

# GCSE (9-1) History



## Exemplar student responses – Pack 2

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

## About this exemplars pack

This pack has been produced to support History teachers delivering the new GCSE (9-1) History specification (first assessment summer 2018). The responses have been sourced from students in a range of schools. Some responses may have been edited to support understanding of a range of levels.

This pack contains exemplar student responses for:

- Paper 1, Section B
- Paper 2, Section A
- Paper 2, Section B

They cover Assessment Objectives 1 and 2.

<b>Students must:</b>	
<b>AO1</b>	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
<b>AO2</b>	Explain and analyse historical events and periods studied using second-order <sup>1</sup> historical concepts.
<b>AO3</b>	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
<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.

Following each exemplar response, you will find the mark scheme for the band that the student has achieved, with accompanying examiner comments on how the level has been awarded.

# Paper 1, Section B: Thematic study – Medicine and Crime

## Question 3

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>• Simple or generalised comment is offered about a similarity. [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the periods. [AO1]</li></ul>
2	3–4	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain a similarity. [AO2]</li><li>• Specific information about the topic is added to support the comparison, showing good knowledge and understanding of the periods. [AO1]</li></ul>

### Exemplar response 1

- 3 Explain **one** way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

One way in which people's reactions were similar is that they both believed the plague was caused by humors being out of balance. This meant that for a cure, they looked at the theory of the four humors. This is why bleeding was still used at both time periods as a cure. This also shows that in the seventeenth century, they were still using Galen's theories and ideas, and hadn't moved forward.

#### Examiner's commentary

This is a low Level 1 response. It offers a simple comment about the similarities (AO2) and generalised information about the topic which shows limited knowledge and understanding (AO1).

It has a general knowledge and understanding of reactions to the plague but these statements could be made about different diseases. It is explaining why there was continuity in treatment rather than specifically comparing reactions to the plague. It would require more specific information in relation to the actual focus of the question to be awarded L2. Low Level 1

## Exemplar response 2

3 Explain one way in which people's reactions to the plague in Britain were similar in the fourteenth and seventeenth centuries.

In both the fourteenth and seventeenth centuries people's reactions to the plague were similar in many ways. One of the main ways people's reactions were similar was that they both believed it was due to God's punishment. They both fasted and used prayer. This shows a similarity between the two era's as it shows that during these time periods both sets of medical knowledge were dominated by the church. Overall this also shows a lack of progress of medicine as from the C14<sup>th</sup> medical ideas and reactions had not progressed or moved forward.

### Examiner's commentary

This is a high Level 2 response. It identifies a similarity and analyses the similarity by showing how the reactions were similar and linking to the Church (AO2). Specific information about the reaction is shown in support (AO1).

## Question 4

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points</i></p>
3	7–9	<ul style="list-style-type: none"> <li>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

### Exemplar response 3

- 4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You **must** also use information of your own.

In the twentieth ~~illness~~ <sup>quickly</sup> improved century, the treatment of illness improved. There are many reasons for this. One is the discovery of magic bullets. Following discoveries of germ theory made by Pasteur and Koch, ~~peoples~~ people wanted to do more research and improve on their findings. Magic bullets were discovered to be able to cure a disease ~~of~~ or infection a person had without harming or affecting the patient.

Another way in which the treatment of illness improved was that they discovered penicillin. Penicillin was discovered, ~~when mould was g~~ by chance, when mould <sup>grew</sup> ~~was~~ grown on a dish that was left. The bacteria was shown not to be around the

mould. If people ~~and~~ then realised that they could use the penicillin from the mould to fight off infection, bacteria and germs. As it was discovered after Koch's germ theory, this meant they could research the penicillin and the ~~use~~ use of it with extra information of germs.

WW2 also meant a change in the treatment of illness. As penicillin needed to be used in vast amounts, ~~this~~ meant they had to learn a way to mass produce it, which is beneficial not only for the war but medicine as a whole. Another way WW2 improved medicine is the way they healed gunshot wounds. Ambroise Paré was a doctor on the battlefield. When the oil ran out they had to find a new way to heal the wounds. Paré used silk ligatures, which resulted in less people ~~dying from~~ ~~infection~~. However, although this was a good discovery, the fact that the surgery had to be done on the battlefield meant germs still got into the wound which meant some still got infections.

**Examiner's commentary**

This response mainly describes change – magic bullet and penicillin - rather than explaining rapid change and so has limited analysis and an unsustained focus at AO2 (L2). The point made about the Second World War is valid but it does not have enough AO2 analysis or AO1 support to suggest L3. At AO1 most of the information which is accurate and relevant shows some understanding of the period but is not detailed or deployed to support the concept of rapid change (low L2). From 'healed gunshot wounds' the response provides material which is irrelevant to the time period and deals with material which is about surgery rather than treatment and so cannot be rewarded. It covers content which is beyond the stimulus points but is not sufficient to reach the high-band mark and so the overall best fit is mid-Level 2.



#### Exemplar response 4

- 4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You **must** also use information of your own.

There was a rapid change in treatment of illness in Britain during the twentieth century. This was because of the developments of penicillin. Penicillin was mass produced for the injured soldiers in WW2 for the D-day. It was discovered that the mould could be turned into a cure for infections and diseases. This meant that many of the people with illnesses could be cured. This was a rapid change because penicillin could target a range of diseases and could cure them, instead of only providing a prevention for disease, so in this way many people ~~became~~ could have their illness cured.\*

There was also a rapid change in the treatment of illness in Britain because of the magic bullet. The magic bullet was a new great improvement because it could target and kill a disease but have

the person untouched. It was quite a breakthrough because it was the first chemical-based cure. The magic bullet was called 'Salvarsan 606' because a man called Paul Ehrlich had tested 606 dyes to try to find a cure for the killer disease Syphilis. This meant that disease could start to be cured rather than prevented. Although the magic bullet had limitations because it was only capable of targeting the one disease Syphilis. This meant that people who did not have a specific disease could not be cured.

\* But penicillin had limitations because it could not do anything to cure viruses.

