

GCSE (9-1)

Examiners' report

HISTORY B

(SCHOOLS HISTORY PROJECT)

J411

For first teaching in 2016

J411/15 Summer 2024 series

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Introduction

Our examiners' reports are produced to offer constructive feedback on candidates' performance in the examinations. They provide useful guidance for future candidates.

The reports will include a general commentary on candidates' performance, identify technical aspects examined in the questions and highlight good performance and where performance could be improved. A selection of candidate answers is also provided. The reports will also explain aspects which caused difficulty and why the difficulties arose, whether through a lack of knowledge, poor examination technique, or any other identifiable and explainable reason.

Where overall performance on a question/question part was considered good, with no particular areas to highlight, these questions have not been included in the report.

A full copy of the question paper and the mark scheme can be downloaded from OCR.

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Paper 15 series overview

This paper incorporates the Thematic Study and the British Depth Study, each accounting for half the marks of this paper. To do well on the Thematic Study, candidates need to be able to present a historical summary of an area of content they have learned (Question 2), offer an explanation in response to a historical question (e.g. explaining the causes or consequences of something) in Question 3 and recall and apply their knowledge to support and challenge a statement in an essay style question from either Question 4 or Question 5.

To do well in the British Depth Study, candidates need to be able to identify and explain how producers of interpretations portray historical events, utilise second order concepts to develop an enquiry (Question 6a and 6b), analyse and compare historical interpretations (Question 7) whilst recalling and applying their knowledge in a further essay-style question from either Question 8 or Question 9.

The ability of candidates to use different techniques, from employing second order historical concepts to organise their responses around, to comparing historical interpretations, was impressive across the range of questions. Areas which continue to require further preparation are being analytical in Question 2 and selecting valid historical investigations in Question 6b.

OCR support



Please note the date of the upcoming Exam Review session which is 15th October 4-6pm. Booking link is [here](#).

Section A: Crime & Punishment, c.1250 to present overview

The thematic study requires candidates to understand change and continuity from c.1250 to the present. The study requires them to consider historical development over a long period and to identify and explain why certain developments occurred. The questions test various historical skills from the ability to deploy second order concepts in their answers to writing explained arguments for or against certain views.

The Crime and Punishment c.1250 to the present option focuses on crime, punishment, and law enforcement throughout the period. This year's focus was on law enforcement in the medieval and early modern periods, transportation to Australia, punishments in the early modern period and why crime changed between 1900 and c.2015. There were some very good responses with candidates demonstrating their competence in all aspects of the paper.

It was clear that most candidates had been well prepared for this section and were able to deploy their knowledge accurately, particularly in the essay style questions (questions 4 and 5).

With Question 2, while most candidates were able to provide accurate and often detailed summaries, many did not present the analytical response necessary for the higher levels. It was obvious that candidates knew the content that they needed to use to answer the question, in this case law enforcement between 1250 and 1750, and the reasons for transportation. What they need to focus on is organising thoughts to answer the question.

In questions 4 and 5 candidates in general, focused their responses on the argument and emphasised points of agreement and disagreement. However, some responses lacked the detail necessary to reach the higher levels and were identifying or describing rather than explaining. One main issue that arose was candidates not reading the question carefully and then producing invalid responses.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> demonstrated a sound knowledge of law enforcement throughout the period and organised their response using second order concepts (Question 2) identified and fully explained two reasons for why transportation became a common punishment in the period 1750–1900 using precise examples that went beyond overcrowding causing crime (Question 3) understood the demands of the question, demonstrated knowledge of the topic, and produced four explanations on whether punishments in 1750 were harsher than those in 1500. Answers were balanced and well supported (Question 4) answered the question precisely, making full use of their knowledge of new crimes that had emerged between 1900 and c.2015 to provide a balanced answer on how far the emergence of new technology contributed to these changes (Question 5). 	<ul style="list-style-type: none"> did not have a strong sense of chronology and could not produce specific examples confused law enforcement with punishment or crime wrote a descriptive answer without the use of second order concepts or used second order concepts but lacked the knowledge to support the answer (Question 2) identified several reasons without the support necessary for a higher mark and often lacked the specific knowledge to produce more informed responses (Question 3) relied on common sense answers with very little specific evidence to back up their opinions (Questions 4 and 5).

Question 1 (a)

1

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

The majority of candidates answered this question correctly. The most popular answers included joining the king's army, pardon from the king, women being pregnant and claiming sanctuary.

