

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

HISTORY A (SCHOOLS HISTORY PROJECT)

1935/11

PAPER 1 (DEVELOPMENT STUDY WITH ELIZABETHAN ENGLAND)

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS TO EXAMINERS

QUALITY OF WRITTEN COMMUNICATION

In their answers to part (c) of the following questions, candidates should be given credit for the Quality of their Written Communication: Development Study questions 2, 3 and 4; Depth Study questions 2 and 3. This includes: clarity of expression; structure of arguments; presentation of ideas; grammar; punctuation and spelling. It is an integral part of Assessment Objective 1.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality communication skills.

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course, and their ability to use Source material and/ or contextual knowledge to illustrate this understanding. These concepts, and the ability to use and evaluate Source material, are central, not only to the Schools History Project, but also to GCSE History, and it is, therefore, upon these that the mark scheme focuses.
- 2 The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- 3 Targets, which are closely related to the Assessment Objectives for the course, are given for all questions. The mark scheme is constructed to assess the level of understanding or skill needed to approach those targets. Examiners should remember that the weightings for the Assessment Objectives in this paper are AO1 – 88%, AO2 and AO3 – 12%.
- 4 This type of mark scheme, in rewarding the level of understanding/ skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **must** be rewarded within the mark band for that level, whether or not s/he includes lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **must not** be placed in a lower level than the one to which the answer corresponds.
- 5 Marks are **not cumulative** for any question. Please do not try to count up marks for 'points' made.
- 6 Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- 7 It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks should not be used.
- 3 Do not transfer marks from one part of a question to another.
- 4 Examples of responses which are given within the levels are intended to act as examples only. They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the **level description**. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
- 5 If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
- 6 Where a band of marks is allocated to a level specific instructions may be given about discrimination within that level. When such instructions are not given the following instruction should **always** be followed:
 - in a 2 mark band award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;
 - in a 3 mark band award the middle mark unless the answer is particularly strong or weak.
- 7 Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks and to the necessity to adjust examiners' marking standards before the Award.
- 8 Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3 and the mark in the right hand margin). This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of the examiner's allocation. It is important, therefore, once you have mastered the mark scheme that you maintain the same standard of marking throughout all batches of your scripts.
- 9 Once the candidate's response has been placed in a level, the quality of written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

MEDICINE THROUGH TIME

1(a) Study Sources A and B. What do these Sources tell you about attitudes towards public health? Use the Sources and your knowledge to explain your answer.

Target: AO1 (2 marks) and AO2 (ability to make inferences from Sources, 2 marks)

Level 1: Answers that describe the public health provision in the Source(s) [1]

These answers describe what is in the Sources rather than inferring attitudes towards public health.

e.g. 'In Source A there are lots of different baths for people. In Source B there is only one but it looks very dirty.'

Award 1 mark even if only one Source is covered.

Level 2: Answers that infer valid attitude(s) – unsupported [1-2]

These answers go further than surface information and infer valid attitude(s).

e.g. 'These Sources tell you a lot about attitudes because Source A tells you that the Romans thought public health was very important but in Source B they do not seem so bothered about public health.'

Award 1 mark for one Source and attitude, 2 marks for two Sources and attitudes.

Level 3: Valid attitude(s) supported by evidence from Source(s) [3-4]

These answers support valid attitudes with evidence from the Source(s) and will be informed by contextual knowledge.

e.g. 'Source A shows that the Romans thought public health was very important. This bathhouse would have been expensive to build. It is a large complex with lots of different types of baths. To go to this trouble and expense they must have thought public health was important.'

Award 3 marks for one supported attitude, 4 marks for two supported attitudes.

1(b) Study Source C. Why do you think this cartoon was published at this time? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 2 marks)

Level 1: Answers based on the surface information of the Source [1]

These answers describe the surface information that can be taken from the Source. They fail to understand that a point was being made about public health.

e.g. 'It was published to show people what water pumps were like.'
'It was published to show how people were dressed at that time.'

Level 2: Answers assert that it was to show how poor public health/the drinking water was [2-3]

These answers demonstrate an understanding of the message of the cartoon but there is no support from the details of the cartoon or contextual knowledge.

e.g. 'This cartoon was published to show everyone how unhealthy the drinking water was.'

Level 3: As for level 2 but answers are supported either from details of the cartoon OR from contextual knowledge [3-4]

These answers either explain how details in the cartoon support the message or use contextual knowledge to support the suggested purpose. Answers which answer the 'at this time?' part of the question will almost certainly be using contextual knowledge.

e.g. 'This cartoon was published to warn people about the dirty drinking water. You can tell this because it says under the cartoon 'Death's Dispensary,' which means that it is handing out death to people.'
'This cartoon was published at this time because this was after John Snow had shown how cholera was spread through drinking water. So the cartoon was warning people about this.'

Level 4: As for level 2 but supported from details in the cartoon AND by contextual knowledge [5]

e.g. 'This cartoon was published at this time because Pasteur had just proved that germs caused disease and it is warning people about the germs in the water. The cartoon shows how dangerous the water is by the skeleton which represents death giving out water to the people.'

1(c) Study Sources C and D. Do these Sources fully explain why public health in Britain was improved in the second half of the nineteenth century? Use the Sources and your knowledge to explain your answer.

Target: AO1 (5 marks) and AO2 (comprehension of Sources, 1 mark)

Level 1: Unsupported assertions [1]

These answers will assert for example that the other factors, or that these Sources do fully explain, but no evidence will be provided.

e.g. 'These Sources do not fully explain why public health improved, there were many other reasons.'