#### **Examiner's commentary**

This response addresses the question by reference to penicillin and magic bullets. Only one is directly related to the stimulus points but the content coverage does not cover sufficient content areas to be rewarded at the top of Level 2/Level 3 or Level 4 at all. The response identifies some elements of change and is attempting to explain change but does not securely focus on rapid change. It is suggesting that penicillin brought rapid change because it could 'target a range of diseases'. At AO2 the explanation of penicillin has shows some analysis (L3) while the explanation of the magic bullet has limited analysis (L2). The best fit here is a low L3 as there is a focus on changing treatment of illness. At AO1 there is accurate and relevant information which shows sufficient knowledge understanding of the required features/characteristics of the period – mass production of penicillin in the Second World War and the development of the magic bullet - to reach low Level 3. The response is, therefore, low Level 3. Please note: This is weak L3 for both AO2 and AO1. Low Level 3

## Exemplar response 5

- 4 Explain why there was rapid change in the treatment of illness in Britain during the twentieth century.

You may use the following in your answer:

- magic bullets
- high-tech treatment

You **must** also use information of your own.

Post-1945's small growth  
NHS - free  
NHS - overuse  
New technology  
2/3 PEE para

During the twentieth century there ~~was~~ <sup>were</sup> rapid changes in the treatment of illness in Britain. There are many different reasons why there was rapid change in the treatment of illness, one of these reasons is ~~through~~ ~~the use of~~ the creation and use of the first magic bullets. Paul Ehrlich created the first magic bullet which fought ~~the~~ syphilis microbes inside the body by mixing chemicals with coloured dye, through this discovery he created Salvarsan 606 which was the first chemical based cure. This shows that there was rapid change within the treatment of medicine as more scientific cures were being created which were overall less harmful to the body. ~~The~~ Salvarsan 606 also shows rapid change in the treatment of illness as before chemicals such as mercury were being used to treat syphilis which caused both harm to the body and eventually death. Overall this shows rapid change in the treatment of illness in Britain as it shows that more scientific cures were being created to produce a significant amount of progress within the treatment of illness throughout time. Also due to the release of the Germ Theory ~~the~~ the impact ~~of~~ of the treatment was instantaneous meaning that the rate of change for a treatment was increasingly high showing overall vast knowledge and rapid changes throughout the treatment of illness.

A different major reason why there was rapid change in the treatment of illness in the twentieth century is due to the foundation of the NHS. The NHS was founded in 1949 by the British government and was a new source of healthcare for the population of Great Britain. The creation of the NHS created rapid change in the treatment of illness as it was free, which meant that now everybody had access to successful chemical treatments and new technology. This shows rapid change in the treatment of ~~the~~ illness as now ~~the~~ ~~whole~~ everybody had access to medical treatment. Therefore this shows rapid change as overall the population would be healthier, ~~and~~ However the creation of the NHS ~~is~~ did have limitations as, as more people began to use the NHS funding began to run out which meant that in the future the NHS had to charge ~~for~~ for prescriptions and dental/ optician care.

#### Examiner's commentary

This response provides an explanation for change showing some analysis by reference to magic bullets (stimulus point), germ theory, and the NHS. The content goes beyond the stimulus points but is not wide-ranging enough to be considered for Level 4. At AO2, although it refers to rapid changes the points are more focused on showing change, putting it at Level 3. At AO1 there is accurate and relevant information included which shows good knowledge and understanding of the required features/characteristics of the period (Level 3). Both paragraphs include information which is less relevant and so is not precisely selected to address the question. Both AO1 and AO2 exhibit a best fit of Level 3, so overall this achieves a high Level 3.

This is a borderline mid- to high- Level 3: to secure high Level 3, and even be considered for L4, the response would need more clearly to cover three areas of content (either stimulus or own knowledge based).

## Question 5

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

## Exemplar response 6

5 'There was little progress in medicine in Britain during the Renaissance period (c1500-c1700).'

How far do you agree? Explain your answer.

You may use the following in your answer.

- the work of William Harvey
- bloodletting and purging

You must also use information of your own.

I agree with the statement that 'There was little progress in medicine in Britain in the Renaissance period' to a certain extent. This is because during the Renaissance period there were many medical breakthroughs which did create progress within the history of medicine. One of these medical breakthroughs was Harvey's discovery that the heart was a pump and that it circulated blood around the body. This shows there was medical progress as in the long term as Harvey's discoveries would inspire future doctors and lay the foundations for more medical progress in the future. For example his discovery created the stepping stones for future doctors to discover blood types which lead to the development of blood transfusions and heart surgeries.

A different reason why there was medical progress in the Renaissance period is shown in the work by Sydenham. His work as a physician added to medical progress at the time. This was because he used observation of patients and the use of records to diagnose illness and to find treatments such as laudanum for pain. This shows medical progress as he used his initiative and medical knowledge to create better and more effective treatments. Also his work with quinine gave future doctors the inspiration to use quinine to treat malaria which in the future would become a significant medical breakthrough.

However there were also many factors which showed lack of medical progress within the Renaissance period. For example the Church was still very dominant in the medical world. This shows lack of progress overall the Church was still supporting the ideas of Galen and the use of supernatural treatments such as self-punishment and lucky charms. Furthermore this shows lack of medical progress as most of the population chose to follow the Church which meant new medical ideas were being forgotten about and not used throughout the medieval community.

Another factor that shows little progress throughout the Renaissance period is that the work of Harvey and Vesalius was all theory which meant that there was no impact at the time of their discoveries. Overall this shows lack of medical progress as not only were their ideas frowned upon by the Church, but also most of the population was illiterate. This overall shows a lack of progress as many people couldn't read their theories, therefore decided to follow the Church's medical ideas.

In conclusion I believe that there wasn't much progress in medicine throughout the Renaissance period. This is because even though discoveries made by individuals lead to the discovery of blood groups and more accurate diagnosis in the future. During the Renaissance period the Church dominance of medicine and lack of practical work meant that there were no impacts at the time due to these discoveries, therefore there was little progress made throughout the Renaissance period.

**Examiner's commentary**

This response is an analytical explanation which is directed consistently at the focus of the question (Strand 1 – AO2) by showing arguments for and against progress having justified an overall judgement (Strand 3 – AO2). The content goes beyond the stimulus points with reference to other individuals and the Church (AO1) and is sufficient to meet low Level 4, but is not always sufficient to exemplify wide-ranging knowledge and understanding for an extended 16-mark response in the thematic study. The line of reasoning uses supporting information which refers to the future and which may seem to be less relevant but the conclusion defines these references as criteria for judgement (AO2) – clearly making this valid. The overall best fit would suggest Strand 1 low Level 4, Strand 2 low Level 4 and Strand 3 Level 4 – overall low Level 4.

