

GCSE (9-1)

History B Schools History Project

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

General Certificate of Secondary Education

Mark Scheme for June 2023

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

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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MARKING INSTRUCTIONS**PREPARATION FOR MARKING****RM ASSESSOR**

1. Make sure that you have accessed and completed the relevant training packages for on-screen marking: *RM Assessor assessor Online Training; OCR Essential Guide to Marking*.
2. Make sure that you have read and understood the mark scheme and the question paper for this unit. These are posted on the RM Cambridge Assessment Support Portal <http://www.rm.com/support/ca>
3. Log-in to RM Assessor and mark the **required number** of practice responses (“scripts”) and the **number of required** standardisation responses.

MARKING

1. Mark strictly to the mark scheme.
2. Marks awarded must relate directly to the marking criteria.
3. The schedule of dates is very important. It is essential that you meet the RM Assessor 50% and 100% (traditional 40% Batch 1 and 100% Batch 2) deadlines. If you experience problems, you must contact your Team Leader (Supervisor) without delay.
4. If you are in any doubt about applying the mark scheme, consult your Team Leader by telephone or the RM Assessor messaging system, or by email.
5. **Crossed Out Responses**

Where a candidate has crossed out a response and provided a clear alternative then the crossed out response is not marked. Where no alternative response has been provided, examiners may give candidates the benefit of the doubt and mark the crossed out response where legible.

Rubric Error Responses – Optional Questions

Where candidates have a choice of question across a whole paper or a whole section and have provided more answers than required, then all responses are marked and the highest mark allowable within the rubric is given. Enter a mark for each question answered into RM assessor,

which will select the highest mark from those awarded. (*The underlying assumption is that the candidate has penalised themselves by attempting more questions than necessary in the time allowed.*)

Contradictory Responses

When a candidate provides contradictory responses, then no mark should be awarded, even if one of the answers is correct.

Short Answer Questions (requiring only a list by way of a response, usually worth only **one mark per response**)

Where candidates are required to provide a set number of short answer responses then only the set number of responses should be marked. The response space should be marked from left to right on each line and then line by line until the required number of responses have been considered. The remaining responses should not then be marked. Examiners will have to apply judgement as to whether a ‘second response’ on a line is a development of the ‘first response’, rather than a separate, discrete response. (*The underlying assumption is that the candidate is attempting to hedge their bets and therefore getting undue benefit rather than engaging with the question and giving the most relevant/correct responses.*)

Short Answer Questions (requiring a more developed response, worth **two or more marks**)

If the candidates are required to provide a description of, say, three items or factors and four items or factors are provided, then mark on a similar basis – that is downwards (as it is unlikely in this situation that a candidate will provide more than one response in each section of the response space.)

Longer Answer Questions (requiring a developed response)

Where candidates have provided two (or more) responses to a medium or high tariff question which only required a single (developed) response and not crossed out the first response, then only the first response should be marked. Examiners will need to apply professional judgement as to whether the second (or a subsequent) response is a ‘new start’ or simply a poorly expressed continuation of the first response.

6. Always check the pages (and additional objects if present) at the end of the response in case any answers have been continued there. If the candidate has continued an answer there, then add a tick to confirm that the work has been seen.

7. Award No Response (NR) if:
 - there is nothing written in the answer space

Award Zero ‘0’ if:

- anything is written in the answer space and is not worthy of credit (this includes text and symbols).

Team Leaders must confirm the correct use of the NR button with their markers before live marking commences and should check this when reviewing scripts.

8. The RM Assessor **comments box** is used by your team leader to explain the marking of the practice responses. Please refer to these comments when checking your practice responses. **Do not use the comments box for any other reason.**

If you have any questions or comments for your team leader, use the phone, the RM Assessor messaging system, or e-mail.

9. *Assistant Examiners will send a brief report on the performance of candidates to their Team Leader (Supervisor) via email by the end of the marking period. The report should contain notes on particular strengths displayed as well as common errors or weaknesses. Constructive criticism of the question paper/mark scheme is also appreciated.*

10. For answers marked by levels of response:

- To determine the level** – start at the highest level and work down until you reach the level that matches the answer
- To determine the mark within the level**, consider the following

Descriptor	Award mark
On the borderline of this level and the one below	At bottom of level
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Consistently meets the criteria for this level	At top of level

