

GCSE (9-1)

History B Schools History Project

J411/12: The People's Health, c.1250 to present with The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for June 2025

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

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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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 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 available in RM Assessor
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, email or via the RM Assessor messaging system.
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.)

Multiple-Choice Question Responses

When a multiple-choice question has only a single, correct response and a candidate provides two responses (even if one of these responses is correct), then no mark should be awarded (as it is not possible to determine which was the first response selected by the candidate).

When a question requires candidates to select more than one option/multiple options, then local marking arrangements need to ensure consistency of approach.

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 the annotation 'SEEN' to confirm that the work has been seen and mark any responses using the annotations in section 11.
7. There is a NR (No Response) option. Award NR (No Response):
 - if there is nothing written at all in the answer space
 - OR if there is a comment which does not in any way relate to the question (e.g., 'can't do', 'don't know')
 - OR if there is a mark (e.g., a dash, a question mark) which is not an attempt at the question.

Note: Award 0 marks – for an attempt that earns no credit (including copying out the question).

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.
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

<i>Stamp</i>	<i>Ref No.</i>	<i>Annotation Name</i>	<i>Description</i>
	311	L1	Level 1
	321	L2	Level 2
	331	L3	Level 3
	341	L4	Level 4
	441	L5	Level 5
	3261	L6	Level 6
	811	SEEN	Noted but no credit given
	501	NAQ	Not answered question
	1371	H Wavy Line	Incorrect/muddled/unclear
	1681	BP	Blank page
	151	Highlight	Part of the response which is rewardable (at one of the levels on the MS)

	11	Tick	Tick
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1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader /PE.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Mark scheme
Section A: The People's Health, c.1250 to present

Question 1–3 marks	
(a) Give one example of how early modern towns tried to improve public health in their local areas between 1500 and 1750.	[1]
(b) Name one way in which people in towns obtained their water between 1750 and 1900.	[1]
(c) Name one person whose work during the 1900s had a positive effect on public health.	[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:</i> • (York): saying pigs had to be kept in a sty and not allowed to wander the streets; not allowing people to put household waste out for the scavengers until after 7pm; fining people who made a dunghill in their yard; fining people for throwing urine and excrement into the street at night; not allowing people to build their privies over the Queen's Dike; ordering householders to clean the street outside their property twice a week; not allowing anyone to block the gutters which ran down York's main streets. • (London): after the Great Fire, using brick, tile, stone and to re-build houses (fewer rats); widening some streets (better ventilation and sunlight); introduction of several water companies by 1750 that would pipe water into homes; Hugh Middleton's reservoir • (Various towns): introducing oil-burning lamps on the streets; building footways for pedestrians; paving their streets with stone; building large terraced housing around big open squares. • NOTE: Allow answers which describe local areas putting into action aspects of national plague legislation, e.g. 'pesthouses', 'watchmen', etc. • NOTE 2: Do not allow answers which simply state national legislation / government responses to plague, e.g. 'Gin Acts'; 'Plague Orders' • NOTE 3: Do not allow answers which are clearly medieval, e.g. scavengers, rakers, cesspits, moving dung heaps outside of town walls, etc. <i>For 1(b.), water pumps in streets; local rivers/ streams; piped water to homes; bought water from water sellers; rain water caught in cisterns or butts.</i> • NOTE: Allow water fountains/ conduits/ pipes <i>For 1(c), Seebohm Rowntree; Charles Booth; David Lloyd George; Dr. James Niven; Aneurin Bevan; William Beveridge; Princess Diana; Clement Attlee</i> Any other historically valid response is acceptable and should be credited.
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	

Question 2–9 marks Write a clear and organised summary that analyses responses to outbreaks of plague during the period 1348 (the Black Death) to c.1670 . Support your answer with examples.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks	Notes and guidance specific to the question set <i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i> <i>Answers may show use of second order concepts such as:</i>
Level 3 (7–9 marks) Demonstrates a well-selected range of valid knowledge of characteristic features that are fully relevant to the question, in ways that show secure understanding of them (AO1). The way the summary is organised shows sustained logical coherence, demonstrating clear use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	Causation (e.g. why people/ authorities had the responses they did, given beliefs at the time) Consequence (e.g. impact of responses) Change / continuity (e.g. changes and continuities with regards to beliefs about the causes of plague; change/ continuity of responses from ordinary people; development of centralised government responses during early modern period, which was a big change from the medieval period).
Level 2 (4–6 marks) Demonstrates a range of knowledge of characteristic features that are relevant to the question, in ways that show understanding of them (AO1). The way the summary is organised shows some logical coherence, demonstrating use of at least one second order concept in finding connections and providing a logical chain of reasoning to summarise the historical situation in the question (AO2).	Diversity (similarity and difference): e.g. comparison of responses between different local areas. <i>Please note that answers do not need to name the second order concepts being used to organise the answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</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).	<i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i>
0 marks No response or no response worthy of credit.	

Question 2–9 marks	
Write a clear and organised summary that analyses responses to outbreaks of plague during the period 1348 (the Black Death) to c.1670. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with <u>two or more</u> valid supporting examples, e.g. [Causation/ consequence] <i>Throughout this period, many believed that the disease was God punishing people for sinning. This meant that their responses including things like prayer and confessing their sins.</i> <i>Another popular belief was that the plague was spread by miasma (bad air). So as a result, people did things like carrying around sweet-smelling herbs.</i> [THRESHOLD – 7 MARKS] [Change over time] <i>When the Black Death hit England in 1348, the government response was extremely limited. King Edward III wrote a letter to the Mayor of London in 1349 ordering him to clean the streets, and there were orders for bishops to parade through cities, but otherwise did nothing.</i> <i>However, by the 17th century, governments were being far more proactive. For example, Elizabeth I's 1578 Plague Orders included instructions for infected houses to be completely shut up for at least six weeks, with all members of the family still inside. Watchmen were appointed to enforce this order. [9]</i> [Continuity] <i>When the Black Death hit England in 1348, one popular belief was that it was caused by miasma, as shown by how many people carried posies of flowers or herbs to purify the air.</i> <i>This belief continued throughout the next few centuries during further outbreaks of plague. For example, Elizabeth I's Plague Orders contained instructions to burn barrels of tar in the streets to get rid of the bad air. [8]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Continuity] <i>When the Black Death hit England in 1348, one popular belief was that it was caused by miasma. This belief continued throughout the next few centuries during further outbreaks of plague. For example, Elizabeth I's Plague Orders contained instructions to burn barrels of tar in the streets to get rid of the bad air.</i> [THRESHOLD – 4 MARKS]
Level 1 (1–3 marks)	Typically, descriptions of responses to plague with no clear organising concept, e.g. <i>People were very scared when plague hit as they didn't know how to cure it. Some people burned sweet smelling plants to purify the air. Others tried bloodletting or changing their diet as a way of dealing with it. These things did not work. People thought that it was God's punishment, or it was miasma. [3]</i> NB – descriptions of plague (as opposed to responses to plague) = MAX 1 MARK OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. • (Continuity) <i>In the medieval period, people prayed to God and this continued right through to 1670. [2]</i> • (Diversity) <i>The village of Eyam quarantined itself but most places didn't do that. [1]</i>
0 marks	