## Exemplar response 6a (new)

5 'The role of local communities was the most important factor affecting law enforcement during the Middle Ages.'

How far do you agree? Explain your answer. (16)

You may use the following in your answer.

- tithings
- trial by ordeal

You must also use information of your own.

Local communities were a very important factor affecting law enforcement in the Middle Ages though the Church also had an influential role. Overall local communities were most important as they provided most of the policing and dealt with those accused of crime.

Local communities were particularly important in providing the policing side of law enforcement in the Middle Ages. This can be seen by the use of tithings and the hue and cry. Tithings showed the importance of communities because they imposed a collective responsibility for the behaviour of others. A tithing was made up of ten men / boys over twelve who were responsible for each other's behaviour. If one of the tithing was suspected of committing a crime the others would be responsible for catching him and taking him to the court for trial or, if they failed, pay a fine. This shows the importance of the local community because members of the tithing were responsible for each other's behaviour and because the community ties acted as a deterrent as most members of the community would not want to let others down.

The importance of the community was shown in other ways. For example the hue and cry required all members of a village to assist in catching a suspected criminal or be fined for not helping. This shows that the community was very important in law enforcement because they had the responsibility for apprehending the suspected criminal.

There were developments in policing such as the introduction of the constable and watch but these also highlighted the role of the community. For example the constable was a respected villager and the watch was also made up of villagers. This underlines the role of the community as there was no official paid police force and so it relied on the community led by the village constable.

On the other hand the local community was not the only influence on law enforcement. The church also had a very significant role. The Church was also important regarding trial by ordeal. If the local community could not decide on a person's guilt then it was believed that God could decide through trial by ordeal. The accused would suffer a usually painful test such as carrying a red-hot iron bar or lifting a stone from a cauldron of boiling water. If, after three days, the bandaged wounds were starting to heal God had shown their innocence. Fasting and prayers took place before the trial and they often took place in Church. However, trials by ordeal were outlawed by the Church in 1215 and so were not important throughout the Middle Ages.

Another area where the Church was important was in the growth of Church Courts. These were used to try moral crimes and crimes suspected of being committed by the clergy. These courts often gave lesser punishments than those given by royal courts. Anyone who could learn the 'neck verse' could give the 'benefit of the clergy'- the right to trial in a Church Court - but for most ordinary people law was enforced by the local community.

Overall both the local community and the Church were important in law enforcement. The local community's policing role was vital as there was no official police force and this is made clear by the fact that tithings and the hue and cry continued as the main method of policing throughout



the Middle Ages. The Church had a great influence over trial by ordeal and in its own Church courts but trial by ordeal was abolished and fewer people were involved. The local community's role though was most important as they caught, tried and punished the vast majority of suspects throughout the Middle Ages.

**Examiner's commentary**

This is a high Level 4 response. The response covers aspects of law enforcement that go beyond the areas prompted by the stimulus points e.g. hue and cry, unpaid officials and benefit of the clergy. This is an analytical response which is directed consistently on the factors affecting law enforcement during the Middle Ages. The response considers a variety of aspects of the role of the community and the role of the Church to determine whether the role of local communities was more important. It develops criteria related to the number of people affected and continuity of influence across the time period. Accurate and relevant information is selected to address the question. There is a line of reasoning which is coherent, sustained and logically structured.

## Paper 2, Section A: Period study – American West and Cold War

### Question 1

Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"><li>• Simple or generalised comment is offered about a consequence. [AO2]</li><li>• Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]</li></ul>
2	3–4	<ul style="list-style-type: none"><li>• Features of the period are analysed to explain a consequence. [AO2]</li><li>• Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]</li></ul>

## Exemplar response 7

1 Explain **two** consequences of the Fort Laramie Treaty (1851).

Consequence 1:

One consequence of The fort Laramie treaty was the American government never really controlled the number of settlers. This was when the white settlers moved to the west also this meant that they would cause alot of problems and they would cause a big fight but to stop this they had to sign the treaty.

Consequence 2:

### Examiner's commentary

Consequence 1: Candidate starts with a valid statement regarding control of the number of settlers, yet there is no rewardable material in terms of knowledge and understanding demonstrated. Therefore this can only be awarded a low Level 1.

Consequence 2: No valid response.

Overall: low Level 1 and no rewardable material.

## Exemplar response 8

1 Explain **two** consequences of the Fort Laramie Treaty (1851).

Consequence 1:

The number of people moving to the west increased. This caused fights between the Native Americans and the settlers. The Government started a treaty to stop this and make peace between the both. So the Government told the Native Americans that they would control the number of people moving. However, they lied. They didn't bother on changing the amount of people moving; they wanted ~~at~~ people to move, to populate the whole of America. They only said they would, to keep the Native quiet.

Consequence 2:

~~To protect the settlers~~ The Government wanted the Native Americans to stop attacking settlers. So to protect the settlers they told tribes they would pay them. However, the Government failed to pay some tribes. As a result the Natives started attacking the settlers again. The Government were lying. They weren't really going to pay them. They just wanted to conquer the whole continent.

### Examiner's commentary

Consequence 1: Candidate has offered a comment on consequence (number of people increased), but doesn't analyse the features of the period. This is due to the information provided being too generalised and needs to be more specific to move into Level 2. Overall the first consequence is the top of Level 1.

Consequence 2: Candidate has provided enough analysis of the features of the period to be awarded Level 2 with some understanding of the Treaty demonstrated with the Native Americans not getting what they wanted (failed to pay) and some specific and relevant information to support the point. This is therefore at the bottom of Level 2.

High Level 1 and Low Level 2

## Exemplar response 9

1 Explain two consequences of the Fort Laramie Treaty (1851).

Consequence 1:

One of the consequence was that the white settlers was supposed to control the amount of migrants, migrating to the west. As it was stated in the treaty. However the white settlers did not abide by the conditions in the treaty they breached the treaty; they did not care about controlling the amount of settlers they just want to conquer the entire America and keep the Natives quiet while they do this. This meant that the treaty was a waste of time as the

Consequence 2:

white settlers kept on breaching the contract. Another consequence was that the white settlers were supposed to give a certain amount of money to the Natives to compensate the ~~money~~ white's settlers migrating. However the white settlers government failed to pay 10 years of money as of that they broke the contract yet again causing Natives to retaliate and steal from their wagons. Which is why the treaty was a waste of time as ~~they~~ the whites did not follow the conditions.

