Candidate Marks Report

Series : 6 2018

This candidate's script has been assessed using On-Screen Marking. The marks are therefore not shown on the script itself, but are summarised in the table below.

| Centre No : Candidate No : Candidate Name : | Assessment Code : Component Code : | - | |
|---------------------------------------------------|---------------------------------------|---|--|
| | | | |

Total Marks : 46 / 80

In the table below 'Total Mark' records the mark scored by this candidate. 'Max Mark' records the Maximum Mark available for the question.

| Paper: Paper Total: | J411/12 46 / 80 | |
|---------------------------|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Question | Total / Max Mark Mark | |
| 1a | 1 / 1 | V |
| 1b | 1 / 1 | v |
| 1c | 0 / 1 | v |
| 2 | 3/9 | v |
| 3 | 2 / 10 | v |
| 4 | NR / 18 | |
| 5 | 11 / 18 | Image: A set of the set of the |
| 6a | 2/3 | V |
| 6b | 3 / 5 | V |
| 7 | 9 / 12 | v |
| 8 | NR / 20 | |
| 9 | 14 / 20 | \$ |

Off Page Comments

| Item Name | Comment |
|-------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Section A.Q1-3.2 | Level 1 lds technology and active, hard work. Level 1 exp (top of level) Inactivity leads to obesity level 1/3 |
| Section A.Q1-3.3 | Level 1 ID Great Stink; goes on to describe actions of authorities. Telling a story but doesn't clearly explain why reform was slow. Level 1/2 |
| Section A.Q4/Q5.Q4.4 | Level 1 describes Black Death Level 2 exp waste and sewage Weak Level 3 Didn't understand undertand germs Level 4: Early Modern - Government intervention plague Level 4/11 |
| Section B.Q6-7.6b | Level 1 investigagte other celebrations Level how it helps to understand popular pastimes |
| Section B.Q6-7.7 | Level 1 B proud and positive portrayal Level 3 comparison of portrayals with quote from B and C. Message of C at end not purpose |
| Section B.Q8/Q9.Q8.8 | Level 2 exp of killing catholic plotters Level 3 illegal to convert protestants to Catholics Level 4 allowed to be catholic if attended protestant services |

Pianna Diana

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| | Question | Part | |
|------|---------------|------------|--------------------------------------------------------------------------------------------|
| 1 | ٦ ١. | a. | Sin / God Punishment |
| | <u>\</u> | b. | Gin Laws. |
| SEEN | <u> </u> | <u>C</u> . | Princess Diana |
| | | | |
| | 2. | | Peoples life Styles Since the 1900 has |
| | | | Changed throughout the years. Due to |
| | | | a further understanding within the |
| i | ✓ 1 | | Stephnice and technology pactor, beliefs and |
| : | | | attitudes changed throughout the period, |
| | | <u> </u> | affecting the way people viewed illness and diease, and how their lifesyles |
| | | ; | were changed. Throughout the early |
| | • • • • • • • | | If 1900 of the peoples lifestytes were active and |
| | √ 1 | | handworking. and Men would be working |
| | | | in mines, to working 50 plus hours a |
| | | | week, leaving saturday afternoons and |
| | | | Sundays for activitys Such as football, |
| | , | * | or attending Church |
| • | | - | |
| | | | In the late 1900s, people had more access |
| | | | to luxuries, obeasily rumbers rose due |
| | | | to more public transport, as Well as |
| | - 1 | | tellivishion and other electrical devises that |
| | · · · | | people Spend their time on instead of being outside, this shours a huge Change romained |
| | · | | to the early 1900's, showing the factor |
| | <u></u> | | of wealth and poverty, how What used to |
| : | | ; | be luxuries where north nassesities in every day |
| 1 | | | life in the lifestyle of the 1900s. |
| | | | |



1500 - 1750 - 1750 - 1900 - 20012 - 1500

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| Question | Part | |
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| 3. | | Authorities were slow during 1750 60 |
| | , | 1900 in Industrial Britain due to |
| | | a number of factors. The Great |
| | ✓ 1 | Stink is a huge example of lach |
| | | of understanding and lack of |
| | | government intervention. Waste was still |
| | | being disposed in the Themes as it |
| | | had been in the Early modern period, this |
| | | Shows continuity through a lack of change |
| | | through the periods. During the Great |
| | | Stink, as well as the chokera epidemic; |
| | | farliment Met Many times to discuse |
| | | the issue to At first parliment washed |
| | | the curtains with lime to attempt to |
| | | disquise the Smell, Unfortunatly that |
| | | a.d. not Work, parliment then contemplated |
| | | moving parliment complexily; out of london. |
| | | It wasn't unil Bazzlegette had come |
| | | was done about Waste. Bazzelgette |
| | • | Swersysistern is still in London and still in |
| | | Use today. |
| | ٠ | |
| | , | A lack of Science and technology and |
| 1 | • | A lack of Science and technology and believes and attitudes were the main reasons |
| | | authorities were slow in reforming |
| | | publicheath, despite John Snow Making |
| | | the connection betoweren water |
| | | and contor cholera, the government and |



