

GCSE

History B (Schools history project)

Unit **J411/18**: Migrants to Britain, c.1250 to present with The Elizabethans, 1580-1603

General Certificate of Secondary Education

Mark Scheme for June 2018

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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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Annotations

Stamp	Annotation Name	Description
	Tick 1	Level 1
	Tick 2	Level 2
	Tick 3	Level 3
	Tick 4	Level 4
	Tick 5	Level 5
	Tick 6	Level 6
	SEEN	Noted but no credit given
	NAQ	Not answered question
	Wavy Line	Development / Evidence / Support of valid point
	BP	Blank page

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.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

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.

Candidates' answers must be relevant to the question. Beware of 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.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

Section A: Migrants to Britain, c.1250 to present

<p>Question 1–3 marks</p> <p>(a) Name one difficulty faced by migrants living in Medieval England.</p> <p>(b) Name one migrant group that came to Britain between 1500 and 1750.</p> <p>(c) Give one example of British legislation about immigration passed since 1900.</p>	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (a), likely valid responses include: experiences of Jewish community following Statute of Jewry 1275, or higher taxation, or execution for ‘blood libel’, or forced conversion or expulsion in 1290; violence during Great Rising of 1381; Aliens’ Register leading to additional taxation; costs and requirements to obtain Letters of Denization</i></p> <p><i>For 1 (b), likely valid responses include: Hansa merchants, Gypsies, Jews, Protestant refugees or Huguenots or Palatines, Africans, or Indians</i></p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p><i>For 1 (c), likely valid responses include: Aliens Act 1905, British Nationality and Status of Aliens Act 1914, Polish Resettlement Act 1947, Nationality Act 1948, Commonwealth Immigrants Act 1962, Commonwealth Immigrants Act 1968, Race Relations Act 1965, Immigration Act 1971.</i></p>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>Any other historically valid response is acceptable and should be credited.</p>

<p>Question 2–9 marks Write a clear and organised summary that analyses European migrants to Britain in the period 1750 to 1900. Support your summary with examples.</p>	
<p>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</p>	<p>Notes and guidance specific to the question set</p>
<p>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).</p>	<p><i>Answers should show connections in the situation defined in the question and use these to organise the answer logically.</i></p> <p><i>Answers could consider the diversity of migrants from Europe with differing explanations for their migration to Britain (including Irish migrants seeking work and escaping famine after 1846, Russian Jewish migrants fleeing religious persecution after 1881 or Italian farmers after the Napoleonic wars destroyed agriculture in northern Italy); answers could consider diversity of skills within groups and/or between them (including Germans and/or Italian migrants) and the different settlement patterns of different groups e.g. many Italians settled in Clerkenwell. Alternatively answers could consider similarities in the underlying causes of migration (e.g. Economic forces of industrialisation).</i></p>
<p>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).</p>	<p><i>Use of conceptual understanding to organise the response might in this case involve dealing with similarity and difference e.g. contrasting different groups of people or different reasons or including explanations of causation or why groups differed. Reward appropriate use of any other second order concept including organisation by understanding of chronology.</i></p>
<p>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).</p>	<p><i>Please note that answers do not need to name the second</i></p>

0 marks

No response or no response worthy of credit.

order concepts being used to organise their 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).

No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.

Question 2–9 marks	
Write a clear and organised summary that analyses European migrants to Britain in the period 1750 - 1900 since 1900. Support your summary with examples.	
Guidance and indicative content	
General Note: No requirement to write a narrative which covers the period comprehensively	
Level 3 (7–9 marks)	Answers at L3 will typically be organised around a second order concept such as causes, effects, change/continuity, significance. Answers will be supported with three or more valid examples eg Nutshell: Summary based on second order concept(s) with three or more valid supporting examples
Level 2 (4–6 marks)	Answers at L2 will typically be organised around a second order concept, supported with two valid examples Nutshell: Summary based on a second order concept with two valid supporting examples
Level 1 (1–3 marks)	Answers at L1 will typically be organised around a second order concept, supported with one valid example Nutshell: Summary based on a second order concept with one valid supporting example Nutshell: List of events / developments with no organising concept.
0 marks	

