

GCSE (9-1)

History B Schools History Project

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

General Certificate of Secondary Education

Mark Scheme for June 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	Tick 1	Level 1
	321	Tick 2	Level 2
	331	Tick 3	Level 3
	341	Tick 4	Level 4
	441	Tick 5	Level 5
	3261	Tick 6	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: Crime and Punishment, c.1250 to present

Question 1–3 marks	
1. (a) Name one crime in medieval Britain (1250–1500) which could be punished by execution. [1] (b) Name one new punishment introduced in the early modern period (1500 – 1750) [1] (c) Identify one reason why the crime rate changed during the period 1900 to 2015. [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: murder (homicide); stealing more than 12d worth of goods; burglary; robbery; rape; heresy; treason; coin clipping/ counterfeiting</i> NOTE: Do not accept: • witchcraft • stealing (on its own) • poaching <i>For 1(b), likely valid responses include: ducking stool; scold's bridle; bridewell; branding; whipping and burning of vagrants; transportation/ transportation to America</i> NOTES: • Do not accept whipping unless connected to vagrants. • Do not accept cucking stool or public penance as though they became more common in early modern, both were also used in medieval period • Do not accept 'Transportation to Australia' <i>For 1(c), likely valid responses include: more crimes are now reported to the police; some crimes of the past (e.g. abortion) are no longer criminal acts; examples of new laws (e.g. smoking inside public places); the systems for recording crime have changed; examples of new crimes (e.g. car / phone theft and internet fraud); reference to a valid, specific event (e.g. Second World War/ the Blitz); examples of new technology (e.g. CCTV, cars, etc.).</i> NOTE: Do not accept overly generic responses, e.g. 'technology', 'new crimes', 'new laws'. 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 the use of technology in law enforcement since c.1900. Support your summary 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> Change over time – i.e. demonstration that law enforcement in c.1900 relied on limited technology (e.g. blood types, fingerprints) but that this changed over time with the introduction of things like DNA fingerprinting, new systems of communication (e.g. telephones, radio and mobile phones), data storage and surveillance (e.g. CCTV and drones). Additionally, police officers walked a 'beat' in c.1900 but now far fewer walk the streets and instead use patrol cars. Causation – i.e. reasons for the above changes, e.g. Alec Jeffreys' discovery of DNA fingerprinting in 1984. Consequence/ significance – i.e. impact of technology, e.g. increased use of police cars mean far fewer police walk the streets and this has contributed to the public losing faith in the police; use of technology helps to convict offenders in court, e.g. the men who murdered Stephen Lawrence; concerns about privacy and civil liberties, e.g. in 2015, around 650,000 requests were granted to the police to monitor civilians' communications; video technology has allowed vulnerable witnesses, such as children or victims of abuse, to give interviews outside court, or to provide evidence via video link – this means more evidence can be heard in court. <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> <i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</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).	
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).	
Level 1 (1–3 marks) Demonstrates some knowledge of characteristic features with some relevance to the question, in ways that show some limited understanding of them (AO1). The summary shows a very basic logical coherence, demonstrating limited use of at least one second order concept in attempting to find connections and to provide a logical chain of reasoning to summarise the historical situation in the question (AO2).	
0 marks No response or no response worthy of credit.	