11. Annotations

Stamp	RefNo.	Annotation Name	Description
✓ 1	1191	Tick 1	Level 1
✓ 2	1201	Tick 2	Level 2
✓ 3	1211	Tick 3	Level 3
✓ 4	1221	Tick 4	Level 4
✓ 5	1231	Tick 5	Level 5
✓ 6	1241	Tick 6	Level 6
SEEN	811	SEEN	Noted but no credit given
NAQ	501	NAQ	Not answered question
~~~~	1371	H Wavy Line	Incorrect/ muddled/ unclear
BP	1681	BP	Blank page
	151	Highlight	Part of response which is rewardable (at one of the levels on the MS)
✓	11	Tick	Tick

## 1. Subject-specific Marking Instructions

### INTRODUCTION

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

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

You should ensure that you have copies of these materials.

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

### INFORMATION AND INSTRUCTIONS FOR EXAMINERS

1 The practice and standardisation scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the PE and Senior Examiners.

2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.

3 Candidates' answers must be relevant to the question. Beware of seemingly prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

## Mark scheme

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

Question 1–3 marks	
Guidance	Indicative content
1(a) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(a), likely valid responses include: Hansa merchant or Jewish trading; Huguenot transformation of silk/ textile industry, sailcloth, tapestry, furniture, glass, leather, paper, clock or steel manufacture; significant Huguenot or Jewish financial backing for the establishment of the Bank of England.</p> <p><b>Do not accept:</b> <i>impact on ‘economy’; brought ‘skills’; ‘new food’</i></p>
1(b) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(b) Laying roads / tarmac; street music / organ grinders; the work of craftsmen (tiles, ceramics, mosaics); contribution to the food industry – ice cream</p> <p><b>Do not accept:</b> <i>‘food’; banking; ‘created businesses’</i></p>
1(c) – 1 mark for any answer that offers an historically valid response drawing on knowledge of characteristic features (AO1)	<p>For 1(c) Jewish children; children from groups/ families persecuted by the Nazis; child refugees fleeing the Nazis</p> <p><b>Do not accept:</b> <i>‘children’; ‘German children’</i></p> <p>Any other historically valid response is acceptable and should be credited.</p>

<b>Question 2–9 marks</b>	
<p><b>Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. Support your summary with examples.</b></p>	
Levels	Notes and guidance specific to the question set
<p><b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b></p> <p><b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b></p> <p><b>Level 3 (7–9 marks)</b></p> <p>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 examples of persecution and mass-murder, e.g. the Palm Sunday massacres 1263 and 1264; Expulsion 1290.</i></p> <p><i>Use of conceptual understanding to organise the response might in this case involve dealing with the causes of persecution or changes in the treatment of Jews by the monarchs.</i></p>
<p><b>Level 2 (4–6 marks)</b></p> <p>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>Reward appropriate use of any other second order concept including organisation by understanding of chronology.</i></p> <p><i>Please note that answers do not need to name the second order concepts being used to organise <b>the</b> answer, but the concepts do need to be apparent from the connections and chains of reasoning in the summary in order to meet the AO2 descriptors (see levels descriptors).</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>
<p><b>Level 1 (1–3 marks)</b></p> <p>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><b>0 marks</b></p> <p>No response or no response worthy of credit.</p>	

Question 2–9 marks Write a clear and organised summary that analyses Jewish communities in medieval Britain between c.1250 and 1290. Support your summary with examples.	
Guidance and indicative content	
Level 3 (7–9 marks)	<p>Summary based on second order concept(s) with two or more valid supporting examples, e.g.</p> <p><b>[Causation/ consequence]</b>  <i>Throughout the Middle Ages Jews faced prejudice and discrimination. This was mainly because of religion. Christians believed that Jews were responsible for the death of Jesus. As a result, they often faced suspicion and sometimes violence. Jews were often accused of crimes such as coin clipping. In 1255, in the town of Lincoln, a Jewish man was accused of 'Blood Libel' – torturing and crucifying a nine-year-old boy in a ritual murder. [8]</i></p> <p><b>[Change]</b>  <i>During the Middle Ages, the experience of the Jews gradually worsened. At first they enjoyed the protection of the crown. For example, they were able to use Royal Castles for refuge. This changed during the long reign of Henry III and his son Edward I. For example, in 1275, Edward I passed the Statute of Jewry which made several laws against Jews. For example, Jews had to wear yellow badges on their clothes and they were only allowed to live in a few towns. In 1290, they were expelled from England altogether. [9]</i></p> <p><b>NOTE: Change involves saying from what to what.</b></p> <p>Other valid areas might include: Causation – reasons for Expulsion 1290; Consequences – prejudice leading to conversion to Christianity</p>
Level 2 (4–6 marks)	<p>Summary based on a second order concept with one valid supporting example, e.g.</p> <p><b>[Causation]</b>  <i>Throughout the Middle Ages Jews faced prejudice and discrimination. One reason was money. Many Jews were money lenders because Christians were forbidden to do this. Many people owed Jews money. This made them very unpopular. [THRESHOLD – 4 marks]</i></p>
Level 1 (1–3 marks)	<p>Descriptions of Jewish communities/ discrimination/ related events with no organising concept, e.g.</p> <p><i>In 1275 Edward I passed the Statute of Jewry. Jews were no longer allowed to collect interest on loans, people that owed them money no-longer had to pay them back, Jews had to wear yellow badges, were forced to live in selected areas of only a few towns and were not allowed to buy land and become farmers. [3]</i></p> <p><b>OR</b></p> <p>Statement(s) based on second order concept with no valid specific examples or development, e.g.</p> <ul style="list-style-type: none"> <li>• <b>(Change)</b> <i>In 1250, Jews were more welcome but by 1290 had been expelled.</i></li> <li>• <b>(Causation/ consequence)</b> <i>Jews faced prejudice and discrimination because they were money lenders.</i></li> </ul>
0 marks	

<b>Question 3–10 marks</b> <b>Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 5 (9–10 marks)</b> 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>Answers could consider:</i> <i>Encouraged to move for economic reasons (e.g. recruitment by NHS/ transport in Caribbean); persecution (e.g. Kenyan and Ugandan Asians); unemployment at home (e.g. Jamaica); admiration of the 'Mother Country' / shared education/ culture; British Nationality Act 1948; impact of troops returning home after serving in the British Army/ being stationed in Britain during WWII.</i>
<b>Level 4 (7–8 marks)</b> 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).	<i>Explanations are most likely to show understanding of the second order concepts of causation, but reward appropriate understanding of any other second order concept.</i> <i>Answers which simply describe Commonwealth migrants cannot reach beyond Level 1.</i>
<b>Level 3 (5–6 marks)</b> 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).	
<b>Level 2 (3–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Uses these to show some understanding of one or more second order concepts in a loosely organised explanation (AO2).	
<b>Level 1 (1–2 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	

Question 3–10 marks	
Why did Commonwealth migrants come to Britain after the Second World War? Explain your answer.	
<b>Guidance and indicative content</b>	
<b>Level 5 (9-10 marks)</b>	<p><b>Two or more reasons that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</b></p> <p><i>One reason that Commonwealth migrants came was for work. Britain was <b>facing a labour shortage</b> in the early 1950s and needed help to re-build Britain after WWII. Some British organisations such as the <b>NHS and London Transport ran large recruiting campaigns in the Caribbean</b>. They appealed particularly in areas like Jamaica, which was suffering from high levels of unemployment. The sugar trade had collapsed and hurricanes had devastated the country. So many people moved <b>hoping to find better work and more opportunity</b>.</i></p> <p><i>Additionally, many people of Asian origin came to Britain because of <b>persecution where they were living in places like Kenya and Uganda</b>. For example, in <b>1967, the Kenyan government gave all Kenyan Asians 2 years to become Kenyan or else leave</b>. Around 20,000 left and used their British passports to come to Britain. In 1972, the President of Uganda, Idi Amin, simply expelled the country's 50,000 Asians and most came to Britain. So many people came to Britain because <b>they felt driven out from their homes</b>. [10]</i></p>