Level 2: Contextual knowledge used to reach obvious points about Sources C and D [2-3]

These answers will not go beyond the obvious points about these Sources, for example, explaining how sewers help public health or stating that illnesses caused by bad water led to reform of public health. Some contextual knowledge will be displayed.

e.g. 'Source C does explain why public health was improved. Once people began to realise that dirty water was killing people councils started to provide supplies of clean water.'

OR

Answers that identify other valid factors [2-3]

e.g. Chadwick, Snow, Public Health Acts, cholera, Pasteur, 1867 Reform Act, use of new statistics.

Level 3: Others factors explained [4-5]

These answers explain the contribution of other factors. These answers will not link these factors with the ones in Sources C or D.

Level 4: Answers that use contextual knowledge to link other factors with Sources C or D [6]

These answers will demonstrate detailed contextual knowledge by explaining the importance of the factors in Sources C and D by linking them with other factors. For example, they might explain the story of John Snow or Pasteur or the work of Chadwick, or the Public Health Acts, or the impact of cholera. What characterises this level is that these factors are linked to the factors in Sources C or D.

e.g. 'The new sewers in Source D do explain why public health improved. They were probably built after the 1848 Public Health Act. This was as a result of Chadwick's research, which showed that poverty and unemployment were causes by poor public health. The 1848 Act led to some towns building sewers and this was a major step forward as it got rid of the waste which was causing disease.'

2 Important advances were made in medicine by the Ancient Egyptians, the Ancient Greeks and the Romans

2(a) Explain the Theory of the Four Humours.

Target: AO1

One mark for each valid point identified

Valid points include: a natural explanation, the body made up of four humours, names of the humours, illness caused by humours being out of balance, weather, diet, lifestyle affected the humours, led to natural treatments.

e.g. 'This theory said that the body was made up of four humours. These included yellow bile and phlegm.' = 3 points = 3 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The Theory of the Four Humours claimed that disease had natural causes. It was caused by the humours in the body getting out of balance - this could be caused by cold weather or eating too much. It led to people using natural treatments like blood letting to get rid of the humour that was in excess.' = 1 point and 2 explanations = 5 marks.

2(b) Why did the Ancient Greeks make more advances in medicine than the Ancient Egyptians? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Ancient Greeks made more advances because they knew more about medicine and worked much harder to try and make progress.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation. Reasons might include: Greeks - the ideas of the philosophers, contact with other civilisations, observation of the natural world, great individuals; Egyptians - predominance of supernatural beliefs, discoveries about the body were made by chance.

e.g. 'The Greeks made more progress in medicine because they had great people like Hippocrates.'

2 marks for one valid reason, 3 marks for two, 4 marks for three. Award 4 marks to answers that give a reason why the Greeks made more progress and a reason why the Egyptians did not make so much.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'The Greek philosophers helped the Greek doctors. They observed the world and tried to understand how it worked. This led to natural explanations, such as the idea that everything was made up of four elements. This led to doctors observing the body and looking for natural reasons for illness like the Four Humours which, in turn, led to natural treatments like purging.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified, Award 7 marks for two reasons explained.

2(c) Who made the more important contribution to the development of medicine, the Ancient Greeks or the Romans? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Greeks were much more important than the Romans because they discovered a lot more new ideas and made medicine much better.'

Level 2: Identifies specific examples of Greeks OR Romans contributing to the development of medicine [2-3]

These answers will demonstrate specific contextual knowledge by identifying examples. Examples will be identified - there will be no explanation of their importance. Examples will only be given for Greeks or Romans; not both. Examples might include: Greeks – the Theory of the Four Humours; natural explanations and treatments; clinical method of observation; prevention - exercise, personal hygiene; Romans - public health systems; use of opposites; importance of siting of settlements; importance of clean water; importance of personal hygiene.

2 marks for one example, 3 marks for two.

Level 3: Identifies examples of both Greeks AND Romans contributing to the development of medicine [4]

These answers will demonstrate specific contextual knowledge by identifying examples for both Greeks and Romans. Examples will be identified - there will be no explanation of their importance.

e.g. 'Both the Greeks and the Romans were important. The Romans built public health systems while the Greeks were the first to develop natural explanations for illness.'

Level 4: Explains example(s) for Greeks OR Romans [5-6]

These answers explain examples of the achievements of either the Greeks or the Romans. The achievements are explained but their long term significance in the history of medicine is not.

e.g. 'The Romans made a more important contribution because they built public health systems. They realised how important it was to give people clean drinking water and to get rid of sewage. They built pipes and aqueducts to bring in fresh water and huge sewers to take the waste away. They also built public baths so people could keep clean.'

Award 5 marks for one example explained and one identified.

Level 5: Explains example(s) for Greeks AND Romans [6-7]

These answers explain examples of the achievements of both the Greeks and the Romans. The achievements are explained but their long-term significance in the history of medicine is not.

Level 6: Explains why the achievements of Greeks OR Romans were important in the long-term [7]

These answers explain how the achievements of the Greeks or the Romans affected the later development of medicine.

e.g. 'The Greeks were more important in the history of medicine as they first came up with the idea that illness had natural causes and the body should be studied very carefully. These ideas were revived in the Renaissance and led to more discoveries such as the circulation of the blood. This would not have been possible without the Greeks.'

Level 7: Explains why the achievements of Greeks AND Romans were/were not important in the long term [8]

These answers explain how the achievements of the Greeks and the Romans affected the later development of medicine. These may be in positive or negative ways. An attempt will be made to reach a conclusion about who was more important.

3 Individuals have made important contributions to the development of medicine. Choose one of the following individuals: Andreas Vesalius; Joseph Lister; James Simpson; Alexander Fleming. For the individual you have chosen:

3(a) Briefly explain the contribution he made to the development of medicine.