Question 1 (b)

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

There were a number of valid answers to this question. Many involved placing the blame on a person for something going wrong in their lives such as the death of a family member or a bad harvest. Others focused on the lack of scientific explanations and belief in magic and the devil. There were also answers that blamed misogyny referring to old women who lived alone or who had a wart. Candidates also blamed King James' Daemonology.

Question 1 (c)

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

Correct answers referred to the County and Borough Police Act 1856, use of photographs in crime scenes, the CID and fingerprinting.

Many candidates were unaware of developments in the second half of the 1800s. There were many answers that wrongly referred to the development of the Metropolitan Police.

Question 2

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

Support your summary with examples.

[9]

Candidates who did well based their answers on second order concepts and produced a summary with two clear examples. Change, continuity, causation and consequence were the typical ones used for their analysis. Many began by focusing on the lack of a professional police force explaining this was the reason for the introduction of the hue and cry. They explained that the possibility of a fine for not complying contributed to its success. Others concentrated on its use throughout the period and why it became less effective as communities grew bigger. Some answers also included the Bow Street Runners which just scraped into the period. The role of the Justice of the Peace was often used for a second example with details of how this role changed as that of the sheriff declined. There were also answers on the changing roles of the courts.

Candidates who did less well simply described, for example, the hue and cry with no organising concept. Other responses simply identified a change without any development which confined them to Level 1. There were a number of candidates who were unaware of what was meant by 'law enforcement'. They usually proceeded to write about different types of punishment and there were several references to the Bloody Code. Answers at Level 1 varied from those who wrote descriptions not based on a second order concept to those who simply lacked specific knowledge. The majority of candidates were able to focus on the correct period with just the occasional reference to Robert Peel. Too often candidates divided their answer into the medieval period and early modern period. As a result, they tended to write an account of each period with no comparison and this led to answers with no organising second order concept.

Advice to centres

Remind candidates of ALL the second order concepts that they can use to answer this question.

Candidates should spend some of their time thinking about how to organise their response before putting pen to paper.

Exemplar 1

2	<p>law enforcement from 1750-1750 was largely continuous in the way that it was community based. As there was no formal police force and only predominantly unpaid persons in charge, it was highly reliant on honesty and trust in those around you. Manor courts where most crimes (which were petty) were tried had ^{unpaid} juries who knew the local area and its residents to help them construct a verdict. As well as this those who were not residents of an area were often outcasted. This shows society's reliance on community for law enforcement.</p> <p>Within the ^{rural} communities, where 80% of the population lived as lower class peasants, tithings were formed. This caused all boys to take the frankpledge after reaching a certain age and get put into a group of 10-12. This made the men legally responsible for the others within the group. If the tithing and cry that everyone within the community were legally obligated to take part in or they'd get fined anyway did not work, the men in the tithings would have to retrieve the man. This was effective as the most common person who'd commit a crime was a young male of the working class.</p>
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This is a response from a candidate who clearly has some idea about basing the response on a second order concept but is unable to sustain this throughout their response. The response begins by focusing on continuity and the involvement of the community. The candidate then provides a reason for this approach because of the lack of a police force. The remainder of the paragraph just focuses on courts and juries. However, there is enough for Level 2.

By the second paragraph the candidate seems to have forgotten the idea of using a second order concept. The response refers to tithings and the hue and cry but cannot be awarded any more than Level 1. The answer as a whole lacks organisation. The hue and cry could have been incorporated with the first part of the answer and a further paragraph could have been produced on changes, for example, in the court system or the developing role of the Justice of the Peace.

Points for centres to consider

- Candidates need to understand how to organise their answer. They should consider the question and decide which second order concepts would be most appropriate.
- Careful reading of the question is also important as well as candidates having an understanding of the terminology used in the course to avoid writing a completely irrelevant response. Some candidates confused law enforcement with punishments.
- Good knowledge is often demonstrated and by knowing how to apply it correctly, many Level 1 responses could attain much higher marks.

Question 3

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

Explain your answer.

[10]

Generally, candidates demonstrated a good knowledge of transportation, and many were able to make full use of this to provide at least one good explanation. However, some answers were repetitive indicating that more thought needed to be given to providing two clear reasons. Candidates should be able to identify a reason, then support it with precise evidence and relate it to the question. Stronger responses often referred to the Bloody Code and the fact that judges were reluctant to impose the death penalty for minor offences and thus transportation was an alternative punishment. Other answers revolved around the fact that, following independence, America was no longer available, so Australia was chosen as it had recently become a British colony. This was further developed by explaining why so many prisoners were needed and what they did in Australia. Another approach focused on overcrowded prisons, the increasing crime rate and why Australia was the solution to this. Some candidates successfully considered the more humanitarian attitude towards punishment and the opportunity for rehabilitation.