Which is why there was no peace and the treaty did not fulfill the point of creating the treaty which was to end the fights/arguments and live in peace amongst others. Which is why the treaty failed.

(Total for Question 1 = 8 marks)

### Examiner's commentary

Consequence 1: Candidate provides a valid consequence (supposed to control number of migrants travelling west) then goes on to describe rather than explain their point, leaving it in Level 1. The information used to support is also not specific enough for a Level 2 response.

Consequence 2: Similar to Consequence 1 the candidate has provided a valid consequence (retaliation of the native population) yet this time they explained rather than simply described with specific information such as failure to pay 10 years of money, to support their point. It moves into the bottom of Level 2, which would be improved by more detail.

Overall: high Level 1 and low Level 2

### Exemplar response 10

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

There were loads of consequences for the 3 leaders but some more significant than others, but there were also consequences that occurred from the crisis.

JFK had ~~not~~ improved his reputation. He was shown to be weak after the Bay of Pigs disaster and turned America into a laughing stock. Steadily he began to regain his reputation, he did this by standing up to Khrushchev. After JFK announced the blockade on the 22nd October a Russian ship approaches two days later. Some say it was to test Kennedy anyway. He did not cause conflict and did not stand down, the boat did a U-turn and fled home. This also pleased the doves.   
Consequence 2:   
He chose a peaceful method.

Another consequence of the crisis was that a hotline was set up ~~in~~ between Moscow and Washington DC. This meant leaders could speak directly to each other if another crisis occurred and resolve it quicker instead of waiting for letters to be passed on.

### Examiner's commentary

Although Consequence 1 is not very focused it reaches the top of Level 2. For AO1 it has specific information about the topic and explains key features that led to Kennedy's improved reputation. Consequence 2 has specific information about the topic for Level 2 but only a general comment is offered for AO2 which is therefore Level 1. Overall bottom of Level 2 for Consequence 2.

Overall: top of Level 2 and bottom of Level 2

### Exemplar response 11

1 Explain **two** consequences of the Fort Laramie Treaty (1851).

Consequence 1:

The Fort Laramie Treaty was signed by the US government and the Native Americans to put a stop on the frequent Indian attacks on travelling white settlers. The US government promised the Indians \$50,000 for 10 years (this was part of the treaty). Once signed the government in a way lost interest as they had themselves broken the treaty by not paying <sup>the</sup> payments which were to be paid. As a result of not being paid the Indians became more aggressive and decided to resume their attacks. In a way the white settlers had their chance as the Indians decided to give them one. The white settlers made themselves out as vile characters which may have made the Indians

Consequence 2: rethink ~~the~~ <sup>the</sup> resettlement on their goals and

The next consequence of the treaty was that the US government never really controlled white settlers using the treaty. Due to a lack of organisation and regard there was a drastic increase of white settler numbers at that time <sup>the</sup> rapid rush began which meant a lot more people would be moving to the west. This would also cause aggression as

they weren't following the terms of the treaty. To conclude the failure of the Fort Laramie Treaty was ~~the~~ because of the lack of regard for the treaty. One term of the treaty was that the white settlers were granted safe passages on the Oregon trail in ~~feet~~ return for \$50,000 (Total for Question 1 = 8 marks) for 10 years as well as land between the Rocky mountains with the Arkansas river so in a way the failure was inevitable as one promise was broken creating a domino effect on the rest.

#### Examiner's commentary

Consequence 1: Candidate has provided detailed and specific information, such as \$50,000 for 10 years, and then proceeded to explain the consequence (Indian aggression and attacks). This therefore satisfies both strands of analysis and knowledge and understanding to be awarded top of Level 2.

Consequence 2: A clear consequence stated at the beginning with the government failing to control the settlers, which is then explained. This is then supported with specific detail (Oregon Trail) and understanding. A solid example of a top Level 2 response.

Top of Level 2 for both responses.



## Exemplar response 12

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

One consequence of the Cuban missile crisis was Khrushchev's reputation being damaged. Khrushchev became unpopular because he had appeared weak, when Kennedy announced that the missiles will be removed from Cuba. Khrushchev was removed from office in 1964, this helps support the idea that Khrushchev's reputation was damaged.

By appearing weak, Khrushchev had let down the Russian public. It had been kept secret that America removed their missiles from Turkey, this made Khrushchev appear even more, since it seemed like he'd simply given up.

Consequence 2:

PEE

Another consequence of the Cuban missile crisis was the nuclear-test ban treaty. The treaty was signed in 1963 and it controlled the use of nuclear <sup>weapons</sup> ~~war heads~~.

By banning any testing, the tension was lowered between Russia and America, this was a positive consequence. Now America and Russia had a hotline for each leader and they could trust each other a little ~~more~~ more.

### Examiner's commentary

The two responses are top of Level 2 for both AO1 and AO2 strands. Consequence 1 gives specific information about the topic by explaining how the Cuban Missile Crisis led to Khrushchev being seen as weak and his removal from office. There is good knowledge and an understanding of the period. Similarly Consequence 2 gives specific information about how the crisis led to the nuclear test-ban treaty and the setting up of a hotline. The responses clearly show a focus on the second-order concept of consequence.

Top of Level 2 for both responses.

## Exemplar response 13

1 Explain **two** consequences of the Cuban Missile Crisis (1962).

Consequence 1:

One of the consequences of the Cuban Missile Crisis in 1962 was a hotline. The hotline was set up between Washington DC, the Whitehouse and Moscow, the Kremlin. The Cuban Missile Crisis was deeply hostile and Kennedy and Khrushchev sent letters to each other. But this took a long time. In June 1963 the hotline was set up so that the leaders could talk to each other without waiting. It was so they could speak directly if there was anything like this to happen again. This is a positive consequence.

Consequence 2:

Another consequence of the Cuban Missile Crisis was the Nuclear Test Ban Treaty in August 1963. Kennedy and Khrushchev both signed the treaty which stated that no nuclear weapon could be tested in space, above ground or in the sea. This meant that the world was safe from any nuclear weapons. \* This was a positive consequence. \* Although, countries could still test nuclear weapons underground.

### Examiner's commentary

The two responses are top of Level 2 for both AO1 and AO2 strands. Consequence 1 gives specific information about the topic by explaining how the Cuban Missile Crisis led to setting up of the hotline. There is good knowledge and an understanding of the period. Similarly Consequence 2 gives specific information about how the crisis led to the nuclear test-ban treaty. The responses clearly show a focus on the second-order concept of consequence. Top of Level 2 for both responses.