Target: AO1

One mark for each valid point identified

Valid points include: Vesalius - dissected bodies, showed Galen was wrong about structure of body; Lister - carbolic spray, applied ideas of Pasteur, patients dying of infection during surgery before Lister; Simpson - problem of pain, use of chloroform, discovered by chance, used in childbirth, Queen Victoria, promoted chloroform; Fleming - discovery of penicillin, realises its significance, his work taken up later by others.

e.g. 'Vesalius was important in the history of medicine because he dissected human bodies.' = 1 point = 1 mark.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'Vesalius was important because he realised how important it was to study the human body to find out how it was structured. He dissected bodies and then wrote a book about the structure of the human body which helped other doctors = 1 point and 2 explanations = 5 marks.'

3(b) Were his ideas welcomed by people at the time? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'No, Simpson's ideas were not welcomed at the time because lots of people opposed them.'

Level 2: Identifies specific examples [2-4]

These answers will demonstrate specific contextual knowledge by identifying examples of opposition/support or reasons for opposition/support. These will be identified - there will be no explanation.

They might include: Vesalius - religious objections to dissection, opposition to the idea that Galen was wrong, printing press helped spread of his ideas; Lister - support of people like Florence Nightingale, did not always work, did not know about germ theory, too much trouble for doctors/nurses, carbolic acid unpleasant for doctors; Simpson - worry about side-effects, dosage wrong and patients died, religious opposition, use by Queen Victoria; Fleming lack of interest because could not purify the juice, lack of chemical help, refused grants, taken up by Florey and Chain, pure penicillin mass-produced because of the war, widely used.

2 marks for one valid reason, 3 marks for two, 4 marks for three. Award 4 marks to answers which give a reason for/example of both opposition and support.

Level 3: Explains one specific example of opposition OR support [3-5]

These answers explain one example of opposition or support.

e.g. 'Vesalius was opposed by a lot of people at the time. They did not like the fact that he was claiming that Galen had been wrong about the structure of the human body. Galen had worked in Roman times and his books about the body had been used since then by doctors. Galen was almost regarded as a God and everybody accepted his ideas. Nobody dared to question him, especially because the Church supported his ideas. This was why Vesalius had so much opposition for his ideas.'

Level 4: Explains more than one specific example of opposition OR support [6-7]

These answers explain more than one specific example of opposition or support.

Award 6 marks for one example explained and another identified.
Award 7 marks for two examples explained.

Level 5: Explains a specific example of opposition AND support

[7]

These answers will explain examples of both opposition and of support.

3(c) Was individual brilliance the only reason why he was able to make an important contribution to the development of medicine? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'No individual brilliance was not the only reason, there were other reasons like other people helping him with his work.'

Level 2: Identifies specific examples of the individual's brilliance OR of other factors [2-3]

These answers will demonstrate specific contextual knowledge by identifying examples of individual brilliance or of other factors. Examples will be identified - there will be no explanation of their importance.

Other factors include: Vesalius - the invention of the printing press, the Renaissance; Lister - the work of Pasteur, the use of carbolic acid in sewers; Simpson - the work of Davy and Wells, the role of chance.

e.g. 'Lister would not have made his discovery without the work of Louis Pasteur.'

2 marks for one example, 3 marks for two.

Level 3: Identifies examples of both the individual's brilliance AND of other factors [4]

These answers will demonstrate specific contextual knowledge by identifying examples of both individual brilliance and other factors. Examples will be identified - there will be no explanation of their importance.

Level 4: Explains example of individual brilliance OR of one other factor [5-7]

These answers explain examples of individual brilliance or of other factors.

e.g. 'Fleming did not do the work on penicillin by himself. He did not fully realise how important it was and he could not make large quantities of it. Florey and Chain did the later work. They saw an article by Fleming about penicillin and found a way of producing pure penicillin juice. They also carried out tests to show that it would kill germs without harming the patient. Finally they found a way of mass producing the pure penicillin. If it had not been for them the discovery of penicillin would have been useless.'

Award 5 marks for explanations of individual brilliance.

Level 5: Explains examples of more than one other factor [7-8]

These answers explain examples of more than one other factor.

Level 6: Explains examples of individual brilliance AND of another factor [8]

These answers explain both roles of the individual and of another factor.

4 For a long time three main problems prevented progress being made in surgery. These problems were pain, infection and bleeding.

4(a) Briefly explain any two of these problems.

Target AO1

One mark for each valid point identified

Valid points include: Pain - reasons why painful, it prevented long operations, surgeons had to work fast, patients died of shock; Infection - many patients died from infection, lack of hygiene precautions; Bleeding - bleeding to death, tying blood vessels with thread not effective, blood transfusions not effective, no knowledge of blood groups.

e.g. 'Pain was a real problem because the patient would be jumping up and down during the operation. They used to knock people out before the operation.' = 2 points = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'Pain was a real problem during operations. They did use ether as an anaesthetic but it caused problems. Because of the pain surgeons worked as fast as they could and often made mistakes. This also meant that the quickest surgeons were regarded as the best when really they might not be.' = 1 point and 2 explanations = 5 marks.

4(b) Why was there little success in dealing with these three problems before the nineteenth century? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'There was not much success because people did not know what the answer was. They did not know enough about medicine to find answers.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation.

Reasons might include: Pain - religious belief that pain was natural, problems with laughing gas and ether; Infection - germs not known or understood, belief in poisonous miasma in wards, belief in spontaneous generation; Bleeding - lack of understanding about blood and blood groups - drinking blood, use of dogs for transfusions, blood clotted during transfusions, could not store blood.

e.g. 'They had little success with bleeding because the blood clotted and people still died after blood transfusions.'