Question 2–9 marks Write a clear and organised summary that analyses the use of technology in law enforcement since c.1900. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	Typically, a summary based on second order concept(s) with two or more valid supporting examples, e.g. [Change over time] <i>The use of technology since 1900 has improved over time. In 1900, the police had limited technology. In 1902, fingerprinting was first used in a British court. This was a more exact way of identifying a criminal than in the 1800s but it was still pretty basic.</i> <i>However, by the end of the century the use of technology was much further advanced. In the 1980s, DNA fingerprinting was developed. This means the police can compare DNA from a crime scene to a suspect's DNA. If they match, it shows the suspect was likely there. [8 MARKS]</i> [Consequence/ significance] <i>The use of new technology has been very important in helping to prosecute criminals. Since the 1980s, DNA fingerprinting had been used thousands of times as evidence in court, making prosecutions easier than the past. For example, the men who murdered Stephen Lawrence were prosecuted on the basis of new DNA evidence.</i> <i>However, the use of new technology has also led to some people losing faith in the police. For instance, in 1900, most police officers walked the streets on a local 'beat' and this was popular with the public. However, with the introduction of patrol cars, officers are now able to cover much larger areas in their vehicles. Though this is more effective, it had led to a decline in trust in the police. [9]</i>
Level 2 (4–6 marks)	Typically, a summary based on a second order concept with one valid supporting example, e.g. [Causation] <i>One reason that the police have been able to make increased use of technology was the discovery by Alec Jeffreys in 1984. He discovered that each person's DNA is unique and this led to the police being able to use DNA left at crime scenes to more easily prosecute offenders. [THRESHOLD – 4 MARKS]</i> [Change over time] <i>In 1900, almost all witnesses, victims, and defendants were required to appear physically in court to testify. However, from the late 1900s onwards, video link testimonies were increasingly used. They are commonly used for vulnerable witnesses (such as children) and sometimes for international witnesses. [5]</i>
Level 1 (1–3 marks)	Typically, description(s) of the use of technology in law enforcement with no clear organising concept, e.g. <i>The police now rely heavily on CCTV to record the movements of traffic and pedestrians. They also rely on ANPR to track vehicles linked to crime. Some police officers also wear cameras on their uniforms. [3]</i> OR Typically, statement(s) based on second order concept with EITHER no valid specific examples OR development, e.g. <i>(Consequence) The development of DNA fingerprinting has helped to prosecute more criminals. [1]</i>
0 marks	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? 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
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).	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. Valid answers could consider: <i>Urbanisation; Industrial Revolution; population increase; overcrowding; poverty; increase in crime; increase in pubs; increase in protests/unrest; Robert Peel's determination and skill; growing inadequacy of existing systems/officials (e.g. constables, watchmen, Bow Street Runners).</i>
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).	
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).	
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).	
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).	
0 marks No response or no response worthy of credit.	

Question 3–10 marks Why was the Metropolitan Police Force set up in 1829? Explain your answer.	
Guidance and indicative content	
Level 5 (9-10 marks)	Typically, two or more reasons identified and fully explained, e.g. <i>One reason was because urbanisation led to increased crime. The Industrial Revolution meant that people came to London in search of work and the population grew rapidly. This led to an increase in poverty and crime in the first half of the 1800s. The existing Bow Street Runners could not enforce law and order across the city as there were only 68 of them. Therefore, by 1829, there was more support from MPs to set up a police force in London.</i> <i>Another reason was because Robert Peel became Home Secretary and made this a priority. He wanted to establish a trained, professional police force. People were worried that a police force would cost too much money and governments at this time favoured a laissez-faire approach and didn't think it was their job to set up a police force. However, Peel was a skilled politician and convinced Parliament to support his idea and so a force of 3000 men was set up. [10]</i>
Level 4 (7-8 marks)	Typically, one reason identified and fully explained, e.g. - One reason was because Parliament was worried about public protest and disorder. There had been a surge of protests over unemployment, food prices and giving working people the vote. This meant that many MPs who had previously believed that policing wasn't part of the government's role were won over, and allowed the passage of Peel's law to set up a force. [8] - One reason was because crime was increasing. Crowded areas such as boarding houses and pubs led to an increase in theft and violence. This meant that the force was set up because the existing constables and watchmen were no longer adequate. [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. <i>There was an increase in crime so the force was set up because the existing constables and watchmen were no longer adequate.</i> <i>Peel was really passionate about this issue and so he managed to convince other MPs that it was the right thing to do.</i> OR Typically, identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g. <i>One reason was that crime was rising. Crowded areas, such as alleyways and boarding houses led to an increase in theft and a growing number of pubs led to increased drunkenness and violence.</i> <i>One reason was that existing officials were becoming inadequate. Constables and watchmen were unpaid and part-time, and not very effective at preventing crime.</i> NOTE: One L3 = 5–6 marks Two L3s = 6 marks

Level 2 (3-4 marks)	Typically, describes the Metropolitan Police Force or relevant events, e.g. • <i>The Metropolitan Police Force was paid for by taxes. There were 3000 police officers. They were called 'Bobbies' or 'Peelers'. (4)</i> • <i>Lots of people were opposed to setting up a police force because of the cost. (3)</i> OR Typically, identifies one or more reason but with neither of the following: • support from precise evidence (about the reason) • explaining why the reason led to the setting up of the force, e.g. • <i>One reason was because crime was increasing in this period.</i> • <i>One reason was because the number of pubs was rising.</i> • <i>One reason was because Peel was Home Secretary and thought this was important.</i> NOTE: <i>One L2 identification = 3 marks</i> <i>Two L2 identifications = 4 marks</i>
Level 1 (1-2 marks)	Typically, valid but general assertion(s), e.g. • <i>Because people committed crimes.</i> • <i>The need was getting greater.</i>
0 marks	