<b>Level 4 (7-8 marks)</b>	<p><b>One reason that Commonwealth migrants came to Britain after the Second World War identified and explained, e.g.</b></p> <p><i>Many people of Asian origin came to Britain because of <b>persecution</b>. For example, in 1972, the <b>President of Uganda, Idi Amin</b>, expelled the country's <b>50,000 Asians and most came to Britain</b>. So many people came to Britain because they <b>felt driven out</b> from their homes. [THRESHOLD – 7 marks]</i></p>
<b>Level 3 (5-6 marks)</b>	<p><b>Identifies a reason(s) and uses this to address question (but does not provide precise evidence), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Many Kenyan migrants were being persecuted in their own country, so they came to Britain as they saw it as a safe refuge.</i></li> <li>• <i>In 1948 the British Nationality Act was passed so people came to Britain because they now had rights as British citizens.</i></li> <li>• <i>Many people saw Britain as the 'Mother Country' so they moved here because they believed it would be more culturally familiar than other places.</i></li> </ul> <p><b>OR</b></p> <p><b>Identifies a reason(s) and gives precise evidence (but does not go on to say how that answers the question), e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Conditions in Jamaica were very poor. For example, a hurricane had devastated the country and the sugar trade had collapsed.</i></li> <li>• <i>In 1948 the British Nationality Act was passed. This gave British citizenship to people living in British colonies. Citizens of other Commonwealth nations became British subjects.</i></li> </ul>
<b>Level 2 (3-4 marks)</b>	<p><b>Describes Commonwealth migration or other relevant events without addressing the question, e.g.</b></p> <p><i>The Empire Windrush arrived from Jamaica in June 1948, carrying 492 West Indians. Commonwealth migrants also included people from India, Pakistan and Africa. [4]</i></p> <p><b>OR</b></p> <p><b>Identifies one or more reason but with <u>neither</u> of the following:</b></p> <ul style="list-style-type: none"> <li>• <b>support from precise evidence</b></li> <li>• <b>explaining why the reason led to people moving to Britain, e.g.</b></li> <li>• <i>People came to Britain because of the British Nationality Act of 1948.</i></li> <li>• <i>Many people moved from Jamaica after there was a hurricane.</i></li> <li>• <i>In 1948 people from the Caribbean moved to Britain on the Windrush. They moved because Britain had a labour shortage. [no detail about the labour shortage]</i></li> </ul>
<b>Level 1 (1-2 marks)</b>	<p><b>Valid but general assertion(s) OR identifies country of origin, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>They moved to find a better life.</i></li> <li>• <i>They wanted work.</i></li> <li>• <i>People moved to Britain from the Caribbean.</i></li> </ul>
<b>0 marks</b>	

<b>Question 4*-18 marks</b> <b>'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree?</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <p><i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></p>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migration since 1750.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT to achieve the highest levels, answers must identify and consider reasons to both agree and disagree with the statement.</i>
<b>Level 5 (13–15 marks)</b> 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><i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i></p>	<i>Answers are most likely to show understanding of the second order concepts of causation but reward appropriate understanding of any other second order concept.</i> <i>Grounds for agreeing include: Irish migrants driven from their homes by famine 1846–50; Italians driven from homes after 1871 because of warfare, military conscription, poverty and disease; Germans fled Germany to avoid warfare; Jewish refugees fleeing persecution in the Russian Empire.</i>
<b>Level 4 (10–12 marks)</b> 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><i>There is a developed line of reasoning which is clear, relevant and logically structured.</i></p>	<i>Grounds for disagreeing include: Industrialisation created opportunities for migrants in Britain (e.g. navvies from Ireland and Germany working on canals, roads and railways); trade and Empire (e.g. Indian servants and wealthy Indians; lascar and Chinese sailors in trading ports such as Cardiff, South Shields, Liverpool and London); enslaved Africans forced to come by owners.</i> <i>Empire and growing connections with the wider world meant that until the 1960s anyone from the Empire or Commonwealth could migrate to work in Britain.</i>
<b>Level 3 (7–9 marks)</b> 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><i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<b>Level 2 (4–6 marks)</b> 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><i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–3 marks)</b> 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><b>0 marks</b> No response or no response worthy of credit.</p>	

## Question 4* – 18 marks

'Migrants came to Britain in the period 1750 to 1900 because they were driven from their homes.' How far do you agree?

## Guidance and indicative content

Level 6  
(16-18  
marks)

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

*There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.*

*Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.*

*However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.*

*Finally, the Industrial Revolution played a big role. Britain's industrialisation created economic opportunities that pulled people to Britain. For example, Irish and German migrants came to be navvies, working on the new canals, roads and railways. So these people also came to Britain because there were plenty of opportunities for work.*

*Overall, I think that being driven from their homes was not the most important factor for people moving to Britain. Whilst push factors like famine and persecution were catalysts, it was the pull of jobs and economic opportunities that resulted in these groups choosing Britain as their country of destination.*

Level 5  
(13-15  
marks)

Balanced argument; three valid explained points (i.e. two on one side and one on the other) (2-1), e.g.

*There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.*

*Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.*

*However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.*

Level 4 (10-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>Another group who were driven from their homes and came to Britain were Jews from the Russian Empire. During the late nineteenth century there was an influx of Jewish migrants fleeing from Eastern Europe because of persecution and violence; between 1881 and 1884 over 200 pogroms took place. Many Jews came to Britain as it was cheaper than going to America, and there was already a settled Jewish population. So these people were refugees who left because they were forced to.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>There is much evidence to agree with the statement. For example, Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p> <p><i>However, there were also other reasons for migration to Britain in this period. For example, growing world trade and industrialisation has been a big factor in pulling migrant labour to Britain. For example, Chinese and Lascar sailors arrived, working on East India Company ships and later for shipping companies. They established communities in industrial port cities such as Cardiff, South Shields and Liverpool. So they chose to move for the work and opportunity.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree. Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve. Between 1846 and 1850 over a million people left Ireland and most came to Britain to seek work, so you could argue they were 'driven' from their homes by circumstances.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of specific reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li><i>I disagree because Irish navvies came for work.</i></li> <li><i>I agree because some migrants were fleeing persecution, such as Russian Jews.</i></li> </ul> <p><b>Alternatively, description of relevant migrant groups without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li><i>Irish and German navvies worked on canals, roads and railways.</i></li> <li><i>In the Russian Empire there was a lot of persecution against Jews and there were over 200 pogroms between 1881 and 1884.</i></li> <li><i>Ireland was hit by famine when the potato crop was hit by a terrible disease in 1845 and 1846. Food prices rose quickly and people could no longer afford to pay their rents. People were evicted from their homes and began to starve.</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b></p> <ul style="list-style-type: none"> <li><i>I disagree because migrants came for work in Britain.</i></li> <li><i>I agree because lots of people fled from persecution.</i></li> </ul>