Candidates who did less well often stopped at just identifying a reason or proceeded to describe the conditions on the boats. Such answers omitted to explain why transportation became a common punishment and lacked the knowledge required to develop the answers. Many answers lacked organisation. Candidates need to be aware that only two fully explained reasons are required for Level 5. They often split their answers into a series of identifications. In many cases some of the points they made could have been combined to attain at least Level 3 or even Level 4 if they had linked the points together.

Points for centres to consider

- Candidates are much more confident in dealing with cause and consequence. Most are able to provide valid reasons. However, being able to develop them with precise evidence is a technique that some would benefit from learning.
- Some candidates still need to ensure that they focus on reasons. Detailed descriptions of the journey to Australia remained in Level 2.

Question 4*

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

How far do you agree?

Give reasons for your answer.

[18]

Stronger responses reflected an organised approach to the question producing four clear explanations with valid arguments. They ensured that they produced a balanced answer. Such responses often began by emphasising that many punishments remained the same referring especially to fines, execution, and humiliation. A few commented on the fact that it was the extent to which they were used that varied which was particularly applicable to the death penalty. Humiliation was one example used to explain that punishments were not becoming harsher. Candidates focused on the scold's bridle, the stocks, pillory, cucking and ducking stools. The majority related various crimes to the punishments to produce a sound explanation. Many argued that punishments had become harsher by 1750 because of the introduction of the Bloody Code and the extension of the death penalty for so many minor offences. They also realised that the Bloody Code could be used to produce a counter-argument by explaining the increasing reluctance of juries to convict people for lesser crimes which saw a reduction in the number of death sentences. The growth of bridewells and the harsh treatment of vagrants were often used to exemplify punishments becoming harsher.

Candidates who did less well often struggled to confine their answer to the period. There were many references to the long drop and even the silent and separate systems, all outside the scope of the question. Generally, there was a lack of specific knowledge and too many answers did not contain the detail needed for an explanation. Descriptions of punishments were often provided without any real link to the question. Often responses were very brief and showed clearly that the candidate was not familiar with the developments of the period.

Points for centres to consider

- As in previous years all candidates are attempting to provide four explanations. They know how to structure the answer in terms of agreeing or disagreeing but need to be more aware of what is required for an explanation.
- Some candidates clearly struggle to provide four explanations and would benefit from providing fewer more detailed ones.
- Candidates should be encouraged to include specific details in their answers rather than making generalised unsupported points.

Question 5*

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

How far do you agree?

Give reasons for your answer.

[18]

This was by far the most popular optional question and candidates generally answered it well.

Candidates who did well focused clearly on the question. They stated at the beginning of each paragraph whether they agreed or disagreed with the view and developed their answer accordingly. Such answers usually began with the emergence of new technology and referred to the development of the internet explaining examples of different types of cybercrime. Some referred to social media and how it could be used for bullying. Car crime was another example often used to explain how new technology had led to new types of crime. These answers were supported with examples including laws concerning the wearing of seatbelts, drink driving and the use of a mobile phone in a car. Drug crime was often used as a counter-argument with candidates referring to the classification of drugs and the 1971 Misuse of Drugs Act. Another example was how immigration following the end of the Second World War led to the passing of Race Relations Acts in 1965, 1968 and 1976 and many candidates also referred to hate crime.

Some of the best answers were able to explain that the emergence of new technology had resulted in new laws being passed which created new crimes as the government responded to new situations.

Candidates who did less well were those who were rewriting the question. Such answers focused on how technology was being used to combat crime including whole paragraphs on CCTV, the development of fingerprinting and DNA. The focus of the question was why crime changed and some candidates concentrated on continuity with answers stating, for example, that murder and theft continued. There is still an issue for some candidates on how to construct an explanation. Many identify a claim or argument but do not go on to develop it and show how their evidence answers the question. Some responses were quite long but contained little specific detail and more thorough revision would have helped in some cases. For example, answers on cybercrime would give an example of phishing or hacking, explain what they were and develop the answer no further. A significant number did not even mention the internet. Candidates need to ensure that they have specific knowledge to support their answers.