Question 4*–18 marks	
‘The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 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
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 may be awarded some marks at Level 1 if they demonstrate knowledge of law enforcement / punishment in either period.</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. BUT, to achieve the two highest levels, answers must consider both time periods – medieval and Britain since c.1900.</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>	<i>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference), change and causation /consequence but reward appropriate understanding of any other second order concept.</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>	Grounds for agreeing include: Medieval period importance of community: Law enforcement: Tithings; posse; hue and cry; no paid law enforcement; juries came from the accused's local area and were expected to use their knowledge of the criminal's background and character to help reach a verdict; manor courts run by local lords
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>	Punishment: Community used to exert public humiliation as a punishment (e.g. sitting in the stocks or standing in the pillory, where other villagers would see them and jeer / throw rotten food).
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).	Community = less important since c.1900: Law enforcement. existence of professional police force.

<i>There is a line of reasoning which has some relevance, and which is presented with limited structure.</i>	Grounds for disagreeing include: Importance of community since c.1900: Law enforcement: Neighbourhood Watch / community policing; police involvement with local communities (e.g. visiting schools and shops; officers building up local knowledge with support of the community); use of Police Community Support Officers (PCSOs) and special constables; jury service; magistrates presiding over less serious cases are still unpaid volunteers from within the community; use of community members' mobile phone/ dashcam footage by the police. Punishment: Community Service Orders; restorative justice/ use of Victim's Personal Statements. Community = less important in medieval period: Law enforcement: sheriffs were responsible directly to the King; JPs were appointed by the king; the royal courts / church courts could be argued to be the preserve of the elites rather than the community (e.g. royal judges from London visited each county only two or three times a year in the assizes).
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 4* – 18 marks 'The role of the community in enforcing the law and punishing criminals was more important in the medieval period (1250–1500) than it has been after 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 from each period OR three from one period and one on the other (2–2 or 3–1). Clinching argument = 18 marks <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i> <i>Another reason I disagree is because of community policing, such as the Neighbourhood Watch scheme. Formed in 1982, this is a voluntary crime prevention movement in local communities, working in partnership with the police. They help deal with things like anti-social behaviour by keeping diaries, and give advice on how to keep homes and streets safe from burglary. This shows how the police can't always patrol every area on their own and still rely on local help.</i> <i>Overall, I agree that the community was more important in the medieval period, even though there has been community involvement in both time periods. This is because in the Middle Ages, there was no alternative, as there was no paid, professional police force like there has been post 1900, and so the community played a vital role, especially in law enforcements. Since 1900, the role of the community, though still used, is not relied on, and is more of a supplement in both enforcement and in punishment.</i> NOTE: In this question, 'balance' refers to covering both periods. So a 'balanced' argument may entirely agree or disagree with the statement (see L5 example)
Level 5 (13-15 marks)	Typically, a balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2–1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> <i>Furthermore, I agree because since 1900, a professional police force has played a more significant role than the local community. There are now specialised units for different areas such as preventing and investigating terrorist attacks; crowd and riot control; and use of firearms. Recruitment for these specialised teams is based on skills and qualifications. This shows that the responsibility for enforcing the law and punishing criminals has shifted away from the community and towards trained professionals.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, i.e. two explained points from same period (2–0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>Another example of the community being more important in the Middle Ages is the hue and cry. Whenever a crime took place, the victim had to call the hue and cry by shouting, and the community had to immediately join the hunt for the criminal. Villagers could face being fined if they did not respond to the hue and cry, which again shows the responsibility placed on the ordinary people in a local community.</i> Alternatively, and typically, a balanced argument, i.e. one valid explained point from each period (1–1), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> <i>On the other hand, I disagree because the role of the community continued to be important in punishment after 1900. Community Service was introduced in 1972 as an alternative to prison for some offenders. For example, offenders might do several hours of unpaid work, such as cleaning up public spaces or volunteering for charities. This shows community involvement is still valued in and plays a role in offender rehabilitation.</i>
Level 3 (7-9 marks)	Typically, a one-sided argument, i.e. one explained point from one period (1–0), e.g. <i>I agree because there was no paid police force in the Middle Ages so everyone in society had to get involved and were essential in maintaining law and order within their local community. For example, adult men were organised into groups of ten called tithings. If one of the ten broke the law, then the others were obliged to bring him to court. This demonstrates how reliant law enforcement was on ordinary people.</i> ALTERNATIVELY, candidates may offer an explained point which covers both periods (actively comparing them) but does not meet the L4 criteria for two separate explained points, e.g. <i>I agree because in the medieval period, jurors were always drawn from the criminal's own area and used their local knowledge of the accused person to decide whether he or she was guilty. So they were literally from the accused's local community, whereas after 1900, jurors were selected at random and care is taken to ensure that no-one knows the defendant personally.</i> <i>[This could count as evidence for either period when determining whether or not a candidate has 'balance']</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 agree because the 'hue and cry' was used in the Middle Ages.</i> • <i>I disagree because there are still Neighbourhood Watch Schemes now.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of community involvement/ related events, e.g. • <i>Hue and cry was a method of raising the alarm to the rest of the village after a crime had been committed, usually by shouting loudly.</i>

Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. <i>I agree because the community did a lot to help to catch criminals after a crime was committed in the medieval period.</i>
0 marks	

Question 5*–18 marks. 'The reason punishments changed in the period 1750-1900 was because of new concerns about people's welfare.' 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
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>	Answers may be awarded some marks at Level 1 if they demonstrate knowledge of punishment in the industrial period. 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 support and to challenge the statement. Answers are most likely to show understanding of the second order concepts of causation /consequence but reward appropriate understanding of any other second order concept. Grounds for agreeing include: • Enlightenment / humanitarian ideas, i.e. led to fewer executions and the use of transportation instead; also led to more humane forms of hanging (New Drop and Long Drop); also led to end of transportation after 1868 (people argued that conditions on the ships and in the colonies was inhumane). • Concerns of Fry and Howard about conditions in prisons led to changes in prisons (e.g. Howard's evidence to HOC led to 1774 Discharged Prisoners Act and 1774 Health of Prisoners Act; Fry persuaded the Newgate authorities to introduce changes, e.g. schooling for the women and children; provision of clothes and furniture; banning of alcohol; supervision by female wardens, etc.). • (Could be argued that) concerns about prisoners' welfare led to developments in prisons (e.g. silent system was used in some prisons because the separate system was seen to be too harsh and led to prisoners suffering mental breakdowns/ taking their own lives); some prisons wanted prisoners to do useful work that would help them find and keep work once released, which shows concern about their welfare post-release.
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>	
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.	Grounds for disagreeing include: • Other reasons for fewer executions/ abolition of public executions in 1868, e.g. rowdy behaviour of crowd during public executions and government concerns about maintaining law and order. • Other reasons for increased use of transportation, e.g. need to settle new colonies; wish to remove 'criminal classes' from Britain; lack of adequate prison space; government feeling that criminals were not being punished because judges/ juries were unwilling to implement Bloody Code – this was therefore not a new/ welfare concern (NOTE: but also allow on 'agree' side, i.e. judges/ juries were not willing to implement Bloody Code for welfare reasons, which led to the increased use of transportation). • Other reasons for transportation to Australia instead of the American colonies, i.e. American independence in 1776. • Other reasons for end of transportation in 1868, e.g. British ratepayers disliked the fact they were left supporting the families of the convicts who were left behind; some people viewed transportation as too soft a punishment because of the opportunity for a new and better life after the sentence was complete; Australian authorities resented the continuous stream of criminals into the colony. • Other reasons for developments in prisons, e.g. some prisons introduced 'pointless' work as they thought it would act as an effective deterrent; some introduced the separate system in order to stop criminal experience being passed around; moral panic caused by the 'garrotting crisis' of the 1860s led to harsher prison regimes (e.g. reintroduction of flogging; 1865 Prison Act which included hard labour). NOTES: 1. Focus of question is reasons why punishments changed, rather than whether or not people in this period were concerned for people's welfare. So answers at L3+ must contain a valid reason for a change in punishment.