0 marks	

<b>Question 5*–18 marks</b> <b>‘Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500’. How far do you agree?</b>	
<b>Levels</b> AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 6 marks</b> AO2 Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 6 (16–18 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show very secure and thorough understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation and reaching a very well-supported judgment on the issue in the question (AO2). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers may be awarded some marks at Level 1 if they demonstrate knowledge of migrant groups between 1250 and 1750.</i> <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the level description. BUT, to achieve the two highest levels, answers must consider both time periods – medieval and early modern.</i>
<b>Level 5 (13–15 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows very strong understanding of appropriate second order concepts in setting out a sustained and convincing explanation and reaching a well-supported judgment on the issue in the question (AO2). <i>There is a well-developed line of reasoning which is coherent, relevant and logically structured.</i>	<i>Answers are most likely to show understanding of the second order concepts of diversity (similarity and difference) causation/consequence but reward appropriate understanding of any other second order concept.</i>
<b>Level 4 (10–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation to reach a supported judgment on the issue in the question (AO2). <i>There is a developed line of reasoning which is clear, relevant and logically structured.</i>	<b>Grounds for agreeing could include:</b> <i>1300–1500 unwelcome:</i> English merchants resented the privileges given to the Italians and regularly demanded that these should be cut; Edward III had to frequently remind mayors and sheriffs that no harm must come to Flemish cloth workers; in 1325 Edward II arrested all foreigners near the south coast when he feared a French invasion; English weavers and cloth guilds resented special privileges given to Flemish competitors; violent treatment of foreigners and Flemish weavers/merchants by the rebels in 1381; in 1436–37, migrants from the Low Countries were ordered to leave England unless they bought a special licence and swore an oath of allegiance; in 1439, the ‘hosting law’ said that all foreign merchants had to live in the households of English people who had to report on the migrants’ activities; in 1440, the ‘Aliens’ Subsidy’ introduced a tax on all foreign-born resident;
<b>Level 3 (7–9 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas and reach a supported judgment on the issue in the question (AO2). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	<i>1500–1750 welcome:</i> Cromwell re-opened English borders to Jews in 1650s; Edward VI welcomed Walloons and other French-speaking refugees (e.g. provided part of Canterbury Cathedral for their services); in 1681, King Charles II offered Huguenots refugee denizen status and the Church raised funds to support them; in 1708 the British government gave Huguenots the same legal rights as people born in England; positive reception for Palatines to begin with (e.g. collections were made and a relief fund of £20,000 was raised); parish records, tax registers, court records, etc. show that a large
<b>0 marks</b> No response or no response worthy of credit.	

	<p><i>number of Black people were accepted members of communities in England;</i></p> <p><b>Grounds for disagreeing include:</b></p> <p><b>1300–1500 welcome:</b> From the 1330s onwards Flemish weavers were invited by Edward III who persuaded significant numbers to move to England (e.g. by promising to help and protect the Flemish migrants and letting them work wherever they chose in England); fair treatment of the tailor Giles Moryle in Essex, 1450; nineteen Flemish migrants became freemen of York in the 1350s; English kings invited Italian bankers to England and gave them special privileges over England's wool trade in return for large loans; in 1354 a law said that all aliens on trial could be tried by a half-alien jury; from the 1370s onwards, letters of denization could be issued to grant migrants the same rights and protection as any English person; evidence from Colchester courts suggests integration of Flemish weavers into society and trade; evidence from surnames about marriages between migrants and English.</p> <p><b>1500–1750 unwelcome:</b> English merchants and tradesmen became envious of the Hansa merchants in London and pressed the government to remove their privileges and attacked the Steelyard where they lived; in 1597 Elizabeth I expelled the Hansa merchants from London completely; harsh laws against Gypsies under Henry VIII, Mary I and Elizabeth I; Jewish migrants after 1656 faced restrictions and prejudice (e.g. not allowed to attend university or become lawyers; popular songs portrayed them as criminals); prejudice against Huguenots (e.g. anti-Huguenots riot in Spitalfields in late seventeenth century); public opinion turned against the Palatines when it was discovered around a third were Catholic (e.g. stoned by a mob in Kent; thousands deported to Ireland); enslavement of Black Africans in England; patronising attitude towards Indian servants in paintings; poor treatment of Indian servants, etc.</p>
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## Question 5*-18 marks

'Migrants to Britain were more welcome in the period 1500–1750 than they were in the period 1300–1500'. How far do you agree?

## Guidance and indicative content

Level 6 (16-18 marks)	<p><b>Balanced argument; two valid explained points from each period OR three from one period and one on the other (2-2 or 3-1). Clinching argument = 18 marks</b></p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p> <p><i>However, some migrants were welcomed after 1500 as well, which would support the statement. For example, in 1681, King Charles II offered Huguenots refugees denizen status and the Church raised funds to support them. Important Huguenot communities developed in Soho and Spitalfields and in 1708 the British government gave Huguenots the same legal rights as people born in England. This is evidence that the government saw the Huguenot as no different to British citizens.</i></p> <p><i>On the whole, I don't really agree that migrants were increasingly welcomed between 1300 and 1750. The deciding pattern seems to be more that they were welcomed (at least by the elite of the country) only if they had a perceived economic or religious value.</i></p>
Level 5 (13-15 marks)	<p><b>Balanced argument supported by three valid explained points (i.e. two from one period and one from the other) (2-1), e.g.</b></p> <p><i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500..</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><i>After 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p>

Level 4 (10-12 marks)	<p><b>One sided argument, i.e. two explained points from same period (2-0), e.g.</b>  <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, not all English people were as welcoming to the Flemish migrants. English weavers and cloth guilds resented special privileges given to their Flemish competitors and there was sometimes violent treatment of them. For example, during the 'Great Rising' of 1381, the rebels brutally murdered over 100 foreigners in London, who were mainly Flemish weavers and merchants. So it would seem that not everyone welcomed them.</i></p> <p><b>Alternatively, balanced argument, i.e. one valid explained point from each period (1-1), e.g.</b>  <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p> <p><i>However, after 1500, the reception for migrants wasn't necessarily any better than in the earlier period. For example, there were harsh laws against Gypsies under the Tudors. In 1530 Henry VIII passed a law ordering all Gypsies to leave the country within 16 days, otherwise they would be imprisoned and deported. Further legislation followed under Mary and Elizabeth, suggesting that there was not increased tolerance after 1500.</i></p>