Exemplar 2

5	<p>I agree that the main reason crime changed between 1900 and 2015 was the emergence of new technology.</p> <p>One reason to prove this is the introduction of cyber-crime and hacking. Since big companies have moved online there have been opportunities for hackers to be able to get past the security and find very sensitive information that they can hold to ransom. If a big enough company has been targeted the ransom can be 10s of millions of dollars, and if it isn't paid they can release all the information. This shows as new crime since the 1900 because of the emergence of new technology.</p> <p>Another reason to agree, is how the new emergence of technology has replaced people and left them without a job so they get desperate and have to turn to crime to survive. Even simple inventions like the calculator would have taken away jobs from many people.</p> <p>Every time a new invention was made from 1900 to 2015 it was finding out a more efficient way to do something leaving someone without a job. This shows that the emergence of technology leaves people without jobs and their skills are no longer needed, so they are left with no choice but to become become des resort to crime.</p> <p>To further prove the point of agreeing, the emergence of technology has allowed more not valuable valuable resources to be mined and more valuable things to be</p>
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		made. For instance, if new drills and mining technology
		was when new drills and mining technology was created
		it gave us the ability to find ^{more} rare gems such as diamonds.
		Because diamonds are so small but are worth so much
		it makes them more tempting to buy and steal, therefore increasing
		increasing to creating a change in crime as you can steal
		stuff with way more value than before 1900.
		However, crime has also changed because of the rapidly
		increasing population. The black market still manages to
		sell slaves and humans without being caught, which
		shows

This response is a clear example of a candidate who seems to be starting off on the right track and then loses the focus of the question. The first paragraph provides an explanation about the emergence of cybercrime which just takes the answer to Level 3. However, it goes no higher. It looks as though the second paragraph is going to provide another valid reason but instead the candidate explains that new technology has led to jobs losses meaning that people had no choice but to turn to crime.

The final paragraph refers to the technology to mine diamonds and how this has led to diamond theft, not a new crime. This demonstrates the importance of a candidate ensuring that they know what the demands of the question are. Any question related to crime would expect references to specific crimes. The question is also about change and the candidate makes no attempt to produce a response that disagrees with the view. This exemplar is reflective of a number of similar responses.

Points for centres to consider

- Candidates do need to take the time to read the question and decide what it is asking them to do. Too many candidates are being influenced by previous years' papers.
- Candidates must avoid trying to twist the question to suit what they want. For example, many wrote about the continuation of crimes such as theft and murder which was irrelevant.
- In this question, as with Question 4, trying to write four separate explanations was clearly difficult for some candidates. They would benefit from concentrating on the quality of what they are writing. Level 2 responses can achieve a maximum of 6 marks.

Section B: The Elizabethans, 1580–1603 overview

To do well on the British Depth Study, candidates need to be able to:

- analyse and compare interpretations
- devise historical questions
- recall and apply their knowledge to support and challenge a historical interpretation in an essay-style question.

The depth study on 'The Elizabethans 1580–1603' focuses on the latter part of Elizabeth I's reign when she was faced with dangers both at home and abroad. Topics examined this year included Drake's leadership at the time of the Armada, comparing portrayals of Elizabeth's reign, the extremes of rich and poor during the period and Elizabethan entertainment. This section accounts for 50% of the paper.

There was a wide range of responses with some candidates demonstrating a very good knowledge and understanding of the topics. It was clear from the majority of responses that most candidates had been well-prepared for Questions 6 and 7, although many candidates still struggled to think of wider, historical questions or lines of enquiry for Question 6b. On Question 7, candidates were able to successfully compare portrayals of Elizabeth's reign.

Questions 8 and 9 produced a wide range of responses. Question 8 attracted more candidates who wrote generalised responses that could belong to any period. These answers showed a lack of specific knowledge about the structure of society often leading to responses that would be valid for any period. There were also some answers of a high quality. Question 9 was very popular and often done very well. These answers were generally of a higher standard. Candidates certainly knew about the Elizabethans' love of entertainment and many answers provided balanced, well-explained arguments.