Question 5* – 18 marks 'The reason punishments changed in the period 1750-1900 was because of new concerns about people's welfare.' 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. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i> <i>Another reason I disagree is that there was a swing back to harsh prison regimes. This happened as a result of the 'Garrotting Crisis' of the 1860s, when several people were choked in the street. The press spread panic and blamed the reformed prison system for releasing criminals. As a result, the 1865 Prisons Act was passed. It increased hard labour for prisoners and introduced punishments like a diet of bread and water and more solitary confinement.</i> <i>Overall, I do agree with statement, because conditions in prisons were improving (if in a piecemeal way), and even when harsher regimes were re-introduced, there was still no return to the Bloody Code and extensive use of executions, which were certainly in overall decline in this period.</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 because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons.</i>

Level 4 (10-12 marks)	Typically, a one-sided argument, two explained points of support (2–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>Another reason I agree is that reformers such as John Howard and Elizabeth Fry were concerned about prison conditions. Elizabeth Fry was influenced by her faith as a Quaker. She visited Newgate Prison in 1813 and was appalled by the overcrowding and lack of bedding in the women's section. As a result, she persuaded the prison authorities to make changes such as banning alcohol, providing furniture and clean clothes, and offering education for women and children.</i> Alternatively, and typically, a balanced argument; one explained point on each side (1–1), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</i> <i>On the other hand, I disagree because one big change in punishments was the end of public executions, which became illegal in 1868. This was due to government concerns about the rowdy behaviour of the crowd on execution days. People often saw executions as an excuse to get drunk and behave lawlessly, at a time when the government was focussed on maintaining law and order. Therefore, after 1868, all executions were carried out within prisons..</i>
Level 3 (7-9 marks)	Typically, a one-sided argument; one explained point of support (1–0), e.g. <i>I agree because the Enlightenment had spread humanitarian ideas. People began to think that it was morally wrong to take someone's life and that execution did not allow criminals to reform. As a result, in the first half of the industrial period, transportation became a more popular punishment. Criminals were sent to Australia to help build the new colony through hard labour such as building roads. So they would be gaining new skills rather than just being punished.</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 specific reason(s) to support/challenge without full explanation, e.g. • <i>I agree because Enlightenment ideas led to the end of the Bloody Code.</i> • <i>I disagree because the reason for the end in public execution was more because the government were concerned about rowdy behaviour.</i> 1 identifications = 4-5 marks 2 identifications = 5-6 marks 3+ identifications = 6 marks Alternatively, and typically, description of (new) punishments AND/OR ideas/concerns, e.g. • <i>In this period, humanitarian ideas came out of the Enlightenment. People started to think that it was immoral to take away someone's life.</i> • <i>In this period, the 'New Drop' was used widely. The gallows were built on a platform with a trapdoor through which the prisoner fell, dying more quickly.</i>
Level 1 (1-3 marks)	Typically, valid but general assertion(s), e.g. • <i>Yes, I agree because punishments became more lenient.</i> • <i>Yes, I agree because some people were worried about conditions in prisons.</i> • <i>No, I disagree because prisoners were still treated harshly.</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>
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).	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 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'. 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. No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.
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.	

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 <u>explained</u> with specific purpose and/or focus of B, e.g. As L3, plus: <i>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] <u>in order to attract visitors</u> 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> <i>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 <u>more likely to view the recusants as martyrs</u> 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]</i> NOTES: - For these interpretations, award 10–12 marks for candidates who use the purpose/context of one interpretation (B) to explain difference in portrayals. - A combination of both approaches above may be used to attain 12 marks. - Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B exaggerates the treatment of Catholics because it was written on a Catholic website and therefore sympathises more with the Catholics.</i>
Level 3 (7–9 marks)	Typically, comparison of the overall <u>message/ portrayal/ impression</u> of B and C (based on inference), e.g. <i>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 ...’).</i> <i>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]</i> NOTE: Answers with no support from either interpretation = 7 marks, e.g. <i>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.</i>

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>
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>	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.
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	Grounds for disagreeing include: Failure to completely control

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	Notes and guidance specific to the question set <i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of accusations of witchcraft.</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 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.</i>
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>	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 ‘familiars’ 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).
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>	
Level 1 (1–4 marks)	Grounds for disagreeing include: the vast majority of people accused of witchcraft were women; many were elderly and alone

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>	<i>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.</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 OR 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>
	Typically, a one-sided argument, two explained points of support (2–0) , e.g.

Level 3 (9-12 marks)	<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. • <i>Yes, I agree because witchcraft accusations went up in line with poverty and poor harvests. (2)</i> • <i>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)</i> 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. • <i>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)</i> 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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