Level 3 (7-9 marks)	<p><b>One sided argument, i.e. one explained point from one period (1-0), e.g.</b>  <i>I don't fully agree with this statement. Some migrants to Britain between 1300 to 1500 were welcomed. For example, from the 1330s onwards Flemish weavers were persuaded to move to England by Edward III, who promised to help and protect them, and to allow them to work wherever they chose. There is plenty of evidence that these Flemish weavers were integrated into society in places like York and Colchester, showing that some migrants were welcomed before 1500.</i></p>
Level 2 (4-6 marks)	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>I disagree because Flemish weavers were persuaded to move here by Edward III so there were welcomed before 1500.</i></li> <li>• <i>I agree because there was lots of legislation against migrants before 1500, such as the 'Aliens Subsidy'.</i></li> <li>• <i>I disagree because there were restriction on Jewish migrants in the 1600s so they weren't welcomed after 1500 either.</i></li> </ul> <p><b>Alternatively, description of relevant migrant groups / attitudes towards them without linking this to the question or without full explanation, e.g.</b></p> <ul style="list-style-type: none"> <li>• <i>Thousands of Palatines were deported to Ireland in 1709.</i></li> <li>• <i>In the 1300s there were Italian bankers in England, taking the place of Jewish money lenders who had been expelled.</i></li> </ul>
Level 1 (1-3 marks)	<p><b>Valid but general assertion(s), e.g.</b>  <i>I disagree because there were riots against migrants after 1500.</i></p>
0 marks	

## Section B: The Elizabethans 1580-1603

### Question 6a – 3 marks

**In Interpretation A, the author A.N. Wilson depicts the Elizabethan period as an important age of exploration. Identify and explain one way in which he does this.**

#### Notes and guidance specific to the question set

Points marking (AO4): 1+1+1. 1 mark for identification of a relevant and appropriate way in which the author depicts the Elizabethan period as an exciting age of exploration + 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 author depicts the Elizabethan period as an important age of exploration may analyse the interpretation or aspects of the interpretation by using the candidate's knowledge of the historical situation portrayed and / or to the method or approach used by the historian. Knowledge and understanding of historical context must be intrinsically linked to the analysis of the interpretation in order to be credited. Marks must not be awarded for the demonstration of knowledge or understanding in isolation.*

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

**NOTE: For three marks, candidates may either:**

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

- *The author says that the Elizabethans 'laid the foundations' for the British Empire and established English as a global language. (1) This shows that the Elizabethans were the pioneers who started a powerful Empire. (1) This tells us this was an important age of exploration because it was the Elizabethans who set Britain in motion to dominate world trade and establish colonies abroad. (1)*

**OR**

**Begin with a more general point (1), then go on to give an example of this (1), and then say how this depicts the Elizabethan period as an important age of exploration (1).**

- *The author uses dramatic language when discussing the exploration of the Elizabethans. (1) For example, he talks about it being an 'exceptional' and more 'colourful' and 'remarkable' than any other period in history. (1) This makes it seem like there were ground-breaking achievements and changes. (1).*
- *The author lists many achievements of the Elizabethan adventurers. (1) For example, the founding of the colony of Virginia, becoming 'independent' from Europe and travel 'to every known corner of the globe'. (1) This gives us the impression of overwhelming success and accomplishment (1).*

**NOTE: For three marks, candidates MUST identify how their chosen way makes the Elizabethan period seem like an important age of exploration.**

<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's connections with the wider world between 1580 and 1603.</b>	
<b>Levels</b> <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 2 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 3 marks</b> <b>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.</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 3 (5 marks)</b> 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>
<b>Level 2 (3–4 marks)</b> 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).	<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>
<b>Level 1 (1–2 marks)</b> 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).	<i>Examples of areas for further research include: motives of the adventurers (causation); impact of English exploration on England/ other areas of the globe (consequence); reasons the Elizabethans were successful in trade / exploration (causation); how far they were successful in areas of trade and exploration (diversity / significance).</i>
<b>0 marks</b> No response or no response worthy of credit.	

<b>Question 6b – 5 marks</b> <b>If you were asked to do further research on one aspect of Interpretation A, what would you choose to investigate? Explain how this would help us to analyse and understand England's connections with the wider world between 1580 and 1603.</b> <b>Guidance and indicative content</b>	
<b>Level 3 (5 marks)</b>	<p><b>Valid line of enquiry based on second order concept to compare to an <u>impression</u> given by Interpretation A. Indication of how this would improve understanding of England's connections with the wider world between 1580 and 1603.</b></p> <p><i>[Consequence/ diversity]</i>  <i>Interpretation A suggests that Elizabethan exploration had a positive impact on England, such as power, wealth and independence. I would investigate how far these positives consequences affected all of Elizabethan society, or whether it was only good for a handful of rich traders.</i></p> <p><b>Alternatively, developed, valid line of enquiry: i.e. based on second order concept, with <u>clear explanation</u> of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603, e.g.</b></p> <p><i>[Consequence]</i>  <i>I would investigate the impact that the Elizabethan adventurers had on the areas they explored such as the New World, such as their relationships with Native American tribes. This would allow us to see how successful the Elizabethans were in trying to set up colonies.</i></p> <p><i>[Causation]</i>  <i>I would look at what motivated adventurers like Drake and Raleigh in their exploration. This would allow us to understand whether it was more because of trade, or competition with Spain or just the promise of becoming rich.</i></p>
<b>Level 2 (3-4 marks)</b>	<p><b>Valid line of enquiry based on second order concept, with no clear indication of how the enquiry would increase understanding of England's connections with the wider world between 1580 and 1603, e.g.</b></p> <p><i>[Consequence]</i>  <i>I would investigate the impact that the Elizabethan adventurers had on the areas they explored such as the New World (3), such as their relationships with Native American tribes. (4)</i></p> <p><i>[Causation]</i>  <i>I would look at what motivated adventurers like Drake and Raleigh in their exploration. (3)</i></p>
<b>Level 1 (1-2 marks)</b>	<p><b>Investigation based around finding out more about people / events / in Interpretation A – not based on second-order concept (1–2 marks), e.g.</b>  <i>I would look for more information about the different places that the Elizabethans explored.</i></p> <p><b>Alternatively, investigation based on identifying details from Interpretation A and finding out if they are accurate (1 mark), e.g.</b>  <i>It says England became independent from Europe. I would like to know if this really was the case.</i></p>
<b>0 marks</b>	