2 marks for one valid reason, 3 marks for two, 4 marks for three.
Award 4 marks to answers that give a reason for more than one problem.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'They made little progress in dealing with the problem of bleeding because they had no way of carrying out successful transfusions. They realised that lost blood should be replaced but they could not do this successfully because they did not understand that there are different types of blood and different blood groups. They tried to give people blood from dogs, which the human body rejected. They then used human blood but because they did not know that people have different blood groups the blood was sometimes rejected.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

Level 5: Explains reasons for more than one problem [7]

4(c) How far had these three problems been overcome by the end of the nineteenth century? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'These problems had mainly been overcome but there were still a few things that had not been solved.'

Level 2: Identifies ways in which problems had been overcome OR not overcome by end of century [2-3]

These answers will demonstrate specific contextual knowledge by identifying examples. Examples will be identified - there will be no explanation.

*e.g. overcome - carbolic spray, chloroform;
not overcome - no effective blood transfusions, no storage of blood.*

2 marks for one example, 3 marks for two.

Level 3: Identifies examples of both problems being overcome AND not being overcome [4]

These answers will demonstrate specific contextual knowledge by identifying examples of both problems being overcome and problems not being overcome. Examples will be identified - there will be no explanation of their importance.

e.g. 'Some problems were overcome like pain by the use of chloroform, but bleeding was not yet solved because they could not replace lost blood.'

Level 4: Explains example(s) of problems overcome OR of problems not overcome [5-6]

These answers explain examples of either problems overcome or of problems not overcome.

e.g. 'The problem of infection had been largely overcome by the end of the nineteenth century. This was because of the work of Joseph Lister. He developed the antiseptic spray, which sprayed a mist of carbolic into the air around the operation. This killed the germs in the air and the number of people dying from infections in operations fell quickly. By the end of the century other ways of stopping infection during operations were being used like the use of rubber gloves and sterilised caps and masks.'

Award 5 marks for one example explained and one identified.

Level 5: Explains example(s) of problems overcome AND problems not overcome

[7-8]

These answers explain examples of both problems overcome and problems not overcome.

For 8 marks candidates must explain at least two problems overcome.

CRIME AND PUNISHMENT THROUGH TIME

1(a) Study Source A. Why were vagrants punished in these ways in the sixteenth century? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO2 (comprehension of Sources, 1 mark)

Level 1: Answers that describe the punishments in Source A [1]

These answers describe the punishments rather than explaining why they were used for vagrants.

e.g. 'Vagrants were dragged through the streets and some were even hanged. This was their punishment.'

OR

Everyday empathy [1]

These answers will simply claim that the people responsible for the punishments were cruel, or that they hated vagrants.

Level 2: Identifies valid attitude towards vagrants – unsupported [2]

These answers identify a valid attitude for example vagrants were feared, regarded as dangerous, vagrancy was regarded as a terrible crime. These answers will have no explanation.

Level 3: Describes what vagrants did [3]

These answers describe what vagrants did but fail to go on and explain why they were feared so much.

e.g. 'Vagrants were punished like this because they did not work and simply went round begging all the time. They went round in large groups and sometimes terrorised whole villages.'

Level 4: Explains why they were punished harshly [4]

These answers do explain why the punishments for vagrants were harsh.

e.g. Puritan attitudes towards not working, the large number of vagrants at certain times such as bad harvests, the threat they posed to law and order, the fears of the ruling classes, as an example to other vagrants.

1(b) Study Source B. Why do you think this engraving was published shortly after 1605? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 2 marks)

Level 1: Answers that make assertions based on surface information of the Source [1]

These answers used surface information to infer a reason.

e.g. 'This engraving was published to frighten people and show them what would happen if they caused trouble.'

Level 2: Answers that use contextual knowledge to identify valid reasons for this particular portrayal of events [2-3]

These answers will use contextual knowledge of the period to identify valid reasons.

e.g. to stop people supporting Catholics.

Level 3: Answers that use contextual knowledge to explain this particular portrayal of events [4-5]

These answers will use contextual knowledge of the period to identify the reason(s) for this particular portrayal.

e.g. 'This engraving was published shortly after Catholics tried to blow up the houses of Parliament. They wanted to take over the country. The government has made the punishment look as horrible as possible and has published this engraving to deter Catholics from causing trouble. There were many Catholics in the country and the government was worried about them.'

1(c) Study Sources C and D. How far do these two Sources prove that the life of a prisoner in the nineteenth century was an easy one? Use the Sources and your knowledge to explain your answer.

Target: AO1 (4 marks) and AO2 (ability to make inferences from Sources, 2 marks)

Level 1: Unsupported assertions [1]

These answers will assert that the Sources do/do not prove, but there will be no support from the content of the Sources or contextual knowledge.

e.g. 'These Sources do not prove prisoners had an easy life because they had a terrible time as these pictures show.'

Level 2: Answers restricted to the surface information in the Sources [2]

These answers will not demonstrate any contextual knowledge but they will use the surface information in the Sources.

e.g. 'These Sources show that the prisoners had a hard time. In one picture they are locked up in a cage and are crowded. In the other it looks as if they have to keep perfectly still and can't say anything.'

OR

Answers that do not use the Sources but use contextual knowledge about conditions in prisons to claim the Sources do/do not prove [2-3]

These answers fail to use the Sources and are based purely on contextual knowledge.

Level 3: Uses contextual knowledge to make valid inferences from one Source [4-5]

These answers use contextual knowledge to interpret the Sources, for example, with Source C candidates might explain how terrible transportation was.

e.g. 'Source D does not prove that they had an easy life. It shows the separate and silent system being used. Prisoners were not allowed to communicate with each other in case they corrupted each other. They were also kept in separate cells. Some of them went mad after a time so it was not easy.'