## Question 2

Level	Mark	Descriptor
	0	No rewardable material.
<b>1</b>	<b>1–2</b>	<ul style="list-style-type: none"> <li>• A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2]</li> <li>• Limited knowledge and understanding of the events is shown. [AO1]</li> </ul>
<b>2</b>	<b>3–5</b>	<ul style="list-style-type: none"> <li>• A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1]</li> </ul> <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
<b>3</b>	<b>6–8</b>	<ul style="list-style-type: none"> <li>• A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1]</li> </ul> <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>

## Exemplar response 14

- 2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865-74.

You may use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

You **must** also use information of your own.

The demand for beef and cattle began when Goodnight found millions of cattle and decided to sell them. Him and Loving did this by ~~making~~ making trails that led to new markets. As people hadn't tasted beef before, they <sup>meant they</sup> ~~were~~ would happily travel lengths to buy it. On the way there were drunk wagons. These enabled Goodnight and Loving to transport and export across the US. This meant the business was expanding.

In 1866, the Goodnight and Loving signed a contract to sell to Indians and the government. As the cattle now had lots of land to graze on, the Indians were more interested in the cattle than the bison as they were more healthy.

Because they had engines, the meat was able to be exported quickly ~~to~~ into other markets which meant the business was being expanded.

The cattle were soon moved onto the Plains in 1868 when the ground was perfect for breeding and eating. Because there were loads of cattle getting produced which were healthy, meant that more people were buying.

**Examiner's commentary**

The narrative has some organisation, but it only covers the first 3 years, with an outcome provided despite being somewhat limited. Has attempted linkage with phrases such as, "that led to" which moves it into low Level 2 for AO2. The information goes beyond simple statements to move into low Level 2 for AO1.

Therefore awarded low Level 2.

## Exemplar response 15

- 2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865–74.

You may use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

You **must** also use information of your own.

~~east~~ <sup>the east</sup>  
In 1865 there was a huge demand of beef because in ~~the east~~ they only ate chicken and never tasted beef. This means that they wanted to taste something new. In 1865 Charles Goodnight returned to Texas and saw a lot of cattle that were spreaded around so he made a plan to get a trail across the U.S so he can sell his cattle to people. This also meant that if they start selling cattle they would make a lot of profit and can get rid of them. Therefore if they sold cattle in Texas they wouldn't make enough profit so that's why they would move around through the U.S. Even more the cattle industry grew powerful and was successful in their work because they were well known around the U.S. The government also needed the cattle for the plains Indians in the reservation because they have promised the plains Indian that they will give food if they stay in one place.

The trail they went was successful but some of the plains Indians was attacking the cowboys or the cattle would die. So a man called Joseph McCoy who decided to set up a cow town near the rail road so they could sell the cattle by taking them on the train and selling it on the market. So this meant that if they went with this road they could sell alot of cattle. Furthmore in 1968 John Whit wanted the cattle to stay in the plains because they would get alot of grass in the plains and will<sup>be</sup> feed by the workers.

#### **Examiner's commentary**

The narrative lacks organisation which tails off at the end. Despite being weak in terms of sequencing and not going to the 1874 there is an awareness of growth over time. There is some linkage with some analysis ("this also meant" and "therefore") to allow AO2 to be awarded at Level 2. The response has some knowledge and understanding with accurate and relevant information although it is not really specific, but enough to move beyond Level 1 for AO1. The lack of reference to barbed wire does not impact on the level awarded. Overall the response is a low Level 2.

## Exemplar response 16

2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

The Berlin Crisis was caused by Trizonia, common currency and the Marshall Plan. Trizonia was the formation of ~~the British, French~~ <sup>the British, French</sup> and American zones to join together. They then made a common currency. The Marshall Plan was where America gave money to Germany to make it strong. This worried Stalin because Germany had invaded before in 1914 and 1941.

This led to the Berlin Blockade. Stalin wanted to make the people in West Berlin to turn communist. The blockade lasted for 10 months. The allied response to this was an airlift. They couldn't invade because it would have been an act of war. They couldn't do nothing because the policy of containment would have failed. An airlift meant that the people would still have supplies and wouldn't turn to communism. 4,600 tonnes of supplies were delivered every day. On the 12<sup>th</sup> May, Stalin called off the blockade because his plan wasn't working.

As a result, the consequences were that there was a clearly divided Germany. The GDR was the East and the Federal Republic was the West. This also caused some tension for the Cold War.

### Examiner's commentary

The first paragraph uses terminology of sequence with support showing some knowledge which goes beyond the stimulus material. There is some organisation of the material with knowledge used to make links and sequencing of events for the Marshall Plan. The response meets the criteria for both AOs at Level 2 and the very first sentence shows Level 3 for AO2.

The response can therefore be awarded the bottom of Level 3.



## Exemplar response 17

2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

The Berlin crisis was caused by Stalin's fear of a strong Germany, since they had already invaded Russia in 1914 and 1941, and Stalin believed they would invade Russia again once they're strong enough. Stalin's fears ~~were enhanced~~ <sup>grew when</sup> America, Great Britain and France joined together to create Trizonia. Trizonia helped rebuild Germany by creating the Deutschmark and giving Germany \$16 billion as aid. By rebuilding Germany, Trizonia made Stalin their enemy. This led to the Berlin Blockade (June 1948) ~~this was~~ Stalin's response to Trizonia giving aid to ~~the~~ <sup>\*</sup> Germany. The blockade lasted 10 months; food, water and communication ~~was cut off completely~~ <sup>\* to West Berlin</sup> and Stalin was ~~now~~ <sup>pressuring</sup> West Berlin to become communist. ~~As a result~~ <sup>Trizonia's</sup> response was an airlift, since they could not attack the blockade because that would be seen as an act of war. 4,600 ~~tons~~ tonnes of food was lifted into West Berlin everyday and West Berliners were now safe ~~and~~. ~~As a result~~ on the 12th May 1949, Stalin called off the blockade. As a result, Germany became cleanly divided, GDR were

the ~~&~~ East Germans ~~and~~ and the Federal Republic were the West. This however caused tension, that led to the cold war.

### Examiner's commentary

This narrative account has a clear sequence of events within the timeframe showing how the forming of Trizonia and the currency union led to Stalin's blockade of Berlin and then to the division of Germany. The account is structured and logical and gives information beyond the stimulus with accurate and relevant knowledge. The response is high Level 3 for both AOs.