Question 3–10 marks	
What was the experience of migrants in Britain during the First and Second World Wars? Explain your answer with examples.	
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).	<i>Explanations could consider: Warm welcome of 250,000 Belgium refugees in 1914, followed by increasing resentments, increased numbers of Lascars hired by government to support the merchant navy and the subsequent growth of immigrant communities in different parts of the country, particularly port cities like Cardiff, Hull, South Shields, etc.; changing responses to ‘enemy aliens’ as the war progressed, e.g. violence after the sinking of the Lusitania, and the experience in internment camps.</i> <i>The experience of refugees from Nazi Germany during the Second World War, including Germans and Jews. Different responses to ‘enemy aliens’ comparing the First and Second World Wars; Polish allies and their experiences in the RAF; colonial volunteers, e.g. West Indian Black soldiers and airmen welcomed and then unofficial expectation to return home after hostilities ended.</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 basic 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.	<i>consequence but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe some migrants groups cannot reach beyond Level 1.</i>

Question 3–10 marks	
What was the experience of migrants in Britain during the first and second world war?? Explain your answer with examples.	
Guidance and indicative content	
Diversity / continuity / change likely to be most common second order concept	
Level 5 (9-10 marks)	Level 5 answers will typically identify at least three valid experiences and explain them fully Nutshell: Three or more reasons identified with explanation of experiences
Level 4 (7-8 marks)	Level 4 answers will typically identify at least two valid experiences and explain them fully Nutshell: Two reasons identified with explanation of the experiences NOTE Answers at L4 will often identify and describe several reasons but only fully explain two of them.
Level 3 (5-6 marks)	Level 3 answers will typically identify and fully explain one experience AND identify/describe another experience without full explanation Nutshell: One experience identified with explanation PLUS at least one more identified/described
Level 2 (3-4 marks)	Level 2 answers will typically identify and fully explain one experience Nutshell: One reason identified with explanation of experience
Level 1 (1–2 marks)	Level 1 answers will typically identify/describe an experience without full explanation. Nutshell: Identification/description of reason(s) without full explanation Alternatively, L1 answers will contain correct description of migrants at the time Nutshell: Describes conditions of migrants
0 marks	

<p>Question 4*–18 marks</p> <p>‘Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.’ How far do you agree with this statement? Give reasons for your answer.</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of migration to Britain, changes in attitudes or any other factor.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider at least one other factor even if the response goes on to argue that changes in attitudes did lead to increased migration to Britain.</i></p> <p><i>Answers are most likely to show understanding of the second order concept of causation but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 5 (13–15 marks)</p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	
<p>Level 4 (10–12 marks)</p> <p>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).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	
	<p><i>Grounds for agreeing include: Official responses, Henry III in 1270 or Edward III in the 1330s inviting Flemish and Dutch weavers to England; greater acceptance after the Black Death, after 1351 Flemish weavers obtaining Freeman status in Colchester, York and other cloth trade centres; court records after 1350s suggest</i></p>