OR Uses contextual knowledge to check what one Source shows [4-5]

These answers will refer to details in the Source or impressions gained from the Source and will check them against their knowledge.

Level 4: Uses contextual knowledge to make valid inferences from both Sources [6]

OR Uses contextual knowledge to check what both Sources show [6]

2 During the medieval period the English system of law and order gradually developed.

2(a) Briefly explain the main features of the Anglo-Saxon system of justice.

Target: AO1

One mark for each valid feature identified

Valid points include: the blood-feud, wergeld and botgeld, the witan, sheriffs, tithings, hue and cry, law enforcement based on the local community, trial by ordeal of various types, God used to make a judgement, use of compurgators, mutilation.

e.g. 'The main features were that they used trial by ordeal and the hue and cry.' = 2 points = 2 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The Anglo-Saxons used the tithing. Each person in the tithing was responsible for the actions of the other. Trials were often by ordeal for example the accused put his hand into boiling water, if it had not festered after three days he was innocent.' = 2 explained = 4 marks.

2(b) To what extent did the Normans make changes to the system of law and order in England? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Normans made a lot of changes to law and order in England but they did keep some things the same.'

Level 2: Identifies specific changes OR continuities [2-3]

These answers will demonstrate specific contextual knowledge by identifying changes or continuities. These will be identified, they will not be explained.

They might include: changes - forest laws, trial by battle, church courts, Norman-French became the language of courts, travelling justices, county goals, juries of presentment ; continuities - sheriffs, tithings, the hue and cry, trial by ordeal, compurgators.

2 marks for one valid change or continuity, 3 marks for two, 4 marks for three.

Level 3: Identifies specific changes AND continuities [4]

These answers will demonstrate specific contextual knowledge by identifying changes and continuities. These will be identified, they will not be explained.

e.g. 'The Normans made changes like trial by battle and forest laws but they also kept a lot of things the same like the hue and cry.'

Level 4: Explains changes OR continuities [4-6]

These answers provide explanations for changes or continuities.

e.g. 'William I knew he could not make too many changes and so he kept many things the same. He knew the people were used to law enforcement being carried out by the local community. It was based on their laws and customs and they were happy with it so he kept the things and the hue and cry which involved the local community.'

Award 5 marks for one change or continuity explained and another identified.

Level 5: Explains changes AND continuities [6-7]

These answers provide explanations for both changes and continuities.

Award 6 marks for one identified and the other explained.

2(c) How successful was the medieval system of law and order? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The medieval system of law and order was quite successful as they managed to catch the worst criminals and most people were able to get on with their lives.'

Level 2: Identifies examples of success OR failure [2-3]

These answers will demonstrate specific contextual knowledge by identifying examples of success or failure. Examples will be identified - there will be no explanations.

Examples might include: success - local communities enforced law themselves, manor courts, growth of royal justice, travelling justices, use of writ, extension of use of juries; failure - overmighty subjects, livery and maintenance, corrupt officials, clash with Church courts, sanctuary, women and the law.

2 marks for one valid example, 3 marks for two.

Level 3: Identifies examples of success AND failure [4]

These answers will demonstrate specific contextual knowledge by identifying examples of success and failure. Examples will be identified - they will be no explanations.

Level 4: Explains example(s) of success OR failure [4-7]

These answers provide explanations of examples of success or failure. These might be explanations of the nature of the success or failure, or explanations why it was a success or failure.

e.g. 'One of the failures of the medieval system was that it could not cope with the powerful barons who caused trouble. This was because they were so powerful in their part of the country. They intimidated juries and JPs with their private armies. They were also helped by some officials being corrupt and open to bribery. Systems like the hue and cry were useless in dealing with these powerful men.'

Level 5: Explains example(s) of success AND failure [7-8]

These answers provide explanations of success and failure.

3 From the sixteenth to the nineteenth century, the authorities had to react to many different threats to law and order.

3(a) Briefly explain the main features of the eighteenth-century Bloody Code.

Target: AO1

One mark for each valid feature identified

Valid points include: aim to defend property, Games Laws, over 200 offences punished by death, minor offences carried death penalty, to frighten the masses, juries refuse to convict.

e.g. 'The main features of the Bloody Code were the harsh punishments.'
= 1 point identified = 1 mark.

Two marks for any features developed, explained or linked with other points.

[5]

e.g. 'The main features of the Bloody Code were the really harsh punishments for minor crimes like stealing a sheep.' = 1 point explained = 2 marks

**3(b) Was smuggling an easy, or a difficult crime for the authorities to deal with?
Explain your answer.**

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'Smuggling was a very difficult crime for the authorities to deal with because they found it very difficult to catch the smugglers.'

Level 2: Identifies specific difficulties [2-4]

These answers will demonstrate specific contextual knowledge by identifying difficulties. These will be identified but not explained.

They might include: carried out in remote areas, large gangs of 50 or 100, whole community often involved, respectable citizens let their barns and cellars be used, use of violence, magistrates and juries afraid to convict smugglers, smugglers regarded by many as a social crime.

2 marks for one valid difficulty, 3 marks for two, 4 marks for three.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

Some of the reasons are very easy to explain e.g. remote areas – these should be given 3-4 marks whereas attempts to explain more complex issue such as social crimes should be awarded 4-5 marks.

e.g. 'Smuggling was a very difficult crime for the authorities to deal with. This was because the whole community was often involved because everyone wanted to escape the high duties. So it was difficult to find informers and when someone was tried the jury and magistrate were local people so they would find the accused innocent.'

Level 4: Explains more than one specific reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.

Award 7 marks for two reasons explained.

3(c) Why was there a rise in crime between 1750 and 1850?

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'There was a rise in crime because things were getting much worse. There were lost more poor people who stole things.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. These reasons will be identified - there will not be any causal explanations.