<b>Question 7–12 marks</b> <b>Interpretations B and C both focus on the power of Elizabeth. How far do they differ and what might explain any differences?</b>	
<b>Levels</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. <b>Maximum 12 marks</b>	<b>Notes and guidance specific to the question set</b>
<b>Level 4 (10–12 marks)</b> 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).	<i>Answers could consider:</i> <ul style="list-style-type: none"> <li>• Comparison of provenance and source type alone, e.g. B is from 2013, C from 2021; C is from a website article, B is from a history podcast.</li> <li>• Individual points of similarity/difference in content: B says Elizabeth ‘controlled her subjects’ but C says there was ‘instability across her reign’; B describes her as ‘determined’ but C says she ‘dithered’; B says Elizabeth observed her ‘duties as monarch’ but C says she didn’t fulfil the ‘main task’ of a monarch; both interpretations discuss Elizabeth’s decision not to marry.</li> <li>• Differences in the overall message about or portrayal of Elizabeth’s power, e.g. B argues that Elizabeth was a powerful and successful monarch who ‘controlled her subjects’; she sees Elizabeth’s refusal to marry as a sign of strength because it ‘protected her power’. Whereas C views Elizabeth as a weak and indecisive monarch whose reputation has been ‘overstated’ and whose selfishness allowed the Tudor monarchy to ‘die out’.</li> <li>• Developed reasons for differences – purpose/audience of B, e.g. the article was published on a feminist website and is trying to inspire women and provide powerful role models, so is more likely to emphasise Elizabeth’s power and achievements. Less likely but C is a historian of the whole Tudor dynasty and may be placing Elizabeth’s reign / achievements alongside those of others like Mary and Henry VIII (e.g. clearly blames Elizabeth for the dynasty’s end).</li> </ul>
<b>Level 3 (7–9 marks)</b> 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).	
<b>Level 2 (4–6 marks)</b> 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).	
<b>Level 1 (1–3 marks)</b> 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).	
<b>0 marks</b> No response or no response worthy of credit.	<p><i>Marks for relevant knowledge and understanding should be awarded for the clarity and confidence with which candidates discuss features, events or issues mentioned or implied in the interpretations. Candidates who introduce extra relevant knowledge or show understanding of related historical issues can be rewarded for this, but it is not a target of the question.</i></p> <p><i>No reward can be given for wider knowledge of the period that is unrelated to the topic in the question.</i></p>

Question 7–12 marks Interpretations B and C both focus on the power of Elizabeth. How far do they differ and what might explain any differences? Guidance and indicative content	
Level 4 (10–12 marks)	<p>Valid comparison of portrayals in B and C, with support. Difference <u>explained</u> with specific purpose/ intended audience of B [OR particular historical perspective of C – see below], e.g.</p> <p>As L3, plus:</p> <ul style="list-style-type: none"> <li>• <i>I think the reason they are so different is because the article in B was published on a feminist website and is trying to <b>inspire other women</b> by providing them with <b>powerful role models</b>. (THRESHOLD – 10)</i></li> <li>• <i>I think the reason they are so different is because the article in B was published on a feminist website which is aiming to <b>showcase powerful female role models to other women</b> (10), so will emphasise Elizabeth's power and achievements. (11) It is unlikely to sympathise with the sixteenth century view that remaining single and childless was a failure. (12)</i></li> <li>• <i>I think the reasons they are so different is because C was written by a historian of the whole Tudor dynasty and may be placing Elizabeth's reign and her achievements alongside those of others like Mary and Henry VIII. (10) She clearly blames Elizabeth for the dynasty's end. (11)</i></li> </ul> <p><b>NOTES:</b></p> <ol style="list-style-type: none"> <li>1. For these interpretations, award 10–12 marks for candidates who use the purpose/context of <u>one</u> interpretation to explain difference in portrayals.</li> <li>2. Do NOT allow undeveloped comments about provenance at this level, e.g. <i>B is so positive because it was written on a feminist website OR C is more balanced because it is a historian who has done more research</i>.</li> </ol>
Level 3 (7–9 marks)	<p>Valid comparison of portrayals in B and C with support from one or both interpretations, e.g.</p> <p><i>B argues that Elizabeth was a powerful and successful monarch who 'controlled her subjects'; the author sees Elizabeth's refusal to marry as a sign of strength because it 'protected her power'. Whereas C views Elizabeth as a weak and indecisive monarch whose reputation has been 'overstated' and whose selfishness allowed the Tudor monarchy to 'die out'.</i></p> <p><b>NOTE:</b> Answers with support from only one interpretation limit to 7 marks</p>
Level 2 (4–6 marks)	<p>Selects individual points of similarity or difference, e.g.</p> <ul style="list-style-type: none"> <li>• <i>B describes Elizabeth as 'determined' but C says she 'dithered'.</i></li> <li>• <i>B says Elizabeth observed her 'duties as monarch' but C says she didn't fulfil the 'main task' of a monarch,</i></li> <li>• <i>Both interpretations discuss Elizabeth's decision not to marry.</i></li> </ul> <p><b>Alternatively, valid comparison of portrayals with no support, e.g. MARK AT 6 MARKS</b> <i>Interpretation B suggests Elizabeth was a very powerful monarch but C gives us the impression she was actually quite weak.</i></p> <p><b>Alternatively, purpose of one interpretation used to explain its portrayal – no comparison, e.g.</b> <i>I think B is so positive because it was published on a feminist website and is trying to inspire women and provide powerful role models, so is more likely to emphasise Elizabeth's power and achievements.</i></p>
Level 1 (1–3 marks)	<p>Comparison of simplistic provenance, e.g.</p> <ul style="list-style-type: none"> <li>• <i>They are different because B is from a website but C is from a history podcast.</i></li> <li>• <i>They are different because B is just from a website but C is a proper historian who has done lots of research.</i></li> </ul> <p><b>Alternatively, summary / portrayal from one/both interpretations with no valid comparison, e.g.</b> <i>B argues that Elizabeth was a powerful and successful monarch who 'controlled her subjects'; the author sees Elizabeth's refusal to marry as a sign of strength because it 'protected her power'.</i></p>

0 marks	
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<p><b>Question 8*–20 marks</b>  <b>According to the website elizabethi.org, Elizabeth I was ‘remarkably tolerant’. How far do you agree with this view of Elizabeth I’s treatment of Catholics between 1580 and 1603?</b></p>	
<p><b>Levels</b>  <b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.  <b>Maximum 5 marks</b>  <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b>  <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b></p>	<p><b>Notes and guidance specific to the question set</b></p>
<p><b>Level 5 (17–20 marks)</b>  Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4).  <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i></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>  <i>It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.</i></p>
<p><b>Level 4 (13–16 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1).  Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4).  <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i></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); causation (reasons for harsh treatment); and similarity and difference (diversity of responses to Catholics) but reward appropriate understanding of any other second order concept.</i></p> <p><b>Grounds for agreeing include:</b></p> <p><i>Relative leniency at the start of Elizabeth’s reign, e.g. Act of Uniformity – which was still in force in 1580 – only fined Catholics small sums if they refused to attend Protestant services. (but this changed in 1581); Thomas Tresham, among others, did not receive harsh punishments (in the context of the time and threats to Elizabeth: fines and short periods of imprisonment. Tresham possibly spent more on buildings than fines) despite his views/recusant behaviour and even the involvement of his son in the Earl of Essex’s rebellion; in strong Catholic areas she did not insist that JPs strictly enforce church attendance at the beginning of the period in question; Elizabeth did not technically</i></p>