Question 3–10 marks Why did the gin craze become a significant public health issue during the period 1660 to 1751? Explain your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks	Notes and guidance specific to the question set <i>Explanations could consider:</i>
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).	Reasons why the ‘gin craze’ developed during this period (e.g. gin became a much cheaper alternative, as a result of government encouragement of the spirit as an alternative to French brandy; government reduced taxes on the distillation of spirits; taxes on ale and beer went up; gin could be made in England, just from corn, which was also cheap; distillers didn’t require a license to make gin, so they could use smaller and more simple workshops).
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).	Reasons why the ‘gin craze’ was a significant public health issue (e.g. thousands of small gin shops opened in cellars, attics and back rooms in London, meaning it was very easy to buy and hundreds of thousands became addicted; by the 1720s it had become a serious problem in the capital because crime increased, families were being ruined, babies were harmed because mothers were drinking gin whilst pregnant, and there was a big increase in the death rate caused by alcohol related deaths).
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).	Reasons why the government found it difficult to deal with (e.g. lack of enforcement of legislation introduced to tackle the problem, i.e. tax and licenses to control the sales did not solve the problem because people just ignored the law and opened up illegal dram shops. The craze did not get under control until it made punishments really severe).
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).	<i>Explanations are most likely to show understanding of the second order concepts of causation and consequence but reward appropriate understanding of any other second order concept.</i>
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).	<i>Answers which simply describe some of the features of the Gin Craze cannot reach beyond Level 1.</i>
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why did the gin craze become a significant public health issue during the period 1660 to 1751? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons why the ‘gin craze’ became a significant public health issue identified and fully explained e.g. One reason that the ‘gin craze’ became a significant public health issue was because it created a whole range of social and health problems in London. For example, crime increased, families were being ruined, babies were harmed because mothers were drinking gin whilst pregnant, and there was a big increase in alcohol-related deaths. This was a public health issue because gin was so popular that it was a widespread problem amongst the poorer sections in the capital. Another reason was that the government’s attempts to deal with the problem were just ignored. They introduced several ‘Gin Acts’ in the 1700s which introduced taxes for distillers and licences for those who sold it. However, these early acts were not very effective because they weren’t properly enforced. There were so many small gin shops which they couldn’t control, so it was too easy for them to hide from the authorities, and the problem continued. [10]
Level 4 (7-8 marks)	Typically, one reason why the ‘gin craze’ became a significant public health issue identified and fully explained e.g. - One reason was because gin became a much cheaper alternative to beer or ale in this period so more people were drinking it. This was because the government reduced taxes on the distillation of spirits. Meanwhile, taxes on ale and beer went up. This meant that thousands of small ‘gin shops’ opened in cellars and back rooms. This became a significant public health issue as there was a huge increase in drinking gin by the poor. [8] - The gin craze began as a result of government policies that made gin cheap and easy to produce. Taxes on ale and beer increased, while taxes on spirits were reduced to encourage gin over imported French brandy. Gin could be made from cheap corn and didn’t require a license, so small, local distillers could produce it easily and affordably. This meant that gin quickly became widely available to the public. [8] - One reason why the ‘gin craze’ became a significant public health issue was because drinking gin was so cheap. It was so cheap that the gin shops advertised ‘drunk for a penny, dead drunk for two pence.’ This meant that gin was widely available even to the poor and consumption was widespread. [THRESHOLD – 7 MARKS] Explained points must: identify a valid reason provide precise evidence use this to address the question
Level 3 (5-6 marks)	Typically, identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g. - Gin became much cheaper in this period. As a result, there was a huge increase in drinking gin by the poor. This led to big social and health problems. - The gin craze was a big issue because when the government tried to deal with it by bringing in new laws, people just ignored the legislation, so it didn’t have much effect. OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. - Gin became a much cheaper alternative to beer or ale in this period so more people were drinking it. This was because the government reduced taxes on the distillation of spirits. Meanwhile, taxes on ale and beer went up. - Gin became a significant public health issue because it became very cheap. Lots of ‘dram shops’ opened selling gin from cellars, attics and back rooms. NOTE: One L3 = 5–6 marks Two L3s = 6 marks

Level 2 (3-4 marks)	Typically, describes the gin craze or related events/ developments, e.g. • <i>During the Gin Craze, thousands of small gin shops opened in cellars, attics and back rooms in London. (3 marks)</i> • <i>The government tried to deal with the gin problem by passing Gin Acts. For example, the 1729 Act introduced taxes for distillers. (4 marks)</i> • <i>Puritans worried that gin led people away from God. They published pamphlets attacking the 'demon drink'. (4 marks)</i> OR Typically, identifies one or more reason but with <u>neither</u> of the following: • support from precise evidence • explaining why the reason meant the gin craze was a significant public health issue, e.g. • <i>Gin was very cheap.</i> • <i>It was causing lots of deaths and crime.</i> NOTE: One L2 identification = 3 marks Two L2 identifications = 4 marks
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>People were very poor and their lives were bad so they turned to gin as a way of escaping misery.</i> • <i>People were addicted to alcohol and they were fighting in the streets.</i>
0 marks	