Reasons might include: rise in population, poverty, recessions, drink, squalid conditions in cities, more mobile population without roots or support.

e.g. 'Crime increased because of the rise in population and the fact that cities became overcrowded with many people living in poverty.'

2 marks for one reason, 3 marks for two reasons, 4 marks for three reasons.

Level 3: Explains one reason [5-6]

These answers provide a causal explanation for one reason.

e.g. 'Crime went up because many people moved to the cities looking for jobs. Here life was squalid, people lived in terrible conditions and did not have the friends or the support they had back in their home village. Some areas were ruled by networks of crime and the newcomers easily fell in with them especially when they offered support. Before they knew what had happened they had got dragged into a life of crime.'

Level 4: Explains more than one reason [7-8]

These answers provide causal explanations for more than one reason.

4 The Rebecca Riots and the Suffragettes are both examples of popular protests.

4(a) Briefly explain the aims of either the Rebecca rioters or the Suffragettes.

Target: AO1

One mark for each valid aim identified

Valid points include: Rebecca Riots - to reduce the number of tollgates, to have the tolls reduced, to get the tithes reduced, reduced rents for farmers, destroying tollgates, attacking men who had more than one farm, attacking men who had deserted their families; the Suffragettes - votes for women, women MPs, passing more laws concerning women's rights, petitions, demonstrations, hunger strikes, arson, smashing windows.

e.g. 'The Rebecca rioters wanted to get rid of tollgates.' = 1 point = 1 mark.

Two marks for any aim developed, explained or linked with other aims [5]

e.g. 'The Rebecca rioters hated paying the tolls on the roads around their farms. They had to use the roads a lot to bring lime to their farms but new tollgates had been built on these roads. They also wanted to stop paying tithes to the Church because they did not belong to it, they went to chapel instead.' = 2 explained = 4 marks.

4(b) Did the authorities react in the same way to these two popular protests? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The authorities reacted in exactly the same way by attacking them and trying to defeat them.'

Level 2: Identifies methods [2-3]

These answers will demonstrate specific contextual knowledge by identifying methods. These will be identified - they will not be explained. At this level candidates will either not match a particular method to a particular protest or will claim the same methods were used for both.

Methods might include: Rebecca - soldiers sent, transportation, government enquiry set up, tolls reduced; Suffragettes - force feeding, arrested demonstrators, Cat and Mouse Act.

2 marks for one valid method, 3 marks for 2 valid methods.

Level 3: Identifies different methods [4]

These answers will demonstrate contextual knowledge by identifying different methods for the two groups. Methods must be matched to a group. Methods will be identified, not explained.

e.g. 'They used different methods. The Suffragettes were force fed but they sent soldiers to deal with the Rebecca rioters.'

Level 4: Explains method(s) [3-5]

These answers explain methods but do not explain differences between those used for each of the two groups. There may be an attempt to do this but if one side is very general place it in this level. Explanations can be explanations of the nature of the reaction or of explanations why that method was used.

e.g. 'The government passed the Cat and Mouse to deal with the Suffragettes because when they were in prison they went on hunger strike. The government could not let them die and become martyrs and so they let them out of prison until they were fit and then they were put back into prison. The Rebecca rioters were not dealt with this way they were just put in prison.'

Level 5: Explains different methods

[6-7]

These answers will explain how or why the two groups were dealt with in different ways. Answers which explain how/why each group was dealt with in the way they were should be placed in the level.

e.g. 'The Rebecca Rioters were in a rural remote part of South Wales and this made them very difficult to deal with. There was also a feeling that they did have a genuine grievance because a new company had taken over the tolls and was increasing them as well as putting up new gates. The farmers simply couldn't afford the tolls. There was less sympathy from the government for the Suffragettes who seemed to have no excuse for their behaviour so when they went on hunger strike in prison the authorities force fed them because they did not want bad publicity by letting them die.'

4(c) Which of these two popular protests was the more successful? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The Suffragettes were much more successful because they got what they wanted.'

Level 2: Identifies ways in which one was successful/ not successful [2-3]

These answers will demonstrate specific contextual knowledge by identifying ways in which one was successful or not successful. This will be done by identifying examples about one movement only. Examples will be identified - they will not be explained.

Examples might include: Rebecca Riots - enquiry set up, recommended tolls reduced, tithes reduced, rents reduced, more Welsh-speaking magistrates, not all these were carried out, leaders transported; Suffragettes - vote not gained by 1914, protests stop in 1914, vote gained in 1918, vote not gained because of Suffragettes, vote only for women over 30, Suffragettes alienated many of the public, Suffragettes made government determined not to give in.

2 marks for 1 example, 3 marks for two examples.

Level 3: Identifies ways in which both were successful, both were not, one more successful than the other [4]

These answers will demonstrate specific contextual knowledge by identifying ways in which they were both successful, or in which both failed, or in which one was more successful than the other. There will be no explanations.

Level 4: Explains ways in which one was successful/not successful [5-6]

These answers explain ways in which one movement was or was not successful. These answers will only explain one movement.

e.g. 'The Suffragettes were not very successful. Their violent methods turned people against them and made the government determined not to give in to them. By 1914 there was no chance of Parliament giving women the vote because of the Suffragettes. They were only given the vote in 1918 because of the work women did in the war not because of the Suffragettes.'

Level 5: Explains ways in which they were equally successful OR one was more successful than the other

[7-8]

These answers explain about the effectiveness of both movements.

**Section B. Depth Study
Elizabethan England**

1(a) Study Source A. Why was this portrait of Elizabeth painted? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO3 (comprehending and explaining an interpretation from a particular time, 3 marks)

Level 1: Answers based on surface features of the Source [1]

These answers use surface information of the Source to infer a reason.

e.g. to make Elizabeth look great and strong.