<p>Level 3 (7–9 marks)</p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>assimilation with trade disputes suggesting integration; no evidence of a single race related murder in England at any time in the fifteenth century; despite disturbances at times leading to emigration, migrants quickly return, suggesting they felt safe (e.g. Italians in 1456)</i></p> <p><i>Grounds for disagreeing include: economic forces more significant, i.e. growing needs of the cloth trade, Italian banking families from Lombardy arriving from the 1220s; ‘Indians’ from North Africa or the Eastern Mediterranean following the Crusades; the impact of the Hundred Years’ War led to instability on the continent and increased migration to a ‘safer’ England; the impact of the Black Death; changing attitudes towards Jews resulted in their expulsion in 1290, an emigration rather than increasing migration; some evidence suggests that whilst migration increased between 1350 and 1450, thereafter it decreased or at least remained steady.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks)</p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 4*–18 marks	
'Migration to Britain increased between 1250 and 1500 mainly because of changes in attitudes towards migrants.' How far do you agree? Give reasons for your answer.	
Guidance and indicative content	
Level 6 (16-18 marks)	Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and one on the other) and a clinching argument . Nutshell Balanced argument, two valid supporting examples each side (or three on one side and one on the other), plus a clinching argument
Level 5 (13-15 marks)	Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and one on the other). Nutshell: Balanced argument with two explained points on each side (or three on one side and one on the other) NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.
Level 4 (10-12 marks)	Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples Nutshell One sided argument; three explained points of support Alternatively , Level 4 answers will construct a balanced argument with two explained points on one side and one explained point on the other side Nutshell: Balanced argument; two explained point on one side and one explained point on the other side.
Level 3 (7-9 marks)	Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples Nutshell: One sided argument; two explained points of support Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, Nutshell: Balanced argument; one explained point on each side
Level 2 (4-6 marks)	Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example Nutshell: One sided argument; one explained point of support
Level 1 (1-3 marks)	Level 1 answers will typically identify a change OR identify other attitudes without full explanation, Nutshell: Identification of attitude or a change in attitude without explanation Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, Nutshell: Description of relevant events or developments with no explanation OR general assertions
0 marks	

NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

Question 5*–18 marks 'Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900'. How far do you agree with this statement? Give reasons for your answer.	
Levels	Notes and guidance specific to the question set
<p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 6 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 12 marks</p>	
<p>Level 6 (16–18 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1).</p> <p>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).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the impact of migrants in the period 1500–1900.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both differences and similarities to some extent. Students will need to explain an impact in</i></p>
<p>Level 5 (13–15 marks)</p> <p>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).</p> <p><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers are most likely to show understanding of the second order concepts of, similarity/difference, diversity, causation, but reward appropriate understanding of any other second order concept.</i></p> <p><i>Grounds for agreeing include: Increased scale of Migration as a result of Britain's connections to the wider world was different in the later period because of the growth of Empire For example, Lascars from China, India, Yemen and Somaliland; Protestant Huguenots in the earlier period were highly skilled, prosperous and integrated religiously whereas Irish Catholic migrants to Industrial Britain were low skilled, poor</i></p>
<p>Level 4 (10–12 marks)</p> <p>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).</p> <p><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	

<p>Level 3 (7–9 marks)</p> <p>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).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>and experienced significant levels of prejudice. Migrants from the wider world in the later period brought diverse multicultural communities to Britain as a result of Empire, such as Tiger Bay or South Shields, this did not happen in the earlier period.</i></p> <p><i>Grounds for disagreeing include: Hostility and riots directed at migrants in both periods reveal similar prejudices and fears about migrants taking away workers jobs, e.g. the Spitalfields riots between 1765 and 1769 against Huguenots and the Cardiff riot against the Irish in 1848. Migrants in both periods contributed to the Industrialisation of Britain and growth in trade, e.g. Huguenots in engineering and manufacturing, and Irish navvies building roads, canals and railways, or Lascars in the shipping industry.</i></p>
<p>Level 2 (4–6 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas and reach a loosely supported judgment about the issue in the question (AO2).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–3 marks)</p> <p>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).</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

<p>Question 5*–18 marks</p> <p>‘Migrants had a different impact in Britain during the period 1500 to 1750 than in Industrial Britain 1750-1900’ How far do you agree? Give reasons for your answer.</p>	
<p>Guidance and indicative content</p>	
<p>Level 6 (16-18 marks)</p>	<p>Level 6 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one period and one on the other) and a clinching argument</p> <p>Nutshell Balanced argument, two valid supporting examples from each period (or three from one and one on the other), plus a clinching argument</p>
<p>Level 5 (13-15 marks)</p>	<p>Level 5 answers will typically set out a balanced argument with each side of the argument explicitly supported by at least two valid examples (or three on one side and one on the other)</p> <p>Nutshell: Balanced argument with two explained points from each period side (or three on one side and one on the other) NOTE: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p>
<p>Level 4 (10-12 marks)</p>	<p>Level 4 answers will typically construct a one-sided answer explicitly supported by three valid examples</p> <p>Nutshell One sided argument; three explained points of support Alternatively, Level 4 answers will construct a balanced argument with two explained points on one period and one explained point on the other period</p> <p>Nutshell: Balanced argument; two explained point on period and one explained point on the other period.</p>
<p>Level 3 (7-9 marks)</p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples</p> <p>Nutshell One sided argument; two explained points of support from a period OR Nutshell: Balanced argument; one explained point from each period</p>
<p>Level 2 (4-6 marks)</p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example</p> <p>Nutshell: One sided argument; one explained point of support</p>