Question 4*–18 marks ‘Government action was not effective in improving public health between 1750 and 1900.’ How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must consider both reasons to agree and disagree with the statement.</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concept of consequence but reward appropriate understanding of any other second order concept.</i>
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	Grounds for agreeing include: Early responses to cholera (e.g. local boards of health took action to get rid of miasma, such as clearing waste from streets, burning barrels of tar and adding chloride of lime to sewers; some imposed a quarantine; they advised people to open windows and avoid alcohol).
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	The 1848 Public Health Act was limited in improving public health issues caused by poor living conditions (e.g. it was permissive; the Act did not apply to London or Scotland; by 1853, only 163 places had set up a Board of Health).
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	The 1875 Artisans’ Dwelling Act was ineffective because only 10 towns had used their powers by 1881.
Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Grounds for disagreeing include: 1751 Gin Act: Built upon earlier legislation to control the Gin Craze which was causing a range of public health and social problems (i.e. tougher punishments for selling gin illegally – imprisonment for a first offence; whipping for a second; and transportation for a third). Effective because it greatly reduced gin drinking.
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows	1848 Public Health Act was partly effective in tackling public health issues caused by poor living conditions (e.g. it set up the General Board of Health and allowed areas to set up a local Board of Health, and increase rates, if there was support from 10 per cent of rate payers; it did force towns to set up a Board of Health where the death rate was high (23 per 1000); the Act allowed boards of health to take command of all sewers and gave them the power to supply water if a private company would not. They had the responsibility for cleaning the streets; by 1853, 163 places had set up a Board of Health).

some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	Building of London's sewers after 1859 was effective in tackling cholera (e.g. 82 miles of underground main sewers, and over 1000 miles of street sewers, were laid; pumping stations took waste eastwards where it was dumped far downstream of the city; London had far fewer deaths from cholera during the next epidemic of 1865–66). The 1875 Public Health Act was effective in tackling public health issues caused by poor living conditions (e.g. All local authorities had to: appoint medical officers and sanitary inspectors; take responsibility for sewers, water supplies, rubbish collection, public toilets and public parks; ensure all new houses had piped water, proper toilets, drains and sewers; inspect slaughterhouses and shops). The 1875 Artisans' Dwelling Act was partly effective in tackling public health issues caused by poor housing (it gave local councils the powers to buy up slum areas to clear and rebuild them; they could borrow money from the government in order to do this. 10 towns had used their powers by 1881). 1875 Sale of Food and Drugs Act was effective in tackling problems with food (set basic standards for the quality of food and introduced harsh punishments for those who sold adulterated or contaminated food). <i>[Allow references to earlier legislation, e.g. 1860 Pure Food Act]</i> Various local initiatives were effective in tackling public health issues caused by poor living conditions (e.g. Rochdale's town council use of 'pail privies' from 1869; in 1875, the Mayor of Birmingham, Joseph Chamberlain, improved the quality of water and organised slum clearance; in 1875, the Manchester authorities also organised slum clearance and built grand buildings in their place, providing residents with clean, shared facilities like laundries and rubbish chutes. They also organised the building of a dam on Lake Thirlmere in the Lake District, and constructed a 96-mile aqueduct to carry the water to Manchester.) NOTES: 1. Focus of question is impact of government action, rather than why public health improved. So at L3+, do not allow answers which explain why other factors led to improvement. 2. Answers at L3+ must deal with government action taken, and its impact. Do not reward answers which explain why more wasn't done (e.g. laissez-faire). 3. Answers at L3+ must at least identify a public health 'issue' which was being tackled by government action.
0 marks No response or no response worthy of credit.	

Question 4* – 18 marks	
'Government action was not effective in improving public health between 1750 and 1900.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Typically, a balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g. <i>In some ways I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i> <i>Additionally, there were serious outbreaks of cholera in 1831 and 1848. Cholera was spread through contaminated water. Local government responses to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, burned barrels of tar and added chloride of lime to the sewers. These responses did not work as over 30,000 people died in the 1831–32 epidemic.</i> <i>However, other government action was more effective in dealing with these issues. For example, in 1858, after the 'Great Stink', the government ordered the building of thousands of miles of new sewers in London. Pumping stations took waste eastwards where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still highly effective because London had far fewer deaths from cholera during the next epidemic of 1865–66.</i> <i>Furthermore, in 1875 the government passed another Public Health Act. This meant that all local authorities were forced to appoint medical officers and sanitary inspectors; and they had to take responsibility for sewers, water supplies and rubbish collection. All new houses had to be provided with piped water, proper toilets, drains and sewers. This was very effective in dealing with diseases caused by poor water supply and inadequate sanitation.</i> <i>On the whole, the statement is not true for the whole period. They were ineffective at the start of this period, because of a laissez faire attitude, and also because they didn't have the scientific advances to deal effectively with outbreaks of cholera. However, by the end of the period, governments were much more willing to get involved and they had the scientific knowledge to understand what needed to be done, so their actions were then very effective.</i>
Level 5 (13-15 marks)	Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g. <i>I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i> <i>Additionally, there were serious outbreaks of cholera in 1831 and 1848. Cholera was spread through contaminated water. Local government responses to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, burned barrels of tar and added chloride of lime to the sewers. These responses did not work as over 30,000 people died in the 1831–32 epidemic.</i> <i>However, other government action was more effective in dealing with these issues. For example, in 1858, after the 'Great Stink', the government ordered the building of thousands of miles of new sewers in London. Pumping stations took waste eastwards where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still highly effective because London had far fewer deaths from cholera during the next epidemic of 1865–66.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2-0), e.g. <i>In some ways I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i> <i>Additionally, there were serious outbreaks of cholera in 1831 and 1848. Cholera was spread through contaminated water. Local government responses to the 1831–32 epidemic were largely ineffective. For example, some local boards of health, believing the disease was spread through miasma, burned barrels of tar and added chloride of lime to the sewers. These responses did not work as over 30,000 people died in the 1831–32 epidemic.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1-1), e.g. <i>In some ways I agree. At the beginning of this period, poor living conditions in urban areas resulted in serious public health issues. Diseases like TB were caused by overcrowding and poor ventilation. Typhoid and cholera were caused by contaminated water. In 1848, the government passed a Public Health Act in response to the crisis. However, this was mainly ineffective. It allowed areas to set up a Board of Health, and to take command of all sewers and water supplies. However, the act was permissive and by 1853 only 163 places had set up a board of health. This meant government action did not improve living conditions in most areas.</i> <i>However, other government action was more effective in dealing with these issues. For example, in 1858, after the ‘Great Stink’, the government ordered the building of thousands of miles of new sewers in London. Pumping stations took waste eastwards where it was dumped far downstream of the city. Even though this was based on the belief that bad air from the river was causing illness, it was still highly effective because London had far fewer deaths from cholera during the next epidemic of 1865–66.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1-0), e.g. <i>I disagree. In 1875 the government passed an effective Public Health Act. This meant that all local authorities were forced to appoint medical officers and sanitary inspectors; and they had to take responsibility for sewers, water supplies and rubbish collection. All new houses had to be provided with piped water, proper toilets, drains and sewers. This was very effective in dealing with diseases caused by poor water supply and inadequate sanitation.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) /actions to support or challenge without full explanation, e.g. • <i>I agree because the 1848 Public Health Act was permissive and didn’t force local councils to take action.</i> • <i>I disagree because the government ordered Joseph Bazalgette to build sewers in London after the Great Stink and these were effective.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of relevant government action or public health issues (allow descriptions of laissez-faire), e.g. <i>There was little government action to tackle public health issues. Governments had a laissez-faire attitude which meant they were unwilling to bring in laws which would interfere with people’s lives or the way businesses behaved, so there were no laws to ensure decent housing or to deal with the issue of water supply and waste.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s) <i>I disagree because they did pass laws and start to clean up towns.</i>