Level 2: Answers that use contextual knowledge to identify valid reasons why this particular portrayal of Elizabeth was produced [2-3]

These answers will use contextual knowledge to identify valid reasons.

e.g. to show Elizabeth can stand up to Catholics, to celebrate the defeat of the Armada.

Level 3: Answers that use contextual knowledge to explain why this particular portrayal of Elizabeth was produced [4-6]

These answers will use contextual knowledge of the period to explain why this particular portrait was painted. Answers must use details in the portrait and the context of the period.

e.g. 'This portrait was painted to make Elizabeth look as strong as possible. It was painted after the defeat of the Armada. The wrecked Armada can be seen in the background – this has been put in to suggest that Catholicism is wrecked and defeated. Elizabeth is shown to be all powerful. This is shown by the fact she has her hand on the globe. The whole thing is to make people believe Elizabeth is strong and cannot be defeated.'

**1(b) Study Sources B and C. Why was Parliament so keen for Elizabeth to marry?
Use the Sources and your knowledge to explain your answer.**

Target: AO1 (5 marks) and AO2 (comprehension of a Source, 1 mark)

Level 1: Answers restricted to the information in Source C [1]

These answers simply repeat the information in Source C that: they were split over the succession, they did not know who Elizabeth's heir was, Elizabeth was near death.

e.g. 'Parliament wanted Elizabeth to marry so that they would know who would be their next king.'

Level 2: Answers based on the idea that they wanted a man to rule [2-3]

These answers explain that some people at the time thought that a woman could not be a strong ruler and wanted Elizabeth to marry so that England had a king.

Award 3 marks if add that Puritans in particular were doubtful about a woman's right to rule.

Level 3: Answers that suggest in general terms the dangers of not having an heir [4-5]

These answers explain the dangers of not having an heir for example the danger of civil war between different claimants. These answers will not use specific contextual knowledge about the position in Elizabeth's reign.

e.g. 'Parliament wanted Elizabeth to marry so that she would have an heir. They were worried that if there was no obvious heir there could be a civil war after she died.'

Level 4: Specific contextual knowledge of the situation in Elizabeth's reign used to explain parliament's concern [5-6]

These answers might refer to: religious divisions in England, fear of a Catholic heir, Mary Queen of Scots, memories of the reign of Mary Tudor. This contextual knowledge will be used to explain why Parliament was so concerned.

e.g. 'Parliament wanted her to marry because they were worried about Mary, Queen of Scots becoming Queen. Mary was Elizabeth's heir and she was a Catholic, so she was hated by all the Protestants in England. If Elizabeth got married and had a child, Mary would be less likely to become Queen.'

1(c) Study Sources A, B, C and D. Elizabeth never married. Why was this? Use the Sources and your knowledge to explain your answer.

Target: AO1 (6 marks) and AO2 (comprehension of Sources, 2 marks)

Level 1: Answers restricted to the information in the Sources [1-2]

These answers go no further than repeating the information in the Sources. No contextual knowledge is used.

e.g. 'Elizabeth did not marry because she said she would not do anything harmful to England and she did not want to share power.'

Level 2: Develops the reasons given in Source D - personal motives [3-4]

These answers explain the points being made in Source D. These answers will be based on personal and selfish motives.

e.g. 'Elizabeth did not marry because she wanted to be in charge. If she married a powerful king he would take over and she would be left without any power.'

OR

Other personal motives explained [4-5]

For example, suggestions that Leicester was the only man she really loved and he was unpopular with others at court.

Level 3: Uses contextual knowledge to explain political/religious motives [6-7]

These answers explain the problems Elizabeth could have faced if she had married. These might include: creating division and jealousy if she married an English nobleman (e.g. Leicester), dangers of marrying a Catholic prince.

e.g. 'Elizabeth never married because of the difficulties of finding a suitable husband. She could not marry someone like Philip of Spain because he was Catholic and was very unpopular in England. If she married him there might be a rebellion because people would think he would bring the Catholic religion back.'

Level 4: Explains personal AND political/religious motives [8]

These answers will combine Levels 2 and 3.

2 Two of the most difficult problems faced by Elizabeth during her reign were religion and Mary, Queen of Scots.

2(a) Briefly explain the main features of Elizabeth's religious settlement.

Target: AO1

One mark for each valid point identified

Valid points include: Elizabeth Supreme Governor of the Church, everyone had to attend church, services according to The Book of Common Prayer, some Catholic features kept e.g. vestments, mixture of Protestant and Catholic features, designed to allow many people to attend.

e.g. 'The religious settlement was designed to unite everyone.' = 1 point identified = 1 mark.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'Elizabeth's religious settlement made her Supreme Governor of the Church. The words Head of the Church were avoided so Puritans and Catholics would not be upset.' = 1 point explained = 2 marks.

2(b) Why did Elizabeth's government fear the Jesuits so much? Explain your answer.

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'They feared the Jesuits because they were very dangerous and caused a lot of trouble for Elizabeth.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. The reasons will be identified - there will be no causal explanation.

Reasons might include: they were Catholic, they worked in secret, they had supporters in England, they were helping people stay Catholic, they were keeping the Catholic faith alive, they were very able.

Level 3: Explains one specific reason [3-5]

These answers provide a causal explanation for one reason.

e.g. 'They were afraid of the Jesuits because they were Catholic priests who went around England hiding with Catholic families. Elizabeth had hoped the Catholic religion would slowly die out but the Jesuits were keeping it alive by taking services for these families. This meant that Catholicism remained a threat to Elizabeth.'

Level 4: Explains more than one reason [6-7]

These answers provide causal explanations for at least two reasons.

