B (SCHOOLS HISTORY PROJECT)

J411/42 The Elizabethans, 1580–1603

SAMPLE MARK SCHEME

Duration: 1 hour

MAXIMUM MARK 50

This document has 16 pages

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 **required number of** 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. *Assistant 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:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- 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

Annotation	Meaning

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.

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.

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 

High performance <i>4–5 marks</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate performance <i>2–3 marks</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold performance <i>1 mark</i>	<ul style="list-style-type: none"> • Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
No marks awarded <i>0 marks</i>	<ul style="list-style-type: none"> • The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

The Elizabethans, 1580–1603

Question 1a – 3 marks

In Interpretation A the illustrator portrays the wealth and comfort of an Elizabethan gentleman's house. Identify and explain one way in which the illustrator does this.

Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the illustrator portrays wealth and comfort + 1 mark for a basic explanation of this + 1 mark for development of this explanation.

Reminder – This question does not seek evaluation of the given interpretation, just selection of relevant material and analysis of this in relation to the issue in the question.

The explanation of how the illustrator portrays wealth and comfort may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the illustrator. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

The illustrator shows servants at work which suggests wealth and comfort (1), there are four of them all at work in the same room on different tasks, this is a lot of servants and suggests every task is taken care of for the owner (1) – for example, one of the servants is keeping the fire going even though the owner isn't in the room to ensure that the room is always comfortable for the owner (1).

The pictures on the wall suggest wealth (1), these are portraits – likely to be of relatives or ancestors so the illustrator is suggesting that this is a house belonging to the gentry (1), further, art was very expensive at this time and yet the room is shown with most wall space covered (1).

The room itself is shown as both comfortable and clean which suggests wealth (1), it also suggests wealth by being modern for the time for example it is shown as having glass windows and glass was rare (1). The modern appearance is enhanced by matching and full set of crockery, again this would have been rare and expensive (1).

<p>Question 1b – 5 marks</p> <p>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 daily life in Elizabethan England.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks</p> <p>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.</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 3 (5 marks)</p> <p>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).</p>	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>Examples of areas for further research include: comparison of housing belonging to different social groups (Diversity i.e. Similarity/Difference); reasons for the growing wealth and power of the Elizabethan gentry (Causation); women's lives in Elizabethan England (Diversity i.e. Similarity/Difference); the changing living standards of the gentry, 'middling sort' and labouring poor (Change, Causation, Diversity i.e. Similarity/Difference); the nature of family life in Elizabethan England (Similarity/Difference).</i></p>
<p>Level 2 (3–4 marks)</p> <p>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).</p>	
<p>Level 1 (1–2 mark)</p> <p>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).</p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 2–12 marks	
Interpretations B and C both focus on the power of Elizabeth I. 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).	<p><i>Answers could consider: the overall view given in each interpretation (B – successful, admired and secure, C – insecure, in decline and lacking support); the specific issues covered by the interpretations (B – decision not to marry, trading power, war/peace, opinions of her subjects C – war/peace, court politics, Essex rebellion, Parliament, Queen’s appearance); the interpretations’ treatment of specific issues (e.g. B ‘many people thought she was wonderful’ C – ‘she stank’; the style and tone of the writing; the nature and purpose of the interpretations eg audience for which the interpretations were made (e.g. B – school textbook C – more recent history book) and how this affects the content and style of the text, e.g. Hutton’s attention to detail and complexity.</i></p> <p><i>Understanding of the period and relevant historical issues may be shown through the language and terminology used or by candidates’ ability to make sense of, and readiness to comment on e.g.: the range and complexity of issues mentioned in C; England’s standing in Europe; the way Hutton emphasises the concept of change while Aylett’s summary in the extract does not address this.</i></p> <p><i>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.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
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 3*–20 marks	
<p>In his 2012 book <i>The Watchers</i>, the historian Stephen Alford argued that the threat from Catholics created ‘dangerous and uncertain times’ in Elizabethan England. How far do you agree with this view?</p>	
<p>Levels</p> <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>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>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).</p> <p><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 Catholic threat in Elizabethan England.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (how Catholics did or did not affect the nation) and similarity and difference (diversity of experience across England) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the fragility of the Religious Settlement; the danger presented by Mary Queen of Scots until 1587; the power of the Papacy; the danger presented by Spain, France, Scotland and Ireland; the activities of the Jesuits and seminary priests; the plots against the Queen; the fears of Elizabeth’s ministers; the increasing persecution of Catholics, the challenges faced by the Elizabethan spy network.</i></p>
<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Grounds for disagreeing include: the loyalty of the Church Papists, the execution of Mary, Queen of Scots, the defeat of the Spanish Armada, the extensive and successful Elizabethan spy network; the failure of plots; the limited success of the Jesuits</i></p>

<p>Level 2 (5–8 marks)</p> <p>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).</p> <p>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><i>and seminary priests. Alternatively, some answers may argue that factors other than the Catholic threat created instability e.g. failing harvests, plague, the Essex Rebellion.</i></p>
<p>Level 1 (1–4 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

<p>Question 4*–20 marks</p> <p>In his 1974 school textbook <i>Tudors and Stuarts</i>, R J Unstead stated that Elizabethan adventurers ‘successfully increased English trade in all parts of the world’. How far do you agree with this view?</p>	
<p>Levels</p> <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>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>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).</p> <p><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 English trade, contacts with the wider world and the achievements of Elizabethan adventurers.</i></p> <p><i>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 the use of the word ‘all’ in the interpretation.</i></p> <p><i>Answers are most likely to show understanding of the second order concepts of causation and consequence (how adventurers did or did not increase trade) and similarity and difference (diversity of experience across parts of the world) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: the activities of individual adventurers such Sir Walter Raleigh and Francis Drake; colonisation and trade in America; trade with Russia, the Ottoman Empire and the Mughal Empire. The foundation of trading companies; the increase in trade.</i></p>
<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>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).</p>	<p><i>Grounds for disagreeing include: the mixed motives of Elizabethan adventurers, the failure of England’s first colony in America; the limited success of English trading companies before 1603; the trade was with relatively few parts of the world.</i></p>

<p><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)</p> <p>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).</p> <p>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)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>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.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

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