0 marks	
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Question 5*–18 marks 'Since c.1900, changes in living conditions and lifestyles in Britain have improved people's health.' How far do you agree? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks	Notes and guidance specific to the question set <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the two highest levels, answers must consider both reasons to agree and disagree with the statement.</i>
Level 6 (16–18 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of change and continuity; and cause and consequence, but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Housing: improvements in housing (e.g. 1909, 1919 and 1930 Housing Acts; council housing with improved standards; slum clearance) Food: impact of canned food, refrigeration, new methods of grinding grain and opening of supermarket chains on food quality/ availability; impact of Free School Meals on children's diets after 1906; diets improving in WWI and WWII with rationing; increased wealth after 1950s meant more families could afford fridges; impact of government campaigns such as 'Change4Life' on diets. Air quality: impact of Clean Air Act 1956 and smoking ban 2007. Smoking: Impact of government education/ information on the harmful effects of smoking (e.g. funding of nicotine replacement therapies). Activity: During World War Two, the nation became more active again as people worked longer hours; food was rationed so people worked in their gardens and allotments, growing vegetables; petrol was also rationed so people walked more; impact of government campaigns such as 'Change4Life' on physical activity.
Level 5 (13–15 marks) Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	
Level 4 (10–12 marks) Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	
Level 3 (7–9 marks) Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	

Level 2 (4–6 marks) Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Grounds for disagreeing include: Housing: decline of council housing in 1980s; impact of privately-rented accommodation on standards. Food: rationing in the wars disrupted food supply; convenience food/ invention of the microwave led to diets becoming less healthy; BSE scare in 1990s; diets now contain more calories, sugar and saturated fats, leading to obesity and other health problems; concerns about impact of modern farming methods (antibiotics, chemicals) on food quality; cases of rickets found to be rising again, possibly caused by too much processed food. Air quality: health problems caused by burning of coal (e.g. Great Smog) and increase in car ownership. Smoking: By 1950, 80 per cent of men and 40 per cent of women smoked, meaning people were more likely to get lung cancer. Inactivity: impact of car ownership/ technology (e.g. labour-saving devices, tablets, computers, TVs, etc.) / job types (more desk jobs) on exercise levels at home and work; cases of rickets found to be rising again, possibly caused by children spending too much time indoors.
Level 1 (1–3 marks) Demonstrates some knowledge of features and characteristics of the period (AO1). Shows some basic understanding of appropriate second order concept(s) but any attempt to explain ideas and reach a judgment on the issue in the question is unclear or lacks historical validity (AO2). <i>The information is communicated in a basic/unstructured way.</i>	
0 marks No response or no response worthy of credit.	

Question 5*–18 marks

'Since c.1900, changes in living conditions and lifestyles in Britain have improved people's health.' How far do you agree? Give reasons for your answer.

Guidance and indicative content

**Level 6
(16-18
marks)**

Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 18 marks , e.g.

*To some extent I agree with the statement. Firstly, **changes in housing have definitely improved health**. For example, the **1919 Housing Act** ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. **250,000 new homes** were built which made a **big difference to health** because **there were set standards for space, water supply and drainage**.*

*I also agree because **air quality has improved, resulting in better health**. In 1900, the burning of coal was a big problem in cities. Sometimes, the **weather trapped the smoke under fog and it would settle at a low level causing 'smog'**. The sulphur caused **bronchitis and pneumonia**. However, in **1956, the government passed the Clean Air Act**, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that **health problems from smog were reduced** by the 1980s.*

*However, in other ways, changes in lifestyles have not improved health. For instance, **in 1900, work was carried out by manual labour**. People also spent much of their free time **physically active**, playing sport or working on an allotment. However, **by the late 1900s, lifestyles were more sedentary**. People use devices like **TVs and consoles** for entertainment, and more jobs are carried out by sitting at desks. This means that **people have less physical exercise and aren't as healthy**.*

*Furthermore, **changes in diet have not necessarily improved health**. The invention of the **microwave** led to more families eating **convenience food**, which contains lots of additives. People's **diets now contain more calories, sugar and saturated fats**. In 2013, almost 25% population were classified as obese. This is not an improvement because obesity can cause **serious health problems like diabetes and heart disease**.*

In conclusion, changes in lifestyle have depended very much on wealth: poorer people in society have tended to be less active and their diets have also tended to be more reliant on processed food, which is cheaper than fresh food. However, when it comes to living conditions, the better housing of poorer sections of society has vastly improved health because the quality of working class housing before 1900 was so terrible that new government legislation made a massive difference.

**Level 5
(13-15
marks)**

Typically, a balanced argument; three valid explained points (i.e. two on one side and one on the other) (2–1) e.g.

To some extent I agree with the statement. Firstly, changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.

I also agree because air quality has improved, resulting in better health. In 1900, the burning of coal was a big problem in cities. Sometimes, the weather trapped the smoke under fog and it would settle at a low level causing 'smog'. The sulphur caused bronchitis and pneumonia. However, in 1956, the government passed the Clean Air Act, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that health problems from smog were reduced by the 1980s.

However, in other ways, changes in lifestyles have not improved health. For instance, in 1900, work was carried out by manual labour. People also spent much of their free time physically active, playing sport or working on an allotment. However, by the late 1900s, lifestyles were more sedentary. People use devices like TVs and consoles for entertainment, and more jobs are carried out by sitting at desks. This means that people have less physical exercise and aren't as healthy.