High Level 3

## Exemplar response 18

2 Write a narrative account analysing the ways in which the cattle industry grew in the years 1865-74.

You may use the following in your answer:

- the Goodnight-Loving Trail (1866)
- the introduction of barbed wire (1874)

You must also use information of your own.

The cattle industry has gradually developed over time by numerous factors. The initial stimulation of the cattle industry was in 1865 when an ordinary soldier returning from the civil war at the time - Charles Goodnight came back from war to find millions of cows in which were not owned or in anybody's possession. Goodnight decided that he would take advantage of the cattle by making money from them. After making this decision Goodnight decided to devise a small team with him and a man called Oliver Loving. Due to Loving having some background in markets and interests, he knew exactly how to get the cattle to the markets easily. Putting together their experiences, they devised a network of trails.

Branching out to many areas of the developing US. coincidentally the trails were nearby water and good grass land. These pathways were route to different markets who were to buy the produce. This helped the cattle industry grow as a way of getting the produce to the market was devised at an early stage of discovery. One of the routes meant Goodnight could sell to the Fort Laramie US guards. The newly established trails meant that the cattle could be bought by a wide range of market making more money.

After being put on reservations, the Indians were restricted and couldn't feed on the buffalo as they had done before therefore beef was their only alternative. The U.S government only started to supply the beef in 1866 - only 1 year after its discovery. Just like the buffalo, beef became an essential component of their diet. This helped the cattle industry grow further as they were catering for a new market so there was more money being made as the U.S. government were paying for the beef. The newly established trails meant that a route was devised so the beef would be able to reach the Indians. Without the trails the meat wouldn't be able to reach the Indians invalidating the contract which was signed earlier.

Although the trails were successful, problems were still arising such as the cows began to suffer from exhaustion and malnutrition, which decreased the quality of meat which meant less money made. After identifying this Joseph McCoy decided to set up cow towns in 1867. This was a system in which the buyer and seller met halfway. This meant the cows didn't have to travel a large amount. Additionally the 'cow towns' were situated close to the railroad so after selection they could be shipped to their required markets. The cow towns were multifunctional as they made it easier for the cow, buyer and seller. This helped the cattle industry grow as the cattle was not losing quality and quantity so it could sell on.

As competition grew, one man named John Illif (in 1868) realised the plains were the perfect breeding place. There was more resources on the plains which meant better quality of cows. Ranches were formed so breeding could take place.

Lastly further on in 1868 the first transcontinental railroad was built They had refrigerated cabins. Meat could be pre prepared so it could be sold immediately. This helped the cattle industry as it had developed. Without the trails and the cowtowns this wouldn't happen as the trails were guides so the meat could reach the target market. The cowtown was a level up which meant that meat could be sold quicker so more money.

**Examiner's commentary**

The response has a logical structure which provides a clear narrative. The linkage between the events demonstrates accurate analysis thus putting the response at the top of Level 3 for AO2. A good knowledge and understanding of the key features is demonstrated in terms of AO1 with the use of accurate and relevant information used. The evidence developed goes beyond the stimulus points to include McCoy and refrigerated cabins, therefore Level 3 can be awarded for AO1 as well.

Overall the response is a high Level 3.

## Exemplar response 19

2 Write a narrative account analysing the key events of the Berlin Crisis, 1948–49.

You may use the following in your answer:

- Stalin's fears
- the Airlift

You **must** also use information of your own.

Berlin Crisis in 1948-49 was caused by the joining of Britain, France and USA to form Trizonia. Trizonia introduced their own common <sup>currency</sup> ~~currency~~ called the Deutschmark which led to Stalin becoming worried. ~~Therefore,~~ <sup>Furthermore,</sup> the Marshall plan gave 60 million dollars to Germany for aid - this would've <sup>ensured</sup> ~~suared~~ a stronger Germany. A stronger Germany, worried Stalin as it could invade the Soviet Union like before in 1914 and 1941. This led to the placement of the Berlin Blockade in June 1948, which lasted for 10 months. An allied response to the blockade was airlifts. The airlifts were a way for Berlin's allies to give food and aid over the blockade - Stalin couldn't stop the airlifts. In turn, Stalin had no other <sup>decision</sup> ~~choice~~ but to ~~but to~~ lift the blockade in May. As a result of the blockade, ~~and~~ Germany were clearly divided GDR - east Germany and Federal Republic - west Germany. Furthermore, ~~this~~ <sup>the</sup> Berlin Crisis led to tensions in the Cold War as Stalin was using ~~and~~ becoming aggressive to the USA.

### Examiner's commentary

This response is a clear narrative and organises the material into a clear sequence of events. It gives accurate and relevant information on how the strengthening of the western zones led to Stalin's blockade of Berlin and how this in turn led to the formation of West Germany. The response goes beyond the stimulus material and there is a clear understanding of the key features of the period. The criteria for both AOs at Level 3 are met.

Top of Level 3

## Paper 2, Section B: British depth study – Early Elizabethan England, 1558–88

### Question 5(b)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–3	<ul style="list-style-type: none"> <li>A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>Limited knowledge and understanding of the topic is shown. [AO1]</li> </ul>
2	4–6	<ul style="list-style-type: none"> <li>An explanation is given showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> </ul> <p><i>Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	7–9	<ul style="list-style-type: none"> <li>An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	10–12	<ul style="list-style-type: none"> <li>An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

## Exemplar response 20

(b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

The Throckmorton plot was a threat to Queen Elizabeth. This was a threat to Queen Elizabeth because this plot tried many ways to get Elizabeth off the throne. Part of the Throckmorton plot was to invade England which would put Elizabeth under threat which means that she would have to fight back.

To link to this, while they invade England they planned to free Mary in order for Mary to go on the throne.

Furthermore it was a threat to Elizabeth as they tried to overthrow her so that Mary could go on the throne. They wanted to overthrow Elizabeth because she is protestant and Mary is Catholic. There was a feud between Catholics and Protestants, ~~feud~~ because of religious reasons which made them want to put Mary on the throne as Catholics ~~do not have~~ did not have a lot of freedom at the time.

By putting Mary on the throne this would restore Catholicism in England which would give power to Catholics. This plot possibly also planned to murder Queen Elizabeth. All of these activities ~~now~~ put a threat to Queen ~~as~~ Elizabeth as her time on the throne was challenged.

