GCSE MARKING SCHEME

SUMMER 2024

HISTORY
COMPONENT 1: BRITISH STUDY IN DEPTH
1B. THE ELIZABETHAN AGE, 1558–1603
C100UB0-1

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About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

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COMPONENT 1: BRITISH STUDY IN DEPTH

1B. THE ELIZABETHAN AGE, 1558–1603

SUMMER 2024 MARK SCHEME

Instructions for examiners of GCSE History when applying the mark scheme

Positive marking

It should be remembered that learners are writing under examination conditions and credit should be given for what the learner writes, rather than adopting the approach of penalising him/her for any omissions. It should be possible for a very good response to achieve full marks and a very poor one to achieve zero marks. Marks should not be deducted for a less than perfect answer if it satisfies the criteria of the mark scheme.

GCSE History mark schemes are presented in a common format as shown below:

This section indicates the assessment objective(s) targeted in the question.

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: e.g. **What can be learnt from Sources A and B about the Puritan movement?** **[4]**

This is the question and its mark tariff.

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

This section contains the band descriptors which explain the principles that must be applied when marking each question. The examiner must apply this when applying the marking scheme to the response. The descriptor for the band provides a description of the performance level for that band. The band descriptor is aligned with the Assessment Objective(s) targeted in the question.

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show varying aspects of the Puritan movement during this period;*
- *Source A shows the minister must face the congregation and that the marking of the Cross during baptism be stopped as a superstitious practice;*
- *it states that plain tunics should be worn and that organs should be removed from churches;*
- *it shows how Puritanism was focused towards plain services;*
- *Source B shows that in Norwich, prophesyings have started, for the education of the people;*
- *it suggests that these debates between preachers were a regular practice;*
- *it shows how knowledge of Latin was not required for these events, suggesting they were more widely accessible;*
- *both sources therefore show that the Puritan movement was geared towards being more accessible and more removed from previous Catholic practices.*

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Banded mark schemes

Banded mark schemes are divided so that each band has a relevant descriptor. The descriptor for the band provides a description of the performance level for that band. Each band contains marks. Examiners should first read and annotate a learner's answer to pick out the evidence that is being assessed in that question. Once the annotation is complete, the mark scheme can be applied. This is done as a two-stage process.

Banded mark schemes Stage 1 – Deciding on the band

When deciding on a band, the answer should be viewed holistically. Beginning at the lowest band, examiners should look at the learner's answer and check whether it matches the descriptor for that band. Examiners should look at the descriptor for that band and see if it matches the qualities shown in the learner's answer. If the descriptor at the lowest band is satisfied, examiners should move up to the next band and repeat this process for each band until the descriptor matches the answer.

If an answer covers different aspects of different bands within the mark scheme, a 'best fit' approach should be adopted to decide on the band and then the learner's response should be used to decide on the mark within the band. For instance, if a response is mainly in band 2 but with a limited amount of band 3 content, the answer would be placed in band 2, but the mark awarded would be close to the top of band 2 as a result of the band 3 content.

Examiners should not seek to mark learners down as a result of small omissions in minor areas of an answer.

Banded mark schemes Stage 2 – Deciding on the mark

Once the band has been decided, examiners can then assign a mark. During standardising (marking conference), detailed advice from the Principal Examiner on the qualities of each mark band will be given. Examiners will then receive examples of answers in each mark band that have been awarded a mark by the Principal Examiner. Examiners should mark the examples and compare their marks with those of the Principal Examiner.

When marking, examiners can use these examples to decide whether a learner's response is of a superior, inferior or comparable standard to the example. Examiners are reminded of the need to revisit the answer as they apply the mark scheme in order to confirm that the band and the mark allocated is appropriate to the response provided.
Indicative content is also provided for banded mark schemes. Indicative content is not exhaustive, and any other valid points must be credited. In order to reach the highest bands of the mark scheme a learner need not cover all of the points mentioned in the indicative content but must meet the requirements of the highest mark band.

Where a response is not creditworthy, that is contains nothing of any significance to the mark scheme, or where no response has been provided, no marks should be awarded.

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Question 1

Mark allocation:	*AO1*	*AO2*	*AO3 (a)*	*AO4*
4			**4**	

Question: **What can be learnt from Sources A and B about the Puritan movement during this period? [4]**

Band descriptors and mark allocations

	AO3(a) 4 marks	
BAND 2	**Analyses and uses the content of both sources for the enquiry. If answer is imbalanced in use of sources award 3 marks.**	**3-4**
BAND 1	**Generalised answer with little analysis, paraphrasing or describing sources only.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *both sources show varying aspects of the Puritan movement during this period;*
- *Source A shows the minister must face the congregation and that the marking of the Cross during baptism be stopped as a superstitious practice;*
- *it states that plain tunics should be worn and that organs should be removed from churches;*
- *it shows how Puritanism was focused towards plain services;*
- *Source B shows that in Norwich, prophesyings have started, for the education of the people;*
- *it suggests that these debates between preachers were a regular practice;*
- *it shows how knowledge of Latin was not required for these events, suggesting they were more widely accessible;*
- *both sources therefore show that the Puritan movement was geared towards being more accessible and more removed from previous Catholic practices.*