Level 1 (1-3 marks)	Level 1 answers will typically identify improvements brought by the NHS OR identify other significant improvements without full explanation, e.g. Nutshell: Identification of one impact Alternatively, Level 1 answers will typically describe relevant events or make general, unsupported assertions, Nutshell: Description of relevant events or developments with no explanation OR general assertions
0 marks	

NOTE: At each level, many candidates will attempt to more explained points, but only fully/successfully explained points should be credited. eg at L2, many answers will attempt a balanced answer but only achieve one valid explanation.

Section B: The Elizabethans, 1580–1603**Question 6a – 3 marks**

In Interpretation A, the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing. 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 the historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing + 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 historian argues that most people in Elizabethan England did not share the views of the Puritans about dancing 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 author. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.

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

For example:

- The historian makes it clear that dancing was very popular, calling it a mania (1). It is clear that all classes in society and all ages are taken with dancing (1) showing that they did not agree with the views of Puritans (1) She goes on to show how Puritans disliked dancing by mentioning that they thought it was moral threat and led to lost work (1).*
- The historian emphasises that dancing was very popular (1). She cites a foreign observer who comments on how good the English are at dancing and music (1). She then makes the point that by criticising it, Puritans were bound to be unpopular (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 popular culture in Elizabethan England.	
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
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).	<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: reasons for Puritan attacks on Elizabethan pastimes (causation); impact of Puritan attacks on people's activities (consequence); comparison of impact of Puritan beliefs across different areas of the country or within different groups, rich/poor, etc. (diversity, ie similarity & difference); how far Elizabethan pastimes changed within the period 1580-1603 (change and continuity); how far the other ideas of the Puritans were shared by the rest of the country (diversity).</i>
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.	

<p>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 popular culture in Elizabethan England.</p>	
<p>Guidance and indicative content</p>	
<p>Level 3 (5 marks)</p>	<p>Answers at L3 will typically identify one or more valid lines of enquiry based on a second order concept and explain specifically how this enquiry would increase understanding of a specific aspect of Interpretation A e.g.</p> <p><i>[Diversity]</i> <i>I would investigate the types of dances there were apart from ‘morris dances and jigs’ and what other pastimes people had, such as theatres. This would allow us to understand more about popular culture in Elizabethan England.</i></p> <p>Nutshell: Valid line of enquiry with explanation of how this would improve understanding, using Interpretation A</p>
<p>Level 2 (3-4 marks)</p>	<p>Answers at L2 will typically identify one or more valid lines of enquiry based on a second order concept and explain how this enquiry would increase understanding of some aspect(s) of the topic / issue e.g.</p> <p><i>[Diversity]</i> <i>I would investigate the types of dances there were and what other pastimes people had, such as theatres. This would allow us to understand more about popular culture in Elizabethan England.</i></p> <p>Nutshell: Valid line of enquiry with explanation of how this would improve understanding</p>
<p>Level 1 (1–2 marks)</p>	<p>Answers at L1 will identify a valid line of enquiry based on a second order concept (2 marks) eg</p> <p><i>I would the differences between rich and poor dances.</i></p> <p>Nutshell: Valid line of enquiry</p> <p>Alternatively, L1 answers may identify details from Interpretation A and suggest further investigation into them (1-2 marks) eg</p> <p><i>I would find out what kind of dancing they are doing.</i></p> <p>Nutshell: Find out more about people / events / objects in Interpretation A</p>
<p>0 marks</p>	