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<ul style="list-style-type: none"> • started with a specific feature from the source followed by two points about the impression this gave of Drake. Alternatively, they began with a more general point followed by an example and details of how this gave the impression that Drake was an impressive leader (Question 6a) • selected an historically valid investigation that would enable them to analyse and understand England's war with Spain, for example the reasons for the war or its outcome (Question 6b) • compared the portrayal/message/impression of Elizabeth I's reign supported with relevant quotations from the sources and in many cases also explained the purpose of Interpretation B. Such responses selected their support carefully to produce valid comparisons (Question 7) • demonstrated a sound understanding of the topic to enable them to provide detailed explanations to support the fact that Elizabethan society was characterised by the 	<ul style="list-style-type: none"> • many did not go beyond producing a quotation from the source usually the one that stated that there was time to finish the game of bowls and beat the Spaniards too. A few simply paraphrased the text rather than focusing on the question (Question 6a) • chose investigations that were not historically valid or related to England's war with Spain (Question 6b) • tried to compare specific points referred to in the interpretations but often did not compare like with like. Some candidates just focused on the provenance of the interpretations or attempted to compare their purpose (Question 7) • wrote brief descriptions about various aspects of the lives of the rich and poor, often not specific to the period. Struggled to produce a balanced argument as they lacked knowledge of the middling sort (Question 8) • had some knowledge of Elizabethan theatre but were unable to provide specific examples

Candidates who did well on this paper generally:	Candidates who did less well on this paper generally:
<p>extremes of rich and poor. Were able to provide a counter-argument with reference to the middling sort or by using religion or gender (Question 8)</p> <ul style="list-style-type: none"> produced well-argued responses with explanations on why Elizabethans loved entertainment, balanced with explained reasons for Puritan opposition and that of the London authorities. Demonstrated a sound knowledge and understanding of entertainment during the period and were able to use specific examples to support their answer (Question 9). 	<p>regarding feasts and festivals and other aspects of entertainment (Question 9).</p>

Question 6 (a)

6

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

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

[3]

Many candidates were able to start with a specific feature and then make two points of development about it or make a general point, give an example, and explain how this showed him to be impressive. Most candidates focused on his game of bowls and him saying that there was time 'to finish his game and beat the Spaniards too'. Confident and calm were the usual choice of adjectives to describe him.

Points for centres to consider

There are still some candidates trying to focus on more than one feature of the interpretation, which is not required.

Question 6 (b)

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

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

[5]

Candidates who did well ensured that they selected a valid historical enquiry and that their question was framed around a second order concept. Such questions usually involved investigating why the Armada was defeated or what its impact was on England. Other questions involved comparing the tactics of the two sides or investigating the English ships and the role they played in the victory. There were still some candidates who are choosing an investigation and then answering it themselves instead of explaining how it would help us analyse and understand England's war with Spain.

Many candidates limited themselves to Level 1 from the outset. Too many chose to investigate why Drake decided to finish his game of bowls or why he was so confident. They then unsuccessfully proceeded to try and explain how this would help to understand England's war with Spain. Candidates are clearly still struggling with this question and are finding it difficult to construct a historically valid question. As far as this interpretation was concerned, the most obvious questions could have gained them full marks. They are trying to make everything too complicated and some of the investigations would not have been feasible.

Points for centres to consider

Candidates clearly find it difficult to come up with valid investigations. They should look for a clue in the question. They were asked how it would help them understand England's war with Spain and this could have led them into thinking about the causes of the war or the impact of the war.

Question 7

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

How far do they differ and what might explain any differences?

[12]

Candidates who did well were able to adopt a more holistic approach to each interpretation to compare the message, impression, or portrayal of Elizabeth I and/or her reign. They carefully selected their support. Some successfully reached Level 4 by considering the purpose of Interpretation B emphasising that it was to mark the 400th anniversary of the queen's death and that it was produced for celebratory reasons. They realised that the interpretation was not designed to be negative given its purpose. The focus tended to be on the comment that 'her reign created a sense of national identity that had not existed before, her 'best qualities' and the reference to 'the greatest prince this country has produced was a prince in skirts'. This was contrasted in Interpretation C with 'there is not much sign of a golden age' and 'she was not a political genius who got everything right'. Successful comparisons were also made based on England's military achievements and on the religious situation at the time.

Less successful answers often quoted from the interpretations but did not compare like with like. There were some very long responses to this question, but they often lacked organisation and candidates were trying to compare every point rather than responding to the question as a whole. Some merely concentrated on the purpose of the interpretation which confined them to Level 2. Responses that did focus on comparison were often incomplete with candidates stressing that it was to mark the 400th anniversary of her death and then not explaining that it was meant to be celebratory and not critical.