Question Part

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| | | authorities did little to make |
| | | people aware of this. The first |
| | | public heath act didn't come |
| | · · | in till the mid 1800s the reason |
| | | reforming public health was show in was |
| | | |
| · · · · · | | the a hlips havene |
| SEEN | | the publics needs. |
| | | |
| | | |
| <u>~</u> * | | |
| 5* | | I purcially agree with this statement, |
| | | during the Early Modern & period, government |
| | | intervention started to be come egg a |
| | | factor in the lives of the people compaired |
| | | to the previous period of the Middle Agres. |
| | | |
| | · | During Throughout the Middle Ages, attitudes |
| | | and beliegs were the reason about nation |
| | | focus of publichearth. Through the period |
| | | the people whitnessed the Black Death |
| | | who which consisted of the Bubonic plange, |
| | | Physical Planar and Scotaconaia Damas |
| ✓ 1 | | The Black Death Occuped to a number |
| v 1 | | |
| | | of reasons, towns had taken a Stepback |
| | | from all the Work the Romans had done in |
| | · • • | England. People no longer Used the Senrage |
| | | Sysistem, Cesspits and middens were used |
| · · · | | to dispose of waster as well as throwing |
| | <mark>√</mark> 2 | it in to the Strevets where people would be |



Question Part

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| uestion | ran | |
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| | <u> </u> | walking below. Peasents would sleepwith. |
| | <mark>√</mark> 3 | their animals in Small living spaces, the |
| | | Connection to germs had not been noticed |
| | | Little was done by the concrement to |
| | | help the Black death, God was blamed |
| | | for bring dieuse the to peoples Sin, flagillance |
| | | for bring dieuse due to peoples Sin, flagillance was a dying Craze, not many english |
| | | followed this extrem act of repenance. |
| | | Towns were crammed with people making |
| SEEN | | it easy for the planne to Spread. Blag Living |
| | | conditions were not taken in to account |
| | | and peasents carryed on living in filth. |
| | | |
| | | During the Early Modern period, government |
| | | intervention started to make an impact |
| | | on living conditions, when another planage |
| | | epidemic hit, more was done to stop |
| | | the diease spreading. Even though attitudes |
| | | and beliefs had not changed, there was |
| | | More alless to clean Water from monestrys and |
| | · | informans. The government employed watchmen |
| ✓ 4 | | whe would kneep towns in orcher, as well |
| | · · · · | as locking people with plange in their house |
| | | and painting a red cross on the door. Miasmas |
| | <u>, </u> | were still thought to be another cause |
| | · | for diease so middlens were moved outside |
| | | the town Walls as well, rachers were |
| | | emplayed to get ride of master of the streets. Plange Doctors played a large part in |
| | | Plange Doctors played a large part in |

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| | | the Early Modern period too, Kong coming up with ways to ease pain and popping bubose. |
| | | up with ways to ease pain and popping |
| | | bubose. |
| | _ | |
| | | I parcially agree With the statement as |
| | <u> </u> | I parcially agree With the Statement as Washe was Still being disposed in the |
| | | Same ways as the middle Ages, as Well |
| | | as living with their animals and transfer |
| | | of bodily france excreations to pood to mouth. |
| | : | However, government intervention changed |
| | | the was diease was & spread within towns |
| | | and employing rachers to & clean up & maste |
| | | from st the strevets shows a change in |
| SEEN | | living conditions wer When compairing the |
| | | two periods |
| | | |
| Sectio | onB | |
| · _ | | |
| | | |
| 6. | Ċ. | Paritans Were extream venshions of paritans, |
| | | puritans in Elizabethan England Consisted as |
| | | a Small persentage. Interpritation A tells |
| | | as that the attitudes and values of the |
| | | people were not affected by puritan views. |
| | | Pennins-Bascerville Shows Elizabethans |
| | | not sharing the same views by the use |
| | | of the gaptie high born and low, whan and |
| ✓ 1 | | of the gaote high born and low, when and runal, young and old ' this tells us that everyone all could enjoy and did enjoy Elizabethan past times. |
| | | all louid enjoy and did enjoy Elizabethan past times. |
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| estion | Part | |
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| 2 | <u>b.</u> | . F When reasoning Elizabethan |
| | | popular cultur and past times, I would |
| | - 🖌 1 | look in to different calendar past times |
| | | Such as May Day and Christmas. This |
| | | Would give historians a further depth |
| | | and understanding-in to how Elizabethans |
| | | Spent their time and how popular these |
| | · · · · | were throughout the period in comparason |
| | <mark>√</mark> 2 | to previous peniods. As well as researching |
| : | . | in to if it did affect social and economic |
| | <u> </u> | in to if it did affect social and economic problems as the puritans claimed. |
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| | <u></u> | |
| 7. | | Interpritation Band C differin Many Ways. |
| <u>`</u> | | Interpritation B tells the reader about |
| | | Sir Walter Raleigh who was an explorer in |
| | | Elizabethan Lines Interpritation B tells |
| | | the reader about an houror given to |
| | | Raleign to Marka 12-year campaign in |
| | | for his achivements of bringing back |
| | | tobacco. Raleigh was seen as a hero |
| | | through the eyes of the Elizabethans |
| | | and was knighted by Elizabeth 1 in 1587. |
| | ✓ 1 | and was knighted by Elizabeth 1 in 1587. Interpritation B Shows a Very proud and |
| | | |
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Question Part