Question 7–12 marks	
Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences?	
Levels	Notes and guidance specific to the question set
<p>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</p>	
<p>Level 4 (10–12 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a very detailed analysis of similarities and/or differences between the interpretations and gives a convincing and valid explanation of reasons why they may differ. There is a convincing and well-substantiated judgment of how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	<p><i>Answers could consider:</i></p> <ul style="list-style-type: none"> • <i>Comparison provenance and source type alone, eg B is from 2006, C from 2015; B is from a local news website, C is from an online article for international readers.</i> • <i>Individual points of similarity/difference in content: both acknowledge Raleigh’s role in bringing back tobacco to England; both acknowledge the fame of explorers (B calls Raleigh a ‘famous explorer’ and C quotes the Prime Minister saying ‘great explorers’). B mentions Raleigh’s knighthood; C doesn’t. C discusses Raleigh’s colonisation of Virginia; B doesn’t.</i> • <i>Differences in the overall message about or portrayal of the adventurers: B is a very positive portrayal of Raleigh as a hero or glorifies his contribution (expensive statue dedicated to him; MP calls him ‘local hero’ and says he is ‘delighted’; unveiling given royal ceremony) whereas C portrays the adventurers in a very negative light as ‘pirates’ and pillagers; it emphasises the violence involved in their activities and is sarcastic about the achievements, eg tobacco.</i> • <i>Developed reasons for differences – purpose / audience, eg B was written to commemorate Raleigh’s contributions and for a local audience who are proud that someone so famous was born</i>
<p>Level 3 (7–9 marks) Analyses the interpretations and identifies some features appropriate to the task. Offers a detailed analysis of similarities and/or differences between the interpretations and gives a valid explanation of reasons why they may differ. There is a generally valid and clear judgment about how far they differ, in terms of detail or in overall message, style or purpose (AO4).</p>	
<p>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).</p>	
<p>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).</p>	
<p>0 marks</p>	

No response or no response worthy of credit.

in the village. It is unlikely to say anything too negative about Raleigh. C's purpose is to persuade readers that British people are too 'rosey-eyed' and nostalgic about famous figures from history and aims to focus only on the damaging evidence. C is also using the adventurers to criticise the Prime Minister.

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.

Question 7–12 marks	
Interpretations B and C both focus on Elizabethan adventurers. How far do they differ and what might explain any differences?	
Guidance and indicative content	
Level 4 (10-12 marks)	<p>Answers at L4 will typically compare the overall portrayal of Elizabethan adventurers and support this with relevant reference to the content of the interpretations. They will use the purpose/audience of one or both of the interpretations to explain reasons for different portrayals, e.g.</p> <p><i>B is a very positive portrayal of Raleigh as a hero and glorifies his contribution. He has had an expensive statue dedicated to him and the MP calls him a 'local hero' whereas C portrays the adventurers in a very negative light as 'pirates' and pillagers. It emphasises the violence involved in their activities and is sarcastic about the achievements, like the tobacco. I think the reason that B is more positive is because B was written to commemorate Raleigh's contributions and for a local audience who are proud that someone so famous was born in the village. It is unlikely to say anything too negative about Raleigh.</i></p> <p>[Other possible lines of argument might include: Devon Tourism / BAT promotion in Interpretation B, C's purpose is to persuade readers that British people are too 'rosey-eyed' and nostalgic about famous figures from history and aims to focus only on the damaging evidence. C is also using the adventurers to criticise the Prime Minister.]</p> <p>Nutshell: Valid comparison of portrayals in B and C, with support. Difference explained with specific purpose of B or C NOTE: Award 10-11 marks for candidates who use the purpose of <u>one</u> interpretation to explain difference in portrayals. Award 12 marks for candidates which use the purpose of <u>both</u> interpretations to explain difference in portrayals.</p>
Level 3 (7-9 marks)	<p>Answers at L3 will typically compare the message/overall portrayal of Elizabethan adventurers and support this with relevant reference to the content of the interpretations. Answers at this level may attempt to explain differences using undeveloped comments about provenance e.g.</p> <p><i>B is a very positive portrayal of Raleigh as a hero and glorifies his contribution. He had had an expensive statue dedicated to him and the MP calls him 'local hero' whereas C portrays the adventurers in a very negative light as 'pirates' and pillagers. It emphasises the violence involved in their activities and is sarcastic about the achievements, like the tobacco.</i></p> <p>Nutshell: Valid comparison of portrayals in B and C with support from one or both interpretations. NOTE: Answers with support from only one interpretation award 7 marks</p>
Level 2 (4-6 marks)	<p>Answers at L2 will typically use the content of the interpretations to compare individual points of similarity and/or difference e.g.</p> <p><i>Both acknowledge Raleigh's role in bringing back tobacco to England.</i></p> <p>Nutshell: Selects individual points of similarity or difference</p>