<p><b>Level 3 (9–12 marks)</b>  Demonstrates sound knowledge of key features and characteristics of the period in ways that show some understanding of them (AO1).  Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4).  <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i></p>	
<p><b>Level 2 (5–8 marks)</b>  Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4).  <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i></p>	
<p><b>Level 1 (1–4 marks)</b></p>	

<p>Demonstrates some knowledge of features and characteristics of the period (AO1).  Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2).  Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.  <i>The information is communicated in a basic/unstructured way.</i></p>	<p><i>make it illegal to hold Catholic beliefs; it could be argued that any intolerance/ harsh action was justified or driven by the real Catholic threat at the time (plots, Armada, etc.); Elizabeth was tolerant even after 1581 if the Catholics posed no threat to her and continued to attend church; she did not bow to Puritan demands to change the religious settlement even further; a comparison with Mary, her predecessor, could be another reason for agreeing; Elizabeth's treatment of Mary Queen of Scots also showed her to be tolerant. Mary was only executed once evidence was forthcoming surrounding her plotting, despite earlier plots.</i></p> <p><b>Grounds for disagreeing include:</b> Act of Uniformity fined Catholics for non-attendance at Protestant services; tighter control brought in after 1581, e.g. Act of Persuasions and Act Against Priests; Recusancy Act financially crippled Catholics; Act Restraining Recusants socially isolated them; Catholics arrested, tortured and punished, e.g. Campion and Clitherow; spies like Walsingham hunted down Catholics; evidence against Mary Queen of Scots was forged; MQS was then executed following the Babington plot; by 1603 almost all of England's Catholics had given up their faith or were attending Protestant church services without complaint; Elizabeth ordered the execution of at least 200 Catholics during her reign.</p>
<p><b>0 marks</b>  No response or no response worthy of credit.</p>	

Question 8*-20 marks According to the website elizabethi.org, Elizabeth I was 'remarkably tolerant'. How far do you agree with this view of Elizabeth I's treatment of Catholics between 1580 and 1603? Guidance and indicative content	
Level 5 (17-20 marks)	<p>Balanced argument; two valid explained points on each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 20 marks, e.g.</p> <p><i>There is some evidence to support this interpretation as Elizabeth did not enthusiastically persecute Catholics at the start of this period. For example, the Act of Uniformity – still in force in 1580 – only fined Catholics small sums if they refused to attend Protestant services. In strong Catholic areas, Elizabeth did not insist that JPs strictly enforce church attendance. This does show a degree of tolerance because she accepted that church attendance was a matter of conscience.</i></p> <p><i>Furthermore, people were not put to death for heresy and those who continued to obey the Act of Uniformity and attend church were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p>However, there are several reasons to challenge this interpretation. Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</p> <p>Additionally, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as Margaret Clitherow. Around 200 were executed for treason during Elizabeth's reign. This is strong evidence for a lack of tolerance because she punished Catholics very harshly.</p> <p>Overall, I disagree with the interpretation. The evidence of tolerance is mainly from right at the beginning of this period. By 1603 Elizabeth's tolerance had all but gone, with much tighter controls being introduced and almost all of England's Catholics having given up their faith and attending Protestant church services. [20]</p>
Level 4 (13-16 marks)	<p>Balanced or one-sided argument; three explained points of support (2-1 or 3-0), e.g.</p> <p><i>There is some evidence to support this interpretation as people were not put to death for heresy and those who continued to obey the Act of Uniformity were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p>However, there are several reasons to challenge this interpretation. Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</p> <p>Additionally, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as Margaret Clitherow. Around 200 were executed for treason during Elizabeth's reign. This is strong evidence for a lack of tolerance because she punished Catholics very harshly.</p>
Level 3 (9-12 marks)	<p>One sided argument, two explained points of support (2-0), e.g.</p> <p><i>I disagree because Elizabeth brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p> <p><i>Furthermore, Elizabeth permitted the arrest, imprisonment and torture of many Catholic recusants, priests and even anyone found sheltering a priest, such as</i></p>

	<p><i>Margaret Clitherow. Around 200 were executed during Elizabeth's reign. This is strong evidence for a lack of tolerance.</i></p> <p><b>Alternatively, balanced argument; one explained point on each side (1–1), e.g.</b>  <i>There is some evidence to support this interpretation as people were not put to death for heresy and those who continued to obey the Act of Uniformity and attend church were treated leniently. For example, she was relatively lenient towards Sir Thomas Tresham; although he spent time in and out of prison, he was never executed. Executions were for treason when Elizabeth perceived Catholics to be a threat to the realm. This shows remarkable tolerance given the laws at the time.</i></p> <p><i>However, Elizabeth soon brought in tighter restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p>
<b>Level 2 (5-8 marks)</b>	<p><b>One sided argument; one explained point of support (1–0), e.g.</b>  <i>I disagree. Elizabeth brought in very tight restrictions against Catholics. For example, the 1581 Act of Persuasions raised the fines against Catholic recusants to £20 per month, which only the wealthiest Catholics could pay. By 1603, even the wealthiest Catholics were being financially crippled by debt so this shows a lack of tolerance.</i></p>
<b>Level 1 (1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>Yes, I agree because Elizabeth never made it illegal to be Catholic.</i></p> <p><b>Alternatively, description of Elizabeth's policy towards Catholics / related events without linking this to the question, e.g.</b>  <i>In 1586 Margaret Clitherow was accused of sheltering priests and tortured.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>No, Elizabeth was a Protestant and against Catholics.</i></p>
<b>0 marks</b>	

<b>Question 9*-20 marks</b> <b>In his 2016 article 'The dark side of Elizabethan England', historian James Sharpe argues that life for the poor was dominated by 'violence, vagrancy and crushing hunger.' How far do you agree with this view of daily life for the poor in Elizabethan society?</b>	
<b>Levels</b>	<b>Notes and guidance specific to the question set</b>
<b>AO1</b> Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. <b>Maximum 5 marks</b> <b>AO2</b> Explain and analyse historical events and periods studied using second-order historical concepts. <b>Maximum 5 marks</b> <b>AO4</b> Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. <b>Maximum 10 marks</b>	
<b>Level 5 (17–20 marks)</b> Demonstrates strong knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows sophisticated understanding of appropriate second order concepts in setting out a sustained, consistently focused and convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained, consistently focused and convincing evaluation reaching a well-substantiated judgment about the interpretation (AO4). <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i>	Answers may be awarded some marks at Level 1 if they demonstrate any knowledge of the nature of Elizabethan society. It is possible to reach the highest marks either by agreeing or disagreeing or anywhere between, providing the response matches the Level description. To reach Level 5, this must involve considering both reasons to agree and to disagree with the interpretation.