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Question 2

Mark allocation:	*AO1 (b)*	*AO2*	*AO3 (a+b)*	*AO4*
8	**2**		**6**	

Question: **To what extent does this source accurately reflect the seriousness of the Catholic threat? [8]**

Band descriptors and mark allocations

	AO1(b) 2 marks			**AO3 (a+b) 6 marks**	
			BAND 3	**Analyses and evaluates the accuracy of the source, set within the context of the historical events studied. The strengths and limitations of the source material are fully addressed and a substantiated judgement is reached.**	**5-6**
BAND 2	**Demonstrates detailed understanding of the key feature in the question.**	**2**	**BAND 2**	**Begins to analyse and evaluate the source. A judgement, with some support is reached, discussing the accuracy of the source material set within the historical context.**	**3-4**
BAND 1	**Demonstrates some understanding of the key feature in the question.**	**1**	**BAND 1**	**Very basic judgement reached about the source with little or no analysis or evaluation.**	**1-2**

Use 0 for incorrect or irrelevant answers.

Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the source shows how the Pope intended to excommunicate Elizabeth; it states that Elizabeth was the pretended Queen of England and had seized the throne, leading to its ruin;*
- *it states that she is a heretic and should be deprived of her title; it commands nobles and subjects not to obey her laws on pain of excommunication;*
- *to an extent this source accurately reflects the seriousness of the Catholic threat; the Papal Bull of Excommunication was a direct threat to Elizabeth in the way it instructed Catholics not to obey her laws and to deprive her of the throne;*
- *it accurately reflects the seriousness of the threat as it followed on from the arrival of Mary, Queen of Scots in England in 1568 and the subsequent rebellion of the Northern Earls, that had been a serious threat to Elizabeth's power in the North of England;*
- *however, the source, despite seemingly representing a serious threat, does have weaknesses due to the historical context;*
- *the threat from the Northern Earls had been ruthlessly dealt with by the time of the Papal Bull's issuing; English Catholics were generally loyal to Elizabeth and did not want the Pope interfering in secular affairs;*
- *its narrow focus shows a degree of overreach in terms of papal power and the overall seriousness of the Catholic threat during this period.*

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Question 3

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
12	**4**	**8**		

Question: **Why did the government of Elizabeth I play a significant role during her reign? [12]**

Band descriptors and mark allocations

	AO1(a+b) 4 marks		**AO2 8 marks**	
BAND 4	**Demonstrates very detailed knowledge and understanding of the key feature in the question.**	**4**	**Fully explains the significance of the identified issue. A fully reasoned and well supported judgement is reached, set within the relevant historical context.**	**7-8**
BAND 3	**Demonstrates detailed knowledge and understanding of the key feature in the question.**	**3**	**Explains the significance of the identified issue. The answer reaches a supported judgement, set within the historical context.**	**5-6**
BAND 2	**Demonstrates some knowledge and understanding of the key feature in the question.**	**2**	**Begins to explain the significance of the identified issue, culminating in a weakly supported judgement.**	**3-4**
BAND 1	**Demonstrates basic knowledge and understanding of the key feature in the question.**	**1**	**A basic, unsupported explanation is provided regarding significance.**	**1-2**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the government of Elizabeth I played a significant role during her reign in many ways;*
- *Elizabeth's Privy Council played a very significant role in the government of the country; the Privy Council was Elizabeth's principal advisory body, comprising of twelve to twenty of the most important nobles in the country;*
- *the Council was significant as it assisted the Queen in making decisions; it was also significant as it ensured that political decisions were carried out and that the government was kept in touch with the rest of the nation through the system of local government;*
- *Parliament, despite only being called when the monarch wished and sitting thirteen times during Elizabeth's reign, also played a significant role in Elizabeth's government;*
- *Parliament's consent was necessary for the collection of taxes, which was significant as Tudor monarchs were constantly in need of finance;*
- *Parliament was also significant as it could introduce new laws by having an Act of Parliament passed; during Elizabeth's reign, Parliament was needed to pass several pieces of legislation to do with the poor, for example, which were of considerable significance in the running of the country;*
- *local government also played a significant role in helping Elizabeth to govern the country;*
- *Lord Lieutenants were the Queen's representatives in the shires; they were often noblemen and sometimes members of the Privy Council; they ensured the lower echelons of local government functioned;*
- *Justices of the Peace were another significant part of Elizabeth's government; they played a very significant role at local level in terms of dealing with criminal offences, supervising the work of those who looked after the poor and making sure that royal proclamations and laws were carried out;*
- *these, in addition to lesser figures in the system of local government, all played a significant role in enabling the government of Elizabeth to function.*