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i> <i>I also agree because air quality has improved, resulting in better health. In 1900, the burning of coal was a big problem in cities. Sometimes, the weather trapped the smoke under fog and it would settle at a low level causing 'smog'. The sulphur caused bronchitis and pneumonia. However, in 1956, the government passed the Clean Air Act, which created 'smokeless' zones where only 'smokeless' fuel could be burned. This meant that health problems from smog were reduced by the 1980s.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>To some extent I agree with the statement. Firstly, changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i> <i>However, in other ways, changes in lifestyles have not improved health. For instance, in 1900, work was carried out by manual labour. People also spent much of their free time physically active, playing sport or working on an allotment. However, by the late 1900s, lifestyles were more sedentary. People use devices like TVs and consoles for entertainment, and more jobs are carried out by sitting at desks. This means that people have less physical exercise and aren't as healthy.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because changes in housing have definitely improved health. For example, the 1919 Housing Act ordered councils to become landlords for the poor by building new, rented housing for working-class people in their area, funded by taxpayers' money. 250,000 new homes were built which made a big difference to health because there were set standards for space, water supply and drainage.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 2 (4-6 marks)	Typically, identification of reason(s) to support/challenge without full explanation, e.g. • <i>I disagree because people are less active than they used to be and that is unhealthy.</i> • <i>I agree because fewer people smoke and they don't have coal fires anymore which means fewer breathing problems.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of living conditions/ lifestyles since 1900 or related events, e.g. <i>More people work on computers now and use tablets and computers for their leisure time. By 1980, 80% of men and 40% of women smoked.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. <i>I agree because housing has got better and there is more food available now.</i>
0 marks	

Section B: The Elizabethans, 1580–1603

Question 6a – 3 marks

In Interpretation A, historian Suzannah Lipscomb gives an impression of the wealth and luxury associated with the Elizabethan nobility (upper class). Identify and explain one way in which she 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 historian captures wealth and luxury + 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 interpretation captures the wealth and luxury may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the historian. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

NOTE: Typically, for three marks, candidates may either:

Start with a very specific feature (1) and then make two points of development (2) about their feature, e.g.

- *She says 'Every room here is absolutely dripping with vivid, brightly coloured tapestries'. (1) This draws our attention to how all the walls were not bare but covered with warm and vibrant hangings. (1) This makes the Hall seem luxurious because these would have been extremely expensive (1)*

OR

Begin with a more general point (1), then go on to give an example of this (1), and then say how this captures the wealth and luxury of the Elizabethan country house (1), e.g.

- *She captures the wealth and luxury by repeatedly drawing our attention to the size and scale of the Hall and grounds. (1) For instance, she says the Hall is 'impressively tall' and the Great Chamber is a 'vast space, like a palace'. (1) This underlines how the Hall was built to show off status and elevate the social prestige of Bess. (1)*
- *She does this by the way she includes detailed descriptions all of the different decorations in the Hall. (1) For example, she mentions the 'intricate plasterwork frieze covered with lions, elephants, deer, camels, and trees'. (1) The way she lists all the animals in the frieze shows how elaborate and beautiful it looked. (1)*
- *She compares the Hall and its owner to royalty. (1) For instance, she says that the Great Chamber is 'like a palace' and Bess was 'queen of all she could see'. (1) This gives the impression of wealth and luxury by suggesting that Bess' status and affluence was similar to Elizabeth I's. (1)*

Question 6b – 5 marks If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the Elizabethan nobility (upper class).	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 2 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 3 marks Please note that that while the weightings of AO1 to AO2 are equal in levels 1 and 2, AO2 carries greater weight in level 3.	Notes and guidance specific to the question set <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> <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> <i>Examples of areas for further research include: comparison of housing/ lives of different groups within the nobility (e.g. noblemen vs noblewomen; Catholic nobles vs Protestant nobles; Northern vs Southern nobles); or comparison of houses/lives of nobility with other social groups (e.g. gentry, middling sort, labourers) (Diversity i.e. Similarity /Difference); reasons for the growing wealth and power of the Elizabethan nobility (Causation); the comparative status and lives of women in Elizabethan England (Diversity i.e. Similarity/Difference); whether the living standards of the nobility changed across the period (Change and continuity).</i> NOTE: responses which frame an investigation comparing the housing/ lives of different social groups should only be awarded L3 if they explain how their investigation will further understanding of the nobility, as per the question.
Level 3 (5 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a strong understanding of second order historical concept(s) to explain clearly how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 2 (3–4 marks) The response shows knowledge and understanding of relevant key features and characteristics (AO1). It uses a general understanding of second order historical concept(s) to explain how further research on the chosen aspect would improve our understanding of the event or situation (AO2).	
Level 1 (1–2 mark) 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).	
0 marks No response or no response worthy of credit.	

Question 6b – 5 marks	
If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand the Elizabethan nobility (upper class).	
Guidance and indicative content	
Level 3 (5 marks)	Typically, a valid line of enquiry based on second order concept with <u>clear explanation</u> of how the enquiry would improve understanding of the Elizabethan nobility, e.g. <i>[Diversity/ Consequence]</i> <i>I would compare grand houses like Hardwick Hall, to the houses of the Catholic nobility, to see if there is any difference in terms of size and grandeur. This would allow us to understand if there was much difference between the two groups in terms of wealth and status, and whether Catholics were able to maintain similar levels of prestige and influence through their architecture, despite their faith.</i> NOTE: If the candidate indicates that their investigation will help us to understand more about another aspect of Elizabethan society (e.g. ordinary people, rather than the nobility), do not mark at L3. <i>[Causation]</i> <i>I would look at the reasons for such wealth and extravagance amongst the nobility in Elizabethan England. This would allow us to understand whether wealth such as this was purely inherited along with titles, or whether it was possible to move up the social ladder.</i> Alternatively, and typically, a valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of the Elizabethan nobility. <i>[Consequence]</i> <i>Interpretation A gives us an overwhelmingly positive impression of the lives of the nobility, focusing on their wealth and suggesting their lives were luxurious. I would try to find out whether belonging to this class of people had any negative impacts as well, such as restrictions on freedoms, particularly for women like Bess. This would help us to get a more rounded picture of the daily lives of the nobility, and whether their wealth outweighed any drawbacks.</i>
Level 2 (3-4 marks)	Typically, a valid line of enquiry based on second order concept, with no clear indication of how the enquiry would improve understanding of the Elizabethan nobility, e.g. <i>[Diversity]</i> <i>I would compare the homes and lifestyles of the nobility to those of the middling sort [3] so I could see how much of a gap there was in wealth between these two different groups in Elizabethan society. [4]</i> <i>[Consequence]</i> <i>I would look for more information about the daily life and routines of women like Bess of Hardwick. [L1] This would allow us to see if there were any negative impacts of being a wealthy noblewoman – did she get bored, for instance? [L2, 4 marks]</i>