#### **Examiner's commentary**

The response provides several reasons why the Throckmorton Plot was a threat to Elizabeth with reference to the threat of invasion and Mary, Queen of Scots. However, there is little detail about the Throckmorton Plot itself. The first reason given is weaker in explanation and development than the second. At AO2 the explanation has some direction at the focus of the question but the best fit suggests limited analysis with some development and organisation (high Level 2). At AO1 there is accurate and relevant information included showing some knowledge and understanding of the period (Level 2). The knowledge is directed more towards plots in general than to the Throckmorton Plot itself which is the required knowledge (Level 3-4). Overall the response is mid -Level 2 -the information provided does not adequately go beyond the stimulus points and so the response cannot be awarded high Level 2.

## Exemplar response 21

(b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

Throckmorton Plot (1583) was a threat to Queen Elizabeth because it aimed to overthrow Elizabeth and replace her with Mary. This was ~~also~~ a threat to Elizabeth's heir, ~~that~~ and it aimed to <sup>to</sup> assassinate her which would have been a big threat to her life.

Another reason that the Throckmorton plot was a threat to Queen Elizabeth, was the foreign influence in this plot. King Phillip, who had the strongest and wealthiest in Europe, approved of this plot and was willing to support it. Also in addition, the Pope also approved of this plot which led to the plot being an even bigger threat.

Another reason this plot was a threat as it was a continuation of the plots that occurred before. For many ~~years~~ years, Mary had been the center of attention of most plots. Therefore she was a big threat herself and with all these plots she was being supported. As this was the second plot, it was such a bigger threat as it meant that this plot could be stronger.



**Examiner's commentary**

This response gives reasons why the Throckmorton Plot was a threat - the reasons are given with reference to Mary, Queen of Scots, foreign threat and the continued attempts to overthrow Elizabeth. At AO2 most of the response reflects limited analysis (Level 2) – says what the threat is - with some development but the last reason given attempts to show how the Plot threatened Elizabeth (some analysis – Level 3). The response better reflects AO2 L2 than Level 3. At AO1 the response shows accurate and relevant information which shows some knowledge and understanding of the period (Level 2). As this is a depth topic there is not sufficient required knowledge of the Plot or the characteristics of the period for Level 3 – the third reason given does not give an example of previous plots. The content dealt with does go beyond the stimulus material. This response is high Level 2. Note that the best fit for this response is Level 2 but with the inclusion of slightly more additional knowledge there would have been sufficient material for it to be awarded Level 3.

## Exemplar response 22

(b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth,

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

The Throckmorton Plot was a threat to Queen Elizabeth because it involved Mary, Queen of Scots. That is a threat because she is an anointed monarch so she is the heir to the English throne, so if Elizabeth was deposed Mary would become the queen. That Mary, Queen of Scots was also a threat because she was involved in another plot (Ridolfi) and that implies that she ~~wants~~ wants to overthrow ~~more~~ Elizabeth and become the ~~Queen~~ queen. If she becomes ~~the~~ the queen she would revert England to Catholicism and that would endanger ~~any~~ protestants because it is likely that they would be treated as heretics and persecuted.

The Throckmorton plot was also a threat because ~~the~~ it involved external threats. These threats were ~~of~~ the Spanish French Duke of Guise ~~or~~ who was funded by Spain. That means that Elizabeth is threatened by Spain.

### **Examiner's commentary**

This response gives several reasons why the Throckmorton Plot was a threat. The threat posed by Mary, Queen of Scots is explained and developed more than the threat posed from invasion. At AO2 the paragraph about Mary, Queen of Scots reflects secure elements of Level 3 – shows some analysis mainly directed at the focus of the question and provides a line of reasoning. However, the paragraph with regard to foreign threat has limited analysis (Level 2). Overall there is a stronger element of Level 3. At AO1 there is accurate and relevant information included showing good knowledge and understanding of the required features/characteristics of the period. In the first paragraph there is an understanding of the characteristics of the threat posed by Mary while in the second paragraph more detailed knowledge of the Throckmorton Plot. The supporting information does not go beyond the stimulus points and so cannot be awarded high Level 3. This is a low-mid Level 3 response.

## Exemplar response 23

(b) Explain why the Throckmorton Plot (1583) was a threat to Queen Elizabeth.

(12)

You may use the following in your answer:

- Mary, Queen of Scots
- foreign threat

You **must** also use information of your own.

The Throckmorton Plot (1583) was a threat to Elizabeth because it intended to assassinate Queen Elizabeth I and overthrow her with Mary, Queen of Scots. The French Duke of Guise was planning to invade England ~~and intended~~ to do this. This was a huge threat to Elizabeth as the Throckmorton plot emphasised the threat of foreign Catholic powers to Elizabeth and showed the threat of ~~people backing~~ <sup>↑ supporters of</sup> Mary, Queen of Scots (previous Catholic monarch) as the French Duke of Guise was Mary, Queen of Scots's cousin.

In addition to this, the Throckmorton Plot was a threat to Elizabeth as the Pope and King Philip II of Spain supported the plot. This was shown as the Pope agreed with the plot being pursued and also King Philip II provided financial support. The support of ~~King~~ Philip II was a major threat to Elizabeth as at the time he was King

of the most powerful country in Europe which was Spain and Spain was already planning to invade England. Moreover, ~~the~~ the Throckmorton Plot was a threat as ~~the~~ France and Spain could of combined as a enormous force against Elizabeth which she didn't want as at the time she was already attempting to pursue friendly relations with France and avoid the decline in Anglo Spanish relations.

Furthermore, the Throckmorton plot ~~was~~ showed how ~~the~~ Catholics in England was a ~~big~~ threat to Elizabeth. This was because, the Throckmorton papers listed Catholic Sympathisers in England. This suggested that the government's fear of Catholics in England as the 'Enemy within' was real and true.

#### **Examiner's commentary**

The response gives reasons why the Throckmorton Plot was a threat to Queen Elizabeth – Mary, Queen of Scots, foreign threat, Catholic sympathisers. It covers content which goes beyond the stimulus points and so can be considered for Level 4. It explains the points connected to the stimulus points in more detail than the added point. It has knowledge and understanding of the Throckmorton Plot – the plan to assassinate Elizabeth and replace her with Mary, Queen of Scots, the role of the Duke of Guise and Philip of Spain, Catholic sympathisers – and shows why the Plot was a threat to Elizabeth. It shows good knowledge of the characteristics of the period studies. This is a mid-Level 4 response.