Exemplar 3

7	<p>interpretation B glorifies Elizabeth's reign and presents her to be a strong leader to who has allowed the UK to reach the position it is in now. It says that we had a 'small nation' but Elizabeth allowed us to find a 'voice' and 'purpose'. This demonstrates how Elizabeth's trading companies allowed for the formation of the British Empire that exists today. The source also commemorates her leadership as a woman and suggests that she is the best monarch the UK has seen. This is shown when it says "the greatest prince this country has produced was a prince in skirts."</p> <p>However, interpretation C pulls down the glorification of Elizabeth and exposes the hidden truths behind her reign. It says that 'Catholic loyalties remained strong' which challenges her claim to have had completely wiped out the Catholic threat. It also reveals that 'nobility</p>
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remained powerful' which demonstrates how her fierce temper was not strong enough to limit the power of her courtiers, meaning she was not safe from being plotted against. Finally, the source breaks down the idea of her reign being the 'Golden Age' as there was is not much sign of it. This shows how historians have twisted the facts to portray Elizabeth to have been a strong ruler.

Interpretation B is an 'article' from '2003' which was made to celebrate the '400th anniversary' of Elizabeth's death. It was made to glorify British history which explains why it speaks so highly of Elizabeth's achievement. However, Interpretation C is the introduction to a 'book' that was written by a 'historian.' Haigh clearly wrote this to address what he believed to have been misconceptions around Elizabeth's reign and to sway people to agree with his viewpoint.

This response is a useful example to demonstrate a candidate who knows how to approach the question. The response begins with reference to Interpretation B stating that it glorifies Elizabeth's reign and presents her as a strong leader. This statement is supported with quotations from the interpretation. In contrast, the candidate refers to Interpretation C as exposing the hidden truths behind her reign again supported from the interpretation.

The response then moves on to focus on the purpose of the interpretations. There is a clear recognition that Interpretation B was produced to mark the 400th anniversary of her death and the candidate comments that it was meant to speak highly of her achievements. This takes the answer into Level 4 although further comments that it was unlikely to focus on negative aspects of her reign and it presented the popular view of a golden age would have attained higher marks within the level.

Points for centres to consider

The majority of candidates know what is required of them and many did focus on the purpose of the sources. However, they should realise that in order to attain Level 4, they need to ensure that they have also produced a valid comparison.

Question 8*

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

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

Give reasons for your answer.

[20]

Strong responses demonstrated a clear knowledge of the class structure of Elizabethan England and candidates organised their answer well. They produced four clear explanations reflecting both sides of the argument. They have clearly been well taught on how to structure their answer. Responses tended to emphasise the extreme differences in the lives of the gentry and the labouring poor, especially focusing on housing, entertainment, and diet. Such candidates also used the middling sort to argue against the view. Some candidates also made a distinction between those labourers who did not live in abject poverty and those were forced into vagrancy, also making reference to the passing of the Poor Law of 1601. A few chose to argue successfully against the view by, for example, maintaining that Elizabethan society was divided by gender or religious divisions.

Candidates who did less well often wrote about the gentry, the middling sort, and the labourers without referring to the question. Such answers tended to be descriptive limiting candidates to Level 1. Others clearly only had a very general knowledge of the topic and many answers were not specific to the period. Again, candidates were aware of the need to produce a balanced response but in striving to produce four explanations often ended up with a series of Level 1 responses. This is a reflection of insecure knowledge of the topic but it also demonstrates the fact that they are driven by quantity rather than quality.

Points for centres to consider

- For some candidates, the focus should be on producing better quality explanations rather than producing four weak responses that are little more than identifications or descriptions.
- Identifying the point that a candidate wants to make should then lead them to expanding this into an argument which answers the question.

Question 9*

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

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

Give reasons for your answer.

[20]

Many candidates opted for this question and in general there was a good knowledge of the topic, especially where the theatre was concerned. Strong responses provided balanced answers considering the popularity of the theatres supported with full explanations, as well as considering other pastimes. Both the Puritan and London authorities were used to provide the other side of the argument and there were some good responses that demonstrated a sound understanding of the reasons for opposition.

Candidates who did less well wrote brief responses without the specific knowledge required for an explanation. Some candidates produced answers where they stated they partially agreed and combined opposition to the theatre and its popularity in one explanation. This often resulted in a brief response to each side of the argument and did not end up being a full explanation. This often made the question more difficult than it needed to be. Clear explanation on agreement or disagreement tended to be a better approach for the majority. Some responses were only awarded Level 1 as they were not specific to the period. One example of this was to state that the police were opposed to the theatre.

Points for centres to consider

- Centres are clearly emphasising to candidates how to construct their responses, but some candidates still need to understand what constitutes an explanation.
- Some candidates need to have a better knowledge of the topics to enable them to support their answers with specific examples.

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We've made it easier for Exams Officers to download copies of your candidates' completed papers or 'scripts'. Your centre can use these scripts to decide whether to request a review of marking and to support teaching and learning.

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