Level 1 (1–2 marks)	Typically, an investigation based around finding out more about people / events / objects in Interpretation A – not based on second-order concept (1–2 marks), e.g. • <i>I would look for more information about how much it cost Bess to build Hardwick Hall. [1]</i> • <i>I would try to find out more about what kind of foods the guests would have been served at the feasts, and which of the guests were invited to the final course. [2]</i> Alternatively, and typically, an investigation based on identifying details from Interpretation A and finding out if they are accurate or typical (MAX 1 mark), e.g. • <i>I would like to know if you actually could fit a five-bedroomed house inside the Great Chamber or if that's exaggeration.</i> • <i>I would investigate if everyone in the nobility was so rich. [Different groups need identifying for L2 diversity enquiry]</i> NOTE 1: Credit at L1 ONLY questions which use the language of second order concepts, but are clearly not a valid historical enquiry, e.g. <i>I want to know why the window panes were diamond-shaped.</i> NOTE 2: No credit for answers which do not identify a question or something they would like to find out, e.g. <i>I would investigate 'the windows'.</i> (NAQ – nothing about how much they cost, etc.)
0 marks	

Question 7–12 marks Interpretations B and C both focus on the treatment of Catholics in England during the reign 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 <i>Answers could consider:</i> • Comparison of provenance and source type alone (L1), e.g. B is from a tourist website; C is from a historian's article; B says Catholics were treated badly because it is written by a Catholic but C is more balanced because it is by a modern historian who has isn't as biased. • Individual points of similarity/difference in content: B describes how priests had to hide in priest holes and C also talks about 'Jesuit priests and the people who hid them'; B focuses on Catholic priests hiding away whereas C is about Elizabeth's policies more widely; B says 'English Catholics lived in terror' but C says there wasn't 'religious persecution'. • Differences in the overall message about treatment of Catholics, e.g. B suggests that Catholics were heavily persecuted under the reign of Elizabeth, living 'in terror'. It focuses on the 'dangers' and 'fear' faced by recusants in hiding their priests, and paints a vivid picture of the tension in Catholic households as the priest hunters dismantled the house ('Imagine the terrifying sounds ...'). • However, C gives us the impression that Catholics were not really treated too harshly at all under Elizabeth. It describes the Elizabethan settlement as 'moderate' and says there was no 'intense religious persecution'; in fact, Elizabeth was a 'model of religious tolerance'. It admits that priests were hunted down but suggests that this was not for a religious reason but rather just for security against 'Catholic Spain'. • Developed reasons for differences: B emphasises the dangers and tensions in the Catholic experience is because it was published on a tourist website in order to attract visitors to the Hall. This is why it sells the house using the priest holes ('boasts the country's finest collection of priest holes'). Also why it calls the Hall the 'House of Secrets' and stresses the nervous tension of the priest hunt ('imagine the terrifying sounds'). This makes the whole experience sound more exciting and dramatic. • Alternatively, B paints such a bleak picture of the treatment of Catholics because the Catholic owners are more likely to view the recusants as martyrs and respect their 'devotion' to the Catholic faith. They therefore want to underline just how brave they were and so wish to draw more attention to their poor treatment in this period. This is why they use words like 'terror' and 'fear'. <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>
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).	
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.	

	No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.
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Question 7–12 marks

Interpretations B and C both focus on the treatment of Catholics in England during the reign of Elizabeth I. How far do they differ and what might explain any differences?

Guidance and indicative content

Level 4
(10–12
marks)

Typically, a valid comparison of message/portrayal/ impression in B and C. Difference explained with specific purpose and/or focus of B, e.g.

As L3, plus:

- I think the reason that B emphasises the dangers and tensions in the Catholic experience is because it was published on a tourist website **[not L4 yet]** in order to attract visitors to the Hall. **[10]** This is why it calls the Hall the 'House of Secrets' and stresses the nervous tension of the priest hunt ('imagine the terrifying sounds'). **[11]** This makes the whole experience sound more exciting and dramatic. **[12]**
- I think the reason that B paints such a bleak picture of the treatment of Catholics is that the owners are Catholic **[not L4 yet]** and so are more likely to view the recusants as martyrs and respect their 'devotion' to the Catholic faith. **[10]** They therefore want to underline just how brave they were and so wish to draw more attention to their poor treatment in this period. **[11]** This is why they use words like 'terror' and 'fear'. **[12]**

NOTES:

1. For these interpretations, award 10–12 marks for candidates who use the purpose/context of one interpretation (B) to explain difference in portrayals.
2. A combination of both approaches above may be used to attain 12 marks.
3. Do NOT allow undeveloped comments about provenance at this level, e.g. *B exaggerates the treatment of Catholics because it was written on a Catholic website and therefore sympathises more with the Catholics.*

Level 3
(7–9
marks)

Typically, comparison of the overall message/ portrayal/ impression of B and C (based on inference), e.g.

*B suggests that Catholics were **heavily persecuted** under the reign of Elizabeth, living 'in terror'. It focuses on the 'dangers' and 'fear' faced by recusants in hiding their priests, and paints a vivid picture of the tension in Catholic households as the priest hunters dismantled the house ('Imagine the terrifying sounds ...').*

*However, C gives us the impression that Catholics were **not really treated too harshly at all** under Elizabeth. It describes the Elizabethan settlement as 'moderate' and says there was no 'intense religious persecution'; in fact, Elizabeth was a 'model of religious tolerance'. It admits that priests were hunted down but suggests that this was not for a religious reason by rather just for security against 'Catholic Spain'. **[9]***

NOTE: Answers with no support from either interpretation = 7 marks, e.g.

*B suggests that Catholics were **heavily persecuted** under the reign of Elizabeth but C gives us the impression that Catholics were **not really treated too harshly at all** under Elizabeth.*

Level 2 (4-6 marks)	Typically, selects individual points of similarity or difference, e.g. • <i>B describes how priests had to hide in priest holes and C also talks about 'Jesuit priests and the people who hid them'.</i> • <i>B focuses on Catholic priests hiding away whereas C is about Elizabeth's policies more widely.</i> • <i>B says 'English Catholics lived in terror' but C says there wasn't 'religious persecution'.</i> Alternatively, and typically, purpose of one interpretation used to explain its portrayal – no comparison, e.g. <i>B suggests that Catholics were heavily persecuted under the reign of Elizabeth, living 'in terror'. I think this is because it was published on a tourist website in order to attract visitors to the Hall, so it emphasises the dangers and tensions to Catholics to get people interested enough to come.</i>
Level 1 (1-3 marks)	Typically, comparison of simplistic provenance (or language, tone, etc. in isolation) e.g. • <i>B is from a tourist website but C is from a historian's article.</i> • <i>B says Catholics were treated badly because it is written by a Catholic, but C is more balanced because it is by a modern historian who isn't as biased.</i> • <i>B has a more menacing tone than C. [Does not give any indication of content of either interpretation]</i> Alternatively, and typically, summary / portrayal from one/both interpretations with no valid comparison, e.g. <i>B is about Catholic recusants who hid priests away in priest holes in their houses, hiding them from the priest hunters.</i> <i>C says that the Church of England was flexible and moderate and that although Elizabeth executed Mary Queen of Scots, she had been really reluctant to do so.</i> Alternatively, and typically, valid but general assertions (1 mark), e.g. <i>C is more positive on Elizabeth than B.</i>
0 marks	