## Question 5(c) (i) or (ii)

Level	Mark	Descriptor
	0	No rewardable material.
1	1–4	<ul style="list-style-type: none"> <li>• A simple or generalised answer is given, lacking development and organisation. [AO2]</li> <li>• Limited knowledge and understanding of the topic is shown. [AO1]</li> <li>• The overall judgement is missing or asserted. [AO2]</li> </ul>
2	5–8	<ul style="list-style-type: none"> <li>• An explanation is given showing limited analysis and with implicit or unsustainable links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2]</li> <li>• Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]</li> <li>• The overall judgement is given but its justification is asserted or insecure. [AO2]</li> </ul> <p><i>Maximum 7 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	9–12	<ul style="list-style-type: none"> <li>• An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2]</li> <li>• Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• The overall judgement is given with some justification, but some criteria selected for the required judgement are left implicit or not validly applied. [AO2]</li> </ul> <p><i>Maximum 11 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.</i></p>
4	13–16	<ul style="list-style-type: none"> <li>• An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured. [AO2]</li> <li>• Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]</li> <li>• Criteria for the required judgement are justified and applied in the process of reaching the overall judgement. [AO2]</li> </ul> <p><i>No access to Level 4 for answers that do not go beyond aspects prompted by the stimulus points.</i></p>

## Exemplar response 24

(c) (i) 'The threat of invasion was Elizabeth's main problem when she became queen in 1558.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- France
- Elizabeth's legitimacy

You **must** also use information of your own.

The threat of invasion was Elizabeth's main problem when she became Queen in 1558. How far do you agree?

I disagree with this statement because I believe that Religion was the main problem when she became Queen which led up to the invasions.

Religion was the main problem when she became Queen as it led to people creating plots for her to be off the throne and also for her to be murdered. These plots are the Ridolfi plot which happened in 1571, the Throckmorton plot and the Babington plot, all of these plots were aimed to get <sup>Elizabeth</sup> ~~her~~ off the throne and to kill her which led to an invasion.

In addition to this, Elizabeth had to come up with a settlement which caused even more problems.

This settlement did not really work out which led to more anger between Catholics and Protestants.

Some people may disagree with me because Elizabeth did face many invasions as being a Queen. For example the Armada when Spain wanted to invade England. But luckily

Sir Francis Drake helped Elizabeth and asked people to be spies in order to transfer information back to Elizabeth. He was also very good at getting rid of Spanish ships which delayed the invasion.

To conclude we can see that Religion was the main problem when Elizabeth became Queen as it caused many problems and threats against her.

#### **Examiner's commentary**

This response attempts to look at the problems of Elizabeth with reference to the religion (plots and the Settlement) and the given factor of the question – threat of invasion. It does not use the stimulus points. This has more relevant material and understanding than a general answer which would reflect Level 1. Strand 1 shows an explanation with limited analysis, some development and organisation of material and a line of reasoning. However, although the response deals with the main problems of Elizabeth it is focused on how the problems caused issues later in her reign – e.g. plots and the Armada - rather than when she became queen. As a result the links to the conceptual focus are unsustainable (low Level 2). With Strand 2 there is an understanding of the period but although accurate information is included there is often limited relevance to the beginning of the reign (low Level 2). For Strand 3 a judgement is given at the start – disagrees with the statement – and there is some attempt to justify and show relative importance but limited focus and development makes it insecure (low Level 2). This is a low Level 2 response - here is an attempt to look at the main problems but the lack of focus on the wording of the question makes this weak in all three strands.



## Exemplar response 25

(c) (ii) 'Religion was the main cause of the Revolt of the Northern Earls in 1569–70.'

How far do you agree? Explain your answer.

(16)

You may use the following in your answer:

- Catholic grievances
- the Earls of Northumberland and Westmorland

You **must** also use information of your own.

I think that the main cause of the Northern Revolt was not the religion. That is I think that one of the main causes was the lack of power the Catholic families had was one of the main causes. Under the rule of Mary I the Catholic families had loads of influence and power however when Elizabeth became the Queen they lost loads of power ~~and the Protestant families started to rise~~ ~~the Catholic families lost their power~~. If Elizabeth did not take away their power I think that they would not start a Northern Revolt and Northumberland and Westmorland would not start a revolt.

I also think that the revolt started because Elizabeth was giving more power to a new smaller families such as the lords that ~~were~~ before were much less powerful than the Catholic and she even gave more power to

The families that were not royal. The fact that these families ~~were~~ had more power than the Northumberland and Westmorland families who were so powerful and ancient families most likely caused them to become enraged and then they decided to start the revolt because if they still maintained their power they would not ~~also~~ want to revolt against Elizabeth because then they would not have power.

However people may agree with this statement because there was high tension between the Catholics and Protestants when Elizabeth became Queen. Many Catholics hated her and also wanted a Catholic heir to the throne. The Northumberland and Westmorland families were ancient Catholic families so they hated having a Catholic heir. Furthermore to Catholics Protestants were heretics so if Northumberland and Westmorland thought that the leader of England was a heretic they were likely going to try to overthrow her and that is ~~also~~ what happened.

I conclude that the Northern Revolt was not mainly caused by religion because there were other factors that were involved. There were the fact that ~~that~~ Catholic families were losing power and that other smaller families became more powerful than them.

**Examiner's commentary**

This response focuses on the main cause of the Northern Revolt by addressing the power of the leading families in England and the given factor which is religion. The content really only refers to the stimulus points – Catholic grievance and Earls of Northumberland and Westmorland - and so does not access Level 4. With Strand 1 the material is mainly directed at the focus of the question and there is analysis e.g. shows how Elizabeth's treatment of lesser families angered the Earls. There is a line of reasoning in regard to religion as the main cause which is generally sustained (Level 3). For Strand 2 there is good understanding of the causes of the Revolt and characteristics of the period but there is less detail with regard to knowledge of the Revolt (low Level 3). At Strand 3 - an overall judgement is given which disagrees with the statement and with some justification but the criteria for judgement remain implicit within the main body of the response and are not drawn out either introduction or conclusion. It is implied but not clear why religion not as important (low Level 3). This response is mid-Level 3. It has a strong Strand 1 but justification for judgement and, in a Depth topic, the deployment of sufficient knowledge are weak within Level 3. The content is essentially limited to the stimulus points and so cannot be awarded high Level 3.