	<p>Answers at L2 will typically make a valid comparison of the message/overall portrayal of Elizabethan adventurers but fail to develop this with relevant support, e.g. <i>Interpretation B suggests that Raleigh is a real hero but C is very negative about him.</i> Nutshell: Valid comparison of portrayals with no support</p>
<p>Level 1 (1–3 marks)</p>	<p>Answers at L1 will typically make simplistic comments about provenance e.g. <i>They are different because they were written at different times / they are similar because they are both from websites.</i> Nutshell: Comparison of simplistic provenance</p> <p>Alternatively, answers will explain or paraphrase the portrayal of Elizabethan adventurers in one interpretation only, with no valid comparison e.g. <i>Interpretation B is a very positive portrayal of Raleigh as a hero.</i> Nutshell: Portrayal of adventurers in one interpretation explained with no valid comparison</p>
<p>0 marks</p>	

<p>Question 8*–20 marks</p> <p>In his 1956 book, ‘A History of the English-Speaking Peoples’, former Prime Minister and historian Winston Churchill argued that there was ‘harmony’ between Elizabeth and Parliament during her reign. How far do you agree with this view?</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of Elizabeth and her parliaments. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. Answers are most likely to show understanding of the second order concepts of causation and consequence (why there was opposition from Parliament or why agreements were reached) and similarity and difference (diversity of experience among different groups within Parliament, eg Puritan opposition) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Elizabeth set strict limits on what Parliament could discuss so debate on her marriage and the succession was limited; Elizabeth used Parliament less than other Tudor monarchs</i></p>

<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>so again opportunity for discord was limited; Elizabeth's usual solution to disagreement was to compromise, eg over monopolies; the vast majority of MPs could be relied upon to vote as Elizabeth wished; most of the day-to day business in Parliament passed without difficulty or opposition. Candidates may cite views of revisionist historians like Elton and Graves, although this is not necessary.</i></p>
<p>Level 2 (5–8 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	<p><i>Grounds for disagreeing include: 'Harmony' covers up the fact that Parliament's powers were limited, eg Elizabeth imprisoned Wentworth for pressing her name a Protestant successor; there was much debate on foreign policy and the succession stirred up by Walsingham and Cecil; there was opposition from Puritans like Stubbes who criticised the Queen despite brutal punishment; there was opposition from MPs over monopolies. Candidates may cite views of historians like Neale, although this is not necessary.</i></p>
<p>Level 1 (1–4 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response worthy of credit.</p>	

Question 8*–20 marks	
In his 1956 book, ‘A History of the English-Speaking Peoples’, former Prime Minister and historian Winston Churchill argued that there was ‘harmony’ between Elizabeth and Parliament during her reign. How far do you agree with this view?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least 4 valid examples. For 20 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies.</i></p> <p><i>On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London. Also, there were disagreements about the succession and foreign policy. William Cecil and Walsingham used their influence over MPs to stir up debate in Parliament and force the Queen’s hand over things like war with Spain.</i></p> <p><i>Overall, I don’t agree. If there was limited disagreement or ‘harmony’ much of the time, this was because Parliament’s powers were limited and not because there was genuine agreement.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</p>
Level 4 (13-16 marks)	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by at least three valid examples e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies. On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support</p>