Question 8*–20 marks In his 2011 book ‘A Brief History of Britain, 1485–1660’, historian Ronald Hutton argues that ‘Elizabeth’s reign is a story of many major successes’. How far do you agree with this view of Elizabeth’s reign between 1580 and 1603? Give reasons for your answer.	
Levels AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of relevant events.</i> <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 Level 5, this must involve considering both reasons to agree and reasons to disagree with the interpretation.</i> <i>Answers are most likely to show understanding of the second order concepts of consequence (impact of Elizabeth’s policies, decisions, etc.) but reward appropriate understanding of any other second order concept.</i> Grounds for agreeing include: Success in use of patronage to balance different factions/ individuals at court and in the Privy Council; handled Parliament well; successful use of propaganda (e.g. progresses, pageants, plays, prayers and portraits) to maintain an image of herself as a successful Queen and keep the support of her people; success in putting down the Essex rebellion; enforcement of the religious settlement after 1580 could be considered successful in stabilising the religious situation in England (degree of religious unity and reduced internal religious conflicts); defeat of the Spanish Armada; successful voyages of trade and exploration (e.g. Drake’s circumnavigation, Lancaster and EIC expedition 1601, etc.); success of Elizabeth’s spies (e.g. Walsingham) at exposing and thwarting plots against Elizabeth; it could be argued that Elizabeth responded successfully to the problem of poverty (e.g. Poor Law 1601); the arts flourished in this period so the cultural revival (e.g. theatre) could be considered a success of her reign; the fact that Puritans never posed a real problem or threat could be considered a success. Grounds for disagreeing include: Failure to completely control
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>	
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>	
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>	
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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	<i>opposition in Parliament; the fact that Essex rebelled could be considered a failure; failed expeditions (e.g. Gilbert and Newfoundland, failure of colony at Roanoke, Raleigh failed to find El Dorado, etc.); it could equally be argued that the religious 'settlement' failed to reduce religious conflict, e.g. Throckmorton and Babington Plots; growth in poverty after 1580 was far worse than anything known before so this cannot be part of the 'story of success'; Elizabeth's refusal to name a successor created uncertainty about the English throne might be termed a 'failure' as it contributed to political tensions and factionalism during the later years of her reign; the defeat of the Spanish Armada escalated hostilities between England and Spain; it may be possible to explain Puritans causing trouble as a failure.</i> At L2 and above, candidates must only be rewarded for explaining how their event/ point constitutes 'success' or 'failure' (as opposed to general 'positives' and 'negatives' 'about' the reign. For instance, the issues of witchcraft trials or decline of festivities are unlikely to be used effectively at this level. NOTE: • Several events/points above can be used to argue for or against the interpretation. • Allow either, as long as candidates make a valid argument. • However, they must make <u>separate</u> points to be credited for each level. e.g. an explanation of why Elizabeth's religious settlement failed, as seen by the various plots, which then simply tags onto the end '<i>but her spies successfully exposed these so this was a success</i>' cannot then be credited for a separate explanation.
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>	
0 marks No response or no response worthy of credit.	

Question 8*–20 marks	
In his 2011 book 'A Brief History of Britain, 1485–1660', historian Ronald Hutton argues that 'Elizabeth's reign is a story of many major successes'. How far do you agree with this view of Elizabeth's reign between 1580 and 1603? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	Typically, a balanced argument; two valid explained points on each side OR three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were 'major successes' in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England's first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England's wealth and influence.</i> <i>On the other hand, I think that Elizabeth's religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth's religious policy did not succeed in dampening Catholic resistance.</i> <i>Yet it could also be claimed that there were successes dealing with the Catholic 'threat' after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth's reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i> <i>Nevertheless, the fact that poverty substantially grew in these years is not part of a 'story' of 'success'. The increase in population and falling wages meant that the number of vagrants rose. In some areas, the 'settled' poor made up 30 per cent of the population. Elizabeth's government was slow to take action on this problem and it wasn't until 1597 that a series of Acts was introduced to support the 'impotent' poor, meaning the problem of poverty persisted until the end of Elizabeth's reign.</i> <i>Overall, I would argue that although there were clearly 'major successes', to characterise 1580–1603 simply as a 'story' of them is to ignore the huge failures in this time. Furthermore, even some of the successes might be seen in a different light. For example, although the Armada was defeated, the fact that there was war with Spain to begin with could be viewed as a failure of foreign and religious policy.</i>
Level 4 (13-16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were 'major successes' in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England's first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England's wealth and influence.</i> <i>On the other hand, I think that Elizabeth's religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth's religious policy did not succeed in dampening Catholic resistance.</i> <i>Yet it could also be claimed that there were successes dealing with the Catholic 'threat' after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth's reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree. Firstly, there were 'major successes' in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England's first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England's wealth and influence.</i> <i>Furthermore, there were successes dealing with the Catholic 'threat' after 1580. Both the Throckmorton Plot and the Babington Plot were exposed by Walsingham and his spy network, saving and Elizabeth's reign and life. Furthermore, in 1588, Philip II of Spain launched an Armada against England but this invasion failed, partly as a result of skillful tactics from the English and Dutch navies. So this was a major success in defeating Catholic enemies of the Queen.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>There is plenty of evidence to support this interpretation. Firstly, there were 'major successes' in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England's first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England's wealth and influence.</i> <i>On the other hand, I think that Elizabeth's religious settlement led to religious conflict after 1580, which could be considered a failure. For example, the Act of Uniformity had said that anyone who did not attend a Protestant church service would be fined. However, Catholic recusancy only rose and Elizabeth even faced plots in 1583 and 1586 to overthrow her and place Mary Queen of Scots on the throne. So Elizabeth's religious policy did not succeed in dampening Catholic resistance.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because there were 'major successes' in of trade and exploration. In 1580, Drake had returned to England, having claimed new territories in the Americas for Elizabeth. James Lancaster had led an East India Company expedition to the far East which led to establishing England's first successful trading warehouse in Indonesia. These voyages were therefore successful in increasing England's wealth and influence.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • Yes, I agree because England defeated the Armada in 1588. (2) • No, there was growing poverty and vagrancy in this period. Also, England's attempt at a colony in Roanoke failed. (3) 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of relevant events (2–4 marks), e.g. <i>Elizabeth used propaganda to come across as a strong ruler. (2) For example, she went on progresses so she could be seen by as many of her people as possible, sometimes speaking to them as she passed. (3) She also used censorship. For instance, in 1596, she ordered that portraits of her looking old should be burned. (4)</i> Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I disagree because there was a great deal of religious conflict in this period.</i>

0 marks

Question 9*–20 marks

In a recent article on the English Heritage website, historian Diane Purkiss argues that it is 'untrue' that 'witch-hunting was really women-hunting'. How far do you agree with this view of accusations of witchcraft in Elizabethan England? Give reasons for your answer.