Award 6 marks for one reason explained and another identified.
Award 7 marks for two reasons explained.

2(c) The following were all equally important reasons why Mary, Queen of Scots was a danger to Elizabeth: (i) Mary was a Catholic; (ii) Mary was Elizabeth's heir to the English throne; (iii) Mary had support from abroad.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that Mary being a Catholic was a much more important reason than the others. This is what would really worry Elizabeth and make her afraid of her.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i) one factor is important = 2 marks;
- (ii) two factors are important = 3 marks;
- (iii) three factors are important = 4 marks;
- (iv) one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think that the fact that Mary had support from abroad is the most important reason because this would mean their armies would come and help Mary.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'I think that the fact that Mary was Elizabeth's heir is the most important reason because this meant she was a rival to Elizabeth. Anyone who did not like Elizabeth as Queen of England could use Mary as a rival contender. This meant she was always a threat to Elizabeth. There were some people who even thought that Elizabeth had no right to the throne and that Mary was the rightful Queen.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor is more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6: Explains how factors are inter-connected. [7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'You can say that these factors are equally important because they are all linked. In a way they are all the same factor. The fact that Mary was Elizabeth's heir was only a problem because Mary was a Catholic and most people in England did not want a Catholic monarch. However, the fact that Mary was a Catholic, was only really a problem because she was Elizabeth's heir - this is why it mattered.'

Two factors at this Level = 7 marks, three factors = 8 marks.

3 The theatre was very popular during Elizabeth's reign.

3(a) Explain the main features of Elizabethan theatres and performances.

Target: AO1

One mark for each valid point identified

Valid points include: open stage, the yard, tiers of roofed seats, stage protruded into the audience, the groundlings, no curtains, action continuous, little scenery.

e.g. 'The theatre was different from theatres today. It was open to the weather with no roof, the stage did not have curtains and men and boys acted all the parts.' = 3 points identified = 3 marks.

Two marks for any points developed, explained or linked with other points

[5]

e.g. 'The Elizabethan theatre had a stage which stuck out into the area where the groundlings stood. These were the ordinary people who did not have to pay much to stand there. In the seats would be the rich who came to show off to everyone else.' = 2 point explained and 1 point identified = 5 marks.

3(b) Why was the theatre so popular at this time?

Target: AO1

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'The theatre was so popular because it was really good and kept everybody entertained.'

Level 2: Identifies specific reasons [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons. Reasons will be identified - there will be no causal explanation.

Reasons might include: plays contained different sections for different parts of the audience, bear baiting, cheap, few other forms of entertainment, it was fashionable to go to the theatre, Elizabeth liked plays.

e.g. 'The theatre was very popular in Elizabeth's reign because it was cheap.'

Level 3: Explains one specific reason [3-4]

These answers provide a causal explanation for one reason. Some of the reasons are relatively easy to explain such as it being cheap - explanations of these that could almost apply to any time award 3 marks.

e.g. 'Theatres were very popular because Elizabeth liked watching plays and so this made it popular with everyone else. They all wanted to be seen liking the same thing as the Queen.'

Level 4: Explains more than one specific reason [5-6]

These answers provide causal explanations for at least two reasons. They will not explicitly explain why the theatre appealed to different sections of the population.

Level 5: Explains why the theatre was popular with completely different sections of society [6-7]

These answers set out to explain why the theatre was popular with different sections of society.

3(c) 'The following were all equally important reasons why there was sometimes opposition to the theatre: (i) the Puritans disliked theatres; (ii) the theatres attracted large crowds; (iii) many of the theatres were built just outside the area controlled by the city authorities.' Do you agree with this statement? Explain your answer, referring to (i), (ii) and (iii).

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: General assertions [1-2]

These answers will be valid but general and will not demonstrate specific contextual knowledge.

e.g. 'I think that the large crowds were the most important reason because this would frighten everyone and cause a nuisance.'

Level 2: Identifies reasons why some reasons more important than others [2-4]

These answers will demonstrate specific contextual knowledge by identifying reasons why:

- (i)** one factor is important = 2 marks;
- (ii)** two factors are important = 3 marks;
- (iii)** three factors are important = 4 marks;
- (iv)** one factor is more important than another = 4 marks.

Reasons will be identified and not explained.

e.g. 'I think the Puritans did not like theatres was the most important reason why there was opposition to the theatre because they were against the bear baiting that went on.'

Level 3: Explains the importance of one factor [3-4]

These answers will explain why one factor is important.

e.g. 'The government sometimes opposed the theatre and had them shut down because of the large crowds that gathered. They were always worried when there were large crowds because this could end up with riots and disorder. Another reason why they were worried was that diseases like the plague could easily be spread by lots of people mixing with each other. This made the government very nervous about theatres and is why it was the most important reason why there was opposition to theatres.'

Level 4: Explains the importance of more than one factor [5-6]

These answers will explain why more than one factor is important.

2 factors explained = 5 marks, 3 factors explained = 6 marks.

Level 5: Explains why one factor is more important than other factors [6-7]

These answers will explain reasons why one factor is more important than at least one of the other factors.

Level 6: Explains how factors are inter-connected [7-8]

These answers explain how at least two of the factors are inter-connected. This might be done while explaining that the factors are important because they are all connected, or that one is more important because the others are dependent on it.

e.g. 'You can say that these factors are equally important because they are linked. The large crowds that gathered at theatres frightened the government because of the threat to law and order. This threat was more difficult to control because the theatres were built outside the city of London and so the city authorities had no control over them. The Puritans were annoyed by the large crowds because this meant that lots of people were going to the theatre instead of going to church. They also hated the immoral things that went on outside theatres and were angry that so many people were involved in them.'

Two factors at this Level = 7 marks, three factors = 8 marks.