<b>Level 4 (13–16 marks)</b> Demonstrates sound knowledge of key features and characteristics of the period in ways that show secure understanding of them (AO1). Shows strong understanding of appropriate second order concepts in setting out a sustained and generally convincing explanation (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a sustained and generally convincing evaluation reaching a substantiated judgment about the interpretation (AO4). <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i>	Answers are most likely to show understanding of the second order concepts of similarity and difference (diversity of experience); change and continuity (how poor people's lives changed across the period); and causation and consequence (what created these experiences) but reward appropriate understanding of any other second order concept.  Grounds for agreeing include: <i>The labouring poor made up around half the population and struggled to pay rent or buy food when they could not find a day's work; when there were bad harvests some would starve to death; children's lives were often very short because of poor standards of hygiene and lack of medical treatment; the price of bread went up during this period and labourers' wages did not keep up; between 1597 and 1599 large areas suffered from famine; there were violent food riots at these times; poverty grew in this period and in some areas the 'settled poor' made up 30% of the population; vagabonds/vagrants were harshly punished under the Poor Law, e.g. whipping and burning/ possibility of hanging; danger of accusations of being a witch leading to violent punishment/ death.</i>
<b>Level 3 (9–12 marks)</b> Demonstrates sound knowledge of key features and characteristics of period in ways that show some understanding of them (AO1). Shows sound understanding of appropriate second order concepts in making a reasonably sustained attempt to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Sets out a partial evaluation with some explanation of ideas reaching a supported judgment about the interpretation (AO4). <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i>	 Grounds for disagreeing include: <i>there was not constantly 'crushing hunger', e.g. some labourers had an acre or two of their own land or had access to common rights; the labouring poor's diet improved when times were good to include cheese, fish or bacon; the new Poor Law of 1601 (including distinctions made</i>
<b>Level 2 (5–8 marks)</b> Demonstrates some knowledge of features and characteristics of the period in ways that show some understanding of them (AO1). Shows some understanding of appropriate second order concepts managing in a limited way to explain ideas (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. Attempts a basic evaluation with some limited explanation of ideas and a loosely supported judgment about the interpretation (AO4). <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i>	
<b>Level 1 (1–4 marks)</b> Demonstrates some knowledge of features and characteristics of the period (AO1).	

Shows some basic understanding of appropriate second order concept(s) involved in the issue (AO2). Understands and addresses the issue in the question and understands how this is shown in the interpretation e.g. identifying key words, etc. (AO4) There is either no attempt to evaluate and reach a judgment about the interpretation, or there is an assertion about the interpretation but this lacks any support or historical validity.

*The information is communicated in a basic/unstructured way.*

**0 marks**

No response or no response worthy of credit.

*between 'deserving' and 'undeserving' poor) saw some improvements for the poor, e.g. provision of almshouses for the able-bodied poor; other things may be said to 'characterise' the poor person's daily life, e.g. family life and kinship; other difficulties apart from those identified in the interpretation, e.g. regular plagues; various forms of entertainment/ leisure accessible even to the poor throughout the year, e.g. cheap seats at the theatre, May Day, past times.*

## Question 9*-20 marks

In his 2016 article 'The dark side of Elizabethan England', historian James Sharpe argues that life for the poor was dominated by 'violence, vagrancy and crushing hunger.' How far do you agree with this view of daily life for the poor in Elizabethan society?

## Guidance and indicative content

Level 5 (17-20 marks)	<p><b>Balanced argument; two explained points of support each side <u>OR</u> three on one side and one on the other (2-2 or 3-1). Clinching argument = 20 marks</b></p> <p><i>There is a lot of evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by 'crushing hunger' during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people's lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</i></p> <p><i>However, there is also some evidence to challenge this interpretation. The Elizabethans did not see all poor people as 'undeserving'. They viewed the 'impotent poor' sympathetically and introduced the Poor Law of 1601 to help them. Rates were collected from parishioners to support them, and some were looked after in almshouses. This shows that for some poor people, daily life was not dominated by hunger as they would receive some form of care or help.</i></p> <p><i>Furthermore, it would be unfair to say everyone's lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p> <p><i>Overall I think the interpretation is too simplistic because it is not true of all poor people across the whole of this period, for every single day. Also, although the new Poor Law did not solve the problem of poverty, it did keep a large number of the poor away from 'violence, vagrancy and crushing hunger'.</i></p>
Level 4 (13-16 marks)	<p><b>Balanced <u>or</u> one-sided argument; three explained points of support (2-1 or 3-0), e.g.</b></p> <p><i>There is a lot of evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by 'crushing hunger' during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people's lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</i></p> <p><i>However, it would be unfair to say everyone's lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p>
Level 3 (9-12 marks)	<p><b>One sided argument, two explained points of support (2-0), e.g.</b></p> <p><i>I agree. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by 'crushing hunger' during particular periods of their lives.</i></p> <p><i>Also, because of these problems, many poor people turned to vagrancy – walking from place to place, sometimes begging or stealing. The government had tough</i></p>

	<p>laws on vagrancy and these people could suffer violent punishments if they were caught, such as whipping and burning with a hot iron. Vagrancy did dominate these people's lives as Elizabethan society was not sympathetic towards them and saw them as choosing to avoid work.</p> <p><b>Alternatively, balanced argument; one explained point on each side (1-1), e.g.</b></p> <p><i>There is a lot of evidence to support the interpretation. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by 'crushing hunger' during particular periods of their lives.</i></p> <p><i>However, it would be unfair to say everyone's lives were dominated by these things every day. Even for poor people, entertainment and fun were available some of the time. For example, the plays on Bankside theatres in London were very popular with the poorer classes, who bought up the penny seats. This shows that although daily lives may be a grind, there were ways to enjoy yourself, even when poor.</i></p>
<b>Level 2 (5-8 marks)</b>	<p><b>One sided argument; one explained point of support (1-0), e.g.</b></p> <p><i>I agree. The growth in population, rise in prices and failed harvests meant that the number of people living in poverty grew in this period. For example, when harvests were ruined in the late 1590s, there were food riots and some labouring people starved to death. This demonstrates that daily life for much of the poor was dominated by 'crushing hunger' during particular periods of their lives.</i></p>
<b>Level 1 (1-4 marks)</b>	<p><b>Identification of reason(s) to support/challenge without full explanation, e.g.</b>  <i>No, I don't agree because by 1601 a new Poor Law had been introduced to help those in poverty.</i></p> <p><b>Alternatively, description of Elizabethan poor/ vagrancy / related events without linking this to the question, e.g.</b>  <i>The Elizabethans divided the poor up into different categories like the impotent poor, the able-bodied poor and vagabonds.</i></p> <p><b>Alternatively, valid but general assertions, e.g.</b>  <i>Yes, there was crushing hunger when there wasn't enough food.</i></p>
<b>0 marks</b>	

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