Levels

AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. **Maximum 5 marks**

AO2 Explain and analyse historical events and periods studied using second-order historical concepts. **Maximum 5 marks**

AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. **Maximum 10 marks**

Level 5 (17–20 marks)

Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).

There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.

Level 4 (13–16 marks)

Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).

Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).

There is a well-developed line of reasoning which is clear, relevant and logically structured.

Level 3 (9–12 marks)

Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).

Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).

Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).

There is a line of reasoning presented which is mostly relevant and which has some structure.

Level 2 (5–8 marks)

Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).

Understands and addresses the issue in the question and understands how this is shown in the

Notes and guidance specific to the question set

Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of accusations of witchcraft.

It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and reasons to disagree with the interpretation.

Answers are most likely to show understanding of the second order concepts of causation and consequence (why individuals were persecuted as witches) and similarity and difference (diversity of experience across England) but reward appropriate understanding of any other second order concept.

Grounds for agreeing include:**Other reasons for accusations:**

- **Village tensions/ economic hardship:** knowledge of examples of cases which arose as a consequence of complaints/ disputes between neighbours; the decades which saw a huge rise in population and big increases in poverty are also the decades in which the number of witchcraft trials rose dramatically; poor harvests created tensions in many communities; in years of hardship, people were less like to offer charity to neighbours, which led to resentment and the accusations followed.
- **Elizabethan beliefs in magic** (e.g. important part of culture in Elizabethan England; most people held supernatural beliefs to help them cope with life; belief that there were people – witches – who used 'familiar' to commit evil acts; many peasants held continued belief in magic during and after the Reformation).
- **An intensification of Puritan Beliefs** (e.g. witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish 'Godly' communities).

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). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	Grounds for disagreeing include: the vast majority of people accused of witchcraft were women; many were elderly and alone or living on the margins of society; women were the traditional healers and midwives in communities and feminist historians have claimed they were deliberately targeted by the male medical establishment; the magistrates and jurors who judges witchcraft cases were always men.
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>	
0 marks No response or no response worthy of credit.	

Question 9*–20 marks	
In a recent article on the English Heritage website, historian Diane Purkiss argues that it is ‘untrue’ that ‘witch-hunting was really women-hunting’. How far do you agree with this view of accusations of witchcraft in Elizabethan England? Give reasons for your answer.	
Guidance and indicative content	
Level 5 (17-20 marks)	Typically, a balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2–2 or 3–1). Clinching argument = 20 marks, e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> <i>Finally, the belief in magic was an important part of culture in Elizabethan England and cannot be ignored. Most people held supernatural beliefs, such as that magic could be used by ‘wise women’ to help cure illness or find out the sex of an unborn child. In this period there was an increased belief that there were people – witches – who used ‘familiars’ to commit evil acts. So in this sense the accusations of witchcraft were just part of beliefs which spread through society.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i> <i>Overall, I agree with the interpretation because I think it was mostly to do with tensions and hardship. Although belief in magic and prejudice again women were undoubtedly part of the picture, taken on their own they cannot explain the sharp rise in accusations. So economic tensions and conflict provide one way of explaining this. However, that cannot be the sole reason either, as not all catastrophes – such as outbreaks of plague – were blamed on witchcraft.</i>
Level 4 (13-16 marks)	Typically, a balanced or one-sided argument; three explained points of support (2–1 or 3–0), e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i>

Level 3 (9-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>Furthermore, there are other possible factors which led to accusations of witchcraft. For instance, some historians argue that they were a result of religious changes and Protestantism becoming more well-established in this period. They point to the fact that witchcraft accusations very high in Essex where there were more Puritan ministers trying to establish ‘Godly’ communities. So the accusations could be part of a Puritan drive to take the Reformation further.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because there is lots of evidence to suggest that accusations were actually the result of village tensions and economic hardship. For example, the number of trials shot up dramatically after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> <i>However, there are reasons to disagree because there is also a theory amongst some feminist historians that the accusations were a way of controlling women. They point to the fact that the vast majority, around 80%, of people accused of witchcraft were women, and many of the accused were elderly and alone or living on the margins of society. So accusations of witchcraft could have been another tool used by the male establishment to assert male power over women.</i>
Level 2 (5-8 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because there is evidence to suggest that accusations were actually the result of village tensions and hardship. For example, the number of trials shot up after 1580, with 166 cases in the 1580s and 128 in the 1590s. These trials coincide with the period of population increase and also when levels of poverty shot up. It could therefore be argued that village tensions increased when charity was not offered to elderly women who came begging, and they left muttering and cursing.</i> Explained points must: • identify a valid claim/ argument • offer specific evidence to support the argument • show how their evidence answers the question
Level 1 (1-4 marks)	Typically, identification of reason(s) to support/challenge without full explanation (2–4 marks), e.g. • Yes, I agree because witchcraft accusations went up in line with poverty and poor harvests. (2) • In some ways I disagree as most of the accused were women. However, in some ways I agree because most of the accusations began with complaints and quarrels between neighbours so it could be more to do with those things. (3) 1 identifications = 2-3 marks 2 identifications = 3-4 marks 3+ identifications = 4 marks Alternatively, and typically, description of witchcraft accusations/ related events (2–4 marks), e.g. • Witchcraft was thought to involve a special kind of magic that could cause harm to people or property. (2) People believed that witches had familiars - small animals that supposedly fed off the witch's blood. (3) People accused of being witches were usually women but some were men. (4) Alternatively, and typically, valid but general assertions (Max 1 mark), e.g. <i>I agree because I think it was just that people were frightened of witchcraft in this period.</i>
0 marks	

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