	<p>NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three.</p> <p>NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p>
<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. Also, Elizabeth was usually ready to compromise so that agreement could be reached. For example, in 1601, she accepted that she had to cancel some monopolies.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited. On the other hand there are numerous examples of disagreements, especially with the Puritan MPs. For example, Elizabeth imprisoned the Puritan MP Wentworth for pressing her to reassure the people and name a Protestant successor. He died in the Tower of London</i></p> <p>Nutshell: Balanced argument; one explained point on each side</p> <p>NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There is evidence to support the statement. Elizabeth successfully limited discord with Parliament by controlling opportunity for disagreement. She set strict limits on what Parliament could discuss, so debate on her marriage and the succession was limited. She used Parliament less than other Tudor monarchs so again opportunity for discord was limited.</i></p> <p>Nutshell: One sided argument; one explained point of support</p> <p>NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p>
<p>Level 1 (1-4)</p>	<p>Level 1 answers will typically identify areas of agreement and/or disagreement without full explanation, e.g.</p>

marks)	<p><i>No, I don't agree because there was disagreement over the succession.</i></p> <p>Nutshell: Identification of reason(s) without explanation</p> <p>Alternatively, Level 1 answers will typically describe actions of Elizabeth/relevant events OR make general, unsupported assertions e.g. <i>Parliaments were not called very much under Elizabeth. Parliament wanted Elizabeth to marry.</i> OR <i>No, there wasn't harmony – Elizabeth controlled Parliament.</i></p> <p>Nutshell: Description of Elizabeth's actions or related events without addressing the question OR general, unsupported assertions.</p>
0 marks	

<p>Question 9*–20 marks</p> <p>In her 2014 book <i>God’s Traitors: Terror and Faith in Elizabethan England</i>, historian Jessie Childs argues that Elizabeth I was ‘determined to kill off Catholicism in her country.’ How far do you agree with this view?</p>	
<p>Levels</p> <p>AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. Maximum 5 marks</p> <p>AO2 Explain and analyse historical events and periods studied using second-order historical concepts. Maximum 5 marks</p> <p>AO4 Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. Maximum 10 marks</p>	<p>Notes and guidance specific to the question set</p>
<p>Level 5 (17–20 marks)</p> <p>Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<p><i>Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature or extent of the Catholic threat.</i></p> <p><i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description.</i></p> <p><i>Answers are most likely to show understanding of change and continuity (how far Elizabeth’s responses to Catholics changed across the period) and similarity and difference (diversity of responses to Catholics) but reward appropriate understanding of any other second order concept.</i></p>
<p>Level 4 (13–16 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).</p> <p>Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).</p> <p><i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></p>	<p><i>Grounds for agreeing include: Act of Uniformity fined Catholics for non-attendance at Protestant services; tighter control brought in after 1581, eg Act of Persuasions and Act Against Priests; Recusancy Act financially crippled Catholics; Act Restraining Recusants socially isolated them; Catholics arrested, tortured and punished, eg Campion and Clitherow; spies like Walsingham hunted down Catholics; evidence against Mary</i></p>

<p>Level 3 (9–12 marks)</p> <p>Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1).</p> <p>Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	<p><i>Queen of Scots was forged; MQS was then executed following the Babington plot; by 1603 almost all of England's Catholics has given up their faith or were attending Protestant church services without complaint.</i></p> <p><i>Grounds for disagreeing include: Relative leniency at the start of Elizabeth's reign, eg Act of Uniformity only fined Catholics if they refused to attend Protestant services; Elizabeth allowed Catholics to attend court; Thomas Tresham made Sheriff of Northamptonshire 1573; in strong Catholic areas she did not insist that JPs strictly enforce church attendance; she believed that Catholic community would slowly die away rather than her having to 'kill it off'; Elizabeth did not technically make it illegal to hold Catholic beliefs; Elizabeth refused to sign Mary Queen of Scots' death warrant for several weeks so not necessarily 'determined' to end Catholic threat at all costs.</i></p>
<p>Level 2 (5–8 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).</p> <p><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p>Level 1 (1–4 marks)</p> <p>Demonstrates some knowledge of features and characteristics of the period (AO1).</p> <p>Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).</p> <p>Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.</p> <p><i>The information is communicated in a basic/unstructured way.</i></p>	
<p>0 marks</p> <p>No response or no response worthy of credit.</p>	