| <u>·</u> | |
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| | and hoursed Moment with the use |
| | of the gliothe 'Local Mp Hugo Swine |
| | Said "I am delighted that we have |
| | a lasting memorial to one of our local heroes." |
| | This shows Rakeion in a positive linht |
| | This shows Rateign in a positive light. |
| · · | Interpritation Cahas avery different |
| | View on Sir Walter Raleigh, interpritation |
| ✓ 3 | C Sheds light on the regatives side of |
| | Raleign's adventure to America, as Well |
| | as useing Sir Francis Drake as a compairison |
| | throughout the source. The interpretation |
| | attendpsto link modern day England and the |
| | Elizabethans Witha quote from de Danid |
| | Cambron, however interprilation (shows a |
| | clear oposite view from interpritation & B. |
| | with the use of the quote went around |
| ✓ 3 | the dobe pillo aina lar - llung nelalien |
| | the globe, pillaging far-flung, new key discovered lands and colonising every tribe, |
| | |
| | town and Civilisation they came across: AS |
| | Ar Raleign's "trip" to a America to contanise |
| | What has called With in ham this Burged |
| | What he called Virginia, how this choled |
| | with violence against the natives: interpritation |
| | Conerall is written with a feel of a sarcastic |
| | tone, claiming that the people shouldn't be |
| | proud of English history. |
| | |
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9 Question Part Overall interpritation B and C differ due to difference of opinion. SEEN Q* I parcially aggragese with childs a ogument. Throughout Elizabeth 1 Reighn, the country followed the protistant faith. However Catholicism was still alive throughout It the Elizabethan period. Mary allen of Scotts, a direct decendent of Henry VII, and Elizabeth I Cousin, was a devout Catholic, She was Seen as a digure hand to all catholice living in England. Despite Mary never directly causing Elizabeth propens, catholics believed Mary Could aver throw her cousin Elizabeth, and re anite the country as Catholic again. Mary aueren of scotts had many supporters Such as the pope & who rexcomunicated SEEN Elizabeth, and Claimal that it wasn't a Sin to kill the queer. As well as the Pope homing Marys Support, there were



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Question Part

<u>></u> ._.

| | Many plots to attempt to over throw |
|---------------------------------------|----------------------------------------------------------------------------------------|
| ······ | Elizabeth Such as the Throcmorton |
| | plot and Babbington plot. It is unsure |
| - y | whe if Mary allen of Scotts actually |
| Ma | new about theses plots Elizabeths |
| sal | Spy network played a huge part within |
| la. | breaking coads sent to Mary Cecil |
| 3 | and Walshingham wanted anyone who |
| 20 | plotted against the gueen dead. Mary was |
| 1 | beheadded when found guilly of plotting againsthe queen !! |
| | As well as Elizabeths spy network, |
| | She employed JPs who would search |
| | |
| | peoples homes for priest holes areas Where Catholic family would hide prieasts that |
| | had been sent over from spain to try |
| | and convert protistants to ratholics, |
| | these were called Jesuit preasts. It was |
| | · illegal to Etry and convert protistants |
| | # to catholics. |
| | |
| · · · · · · · · · · · · · · · · · · · | However, Elizabeth I'made it clear that |
| ····· | as long as catholics attended protistant |
| | Churchest and dich 't conert or openly |
| ✓ 4 | talk about their faith, Cathelicism |
| | was fine within the realm. Infact Elizabeth |
| | had Catholics within her privy council |
| | as she liked dillacent literis and |
| | opinions on topics that had to be |
| | dissussed. |
| . — | |



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| Question | Part | |
| | | Elizabeth did not try to kill off catholicism in per country, but felt people should follow the set faith of the country, which is Why I parcially agree with Childs agrz argument with the evidence showed. |
| | | in her country, but felt people should |
| | | hollow the set thit of the country. |
| | • | which is why I parcially agree with |
| SEEN | | Childs agra argument with the evidence |
| | | showed. |
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