Question 9*–20 marks	
In her 2014 book <i>God’s Traitors: Terror and Faith in Elizabethan England</i>, historian Jessie Childs argues that Elizabeth I was ‘determined to kill off Catholicism in her country.’ How far do you agree with this view?	
Guidance and indicative content	
Level 5 (17-20 marks)	<p>Level 5 answers will typically set out a balanced argument explicitly supported by at least four valid examples. For 20 marks, candidates must present a valid clinching argument e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged.</i></p> <p><i>On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only fined Catholics if they refused to attend Protestant services. Elizabeth also allowed Catholics to attend court and hold important positions – Thomas Tresham was made Sheriff of Northamptonshire 1573.</i></p> <p><i>Overall I think that it would be unfair to say that the Elizabeth was ‘determined’ to ‘kill off’ Catholicism. She was against Catholicism but thought it more likely that it would die out by itself. Had she been ‘determined’ to kill it off at all costs, she would not have refused to sign Mary Queen of Scots’ death warrant for several weeks.</i></p> <p>Nutshell: Balanced argument; two valid supporting examples each side <u>OR</u> three on one side and one on the other. Clinching argument = 20 marks</p> <p>NOTE: Please see MS guidance on page above for many more valid examples.</p>
Level 4 (13-16 marks)	<p>Level 4 answers will typically construct a balanced or one-sided answer explicitly supported by three valid examples e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged. On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only</i></p>

	<p><i>fined Catholics if they refused to attend Protestant services.</i></p> <p>Nutshell: Balanced or one-sided argument; three explained points of support NOTE 1: Answers at L4 may attempt more than three points but only provide explicit supporting evidence for three NOTE 2: It is likely that candidates at this level will attempt a clinching argument but this will be more of a summary or assertion/repetition of earlier arguments.</p>
<p>Level 3 (9-12 marks)</p>	<p>Level 3 answers will typically construct a one-sided answer explicitly supported by two valid examples e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. Also, Elizabeth took harsh action against Catholic plotters. In 1586, Mary Queen of Scots was also executed following her involvement in a plot to kill Elizabeth; some of the evidence against her was even forged.</i></p> <p>Nutshell: One sided argument, two explained points of support</p> <p>Alternatively, Level 3 answers will construct a balanced argument with each side explicitly supported by one example, e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine. On the other hand, Elizabeth showed relative leniency at the start of her reign. For example, the Act of Uniformity only fined Catholics if they refused to attend Protestant services.</i></p> <p>Nutshell: Balanced argument; one explained point on each side NOTE: Answers at L3 may attempt more than two points but only provide explicit supporting evidence for two</p>
<p>Level 2 (5-8 marks)</p>	<p>Level 2 answers will typically construct a one-sided argument explicitly supported by one valid example, e.g.</p> <p><i>There are several reasons to agree with the statement. Elizabeth brought in much tighter restrictions against Catholics. For example, she had passed and continued to use the Act of Uniformity in 1559 which meant that everyone had to attend a Protestant church service with the bible in English. Those who did not were made to pay a fine.</i></p> <p>Nutshell: One sided argument; one explained point of support NOTE: Answers at L2 may attempt more than one point but only provide explicit supporting evidence for one</p>

Level 1 (1-4 marks)	<p>Level 1 answers will typically identify evidence for/against the statement without full explanation, e.g. <i>Yes, Elizabeth passed the Act of Uniformity.</i> Nutshell: Identification of evidence without explanation.</p> <p>Alternatively, Level 1 answers will typically describe related events during the period but fail to explain how they address the question OR make general, unsupported assertions e.g. <i>In 1580 the Jesuit priests arrived in England. Recusants were people who refused to attend protestant church services. OR Yes, Elizabeth was a Protestant and against Catholics.</i> Nutshell: Description of related events without consideration of Elizabeth's actions OR general, unsupported assertions</p>
0 marks	

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