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Question 4

Mark allocation:	*AO1 (a+b)*	*AO2*	*AO3*	*AO4*
10	**2**	**8**		

Question: **Explain the connections between TWO of the following that are to do with the treatment of the poor during this period. [10]**

- **Poor relief**
- **Houses of Correction**
- **The 'deserving' poor**
- **Overseers of the poor**

Band descriptors and mark allocations

	AO1(a+b) 2 marks		**AO2 8 marks**		
			BAND 4	**Fully explains the relevant connections between the chosen features, set within the correct historical context.**	**7-8**
			BAND 3	**Explains the connections between the chosen features, set within the correct historical context.**	**5-6**
BAND 2	**Demonstrates detailed knowledge and understanding of the key features in the question.**	**2**	**BAND 2**	**Begins to explain the connections between the chosen features.**	**3-4**
BAND 1	**Demonstrates some knowledge and understanding of the key features in the question.**	**1**	**BAND 1**	**A basic, unsupported explanation of connections between the chosen features.**	**1-2**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

All the historical features mentioned in the question are inter-related; connections identified may include:

- *to a certain extent, all the issues relating to the treatment of the poor during this period are interconnected;*
- *poor relief, or the poor rate, was a payment given to the deserving poor in the parish; it was collected from better-off householders and was made compulsory during Elizabeth's reign; anyone refusing to pay could be fined;*
- *this is connected to the deserving poor as it was increasingly realised that some people were unable to support themselves, such as the sick, the old and orphans and as such the poor relief was an attempt at alleviating the impact of poverty on these groups;*
- *poor relief and the deserving poor are connected to Overseers of the Poor as they had the administrative function to collect and distribute the poor relief as well determining those deserving of assistance in the parish; Overseers of the Poor had to ensure that some of the deserving poor, such as orphans, were given apprenticeships;*
- *Overseers of the Poor are connected to House of Correction as in they had to make sure that the able-bodied were given work to do in the Houses of Correction, which were an early form of workhouse designed to keep the able-bodied poor off the streets;*
- *Houses of Correction are connected to poor relief and the deserving poor as they were all part of numerous attempts by the Elizabethan central and local authorities to improve the treatment of the poor during this time by categorising the poor according to need and bringing in a variety of appropriate measures.*

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Question 5

Mark allocation:	*AO1 (b)*	*AO2*	*AO3*	*AO4(a-d)*	*SPaG*
19	**4**			**12**	**3**

Question: **How far do you agree with this interpretation of why the Spanish Armada failed to achieve its objectives? [16+3]**

Band descriptors and mark allocations

	AO1(b) 4 marks		**AO4 (a-d) 12 marks**	
BAND 4	**Demonstrates very detailed understanding of the key feature in the question.**	**4**	**Fully analyses and evaluates how and why interpretations of this issue differ, demonstrating awareness of the wider historical debate over the issue. A well substantiated judgement about the accuracy of the interpretation is reached, set within the context of the historical events studied. The relevance of the authorship of the interpretation is discussed.**	**10-12**
BAND 3	**Demonstrates detailed understanding of the key feature in the question.**	**3**	**Analyses and evaluates how and why interpretations of this issue differ. Some understanding of the wider historical debate over the issue is displayed. A clear judgement is reached, displaying understanding of how and why interpretations of the issue may differ. Appropriate reference is made to the authorship.**	**7-9**
BAND 2	**Demonstrates some understanding of the key feature in the question.**	**2**	**Some analysis and evaluation of the interpretation and other interpretations is displayed. A judgement is reached with superficial reference made to authorship.**	**4-6**
BAND 1	**Demonstrates basic understanding of the key feature in the question.**	**1**	**Makes simple comments about the interpretation with little analysis or evaluation. Little or no judgement reached.**	**1-3**

Use 0 for incorrect or irrelevant answers.

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Indicative content

This content is not prescriptive and candidates are not expected to refer to all the material identified below. Some of the issues to consider are:

- *the interpretation states that the main reason the Spanish Armada failed to achieve its objectives were due to the disastrous errors of leadership made by its commander, the Duke of Medina Sidonia;*
- *it asserts that Philip should not have appointed Sidonia, who had expressed his lack of ability and experience in naval matters, but was obliged to accept the appointment due to the insistence of King Philip;*
- *the interpretation is accurate to a certain extent; the Duke of Medina Sidonia was a surprising choice for the role, given his self-confessed lack of military experience, his relatively poor health and his tendency to sea-sickness, all of which would have considerably impacted upon his ability to successfully command the Armada;*
- *the interpretation is also supported by Sidonia's insistence on obeying the instructions of the king and his inability to adapt the Spanish tactics to subsequent English actions;*
- *however, other interpretations of this issue differ; other historians and commentators would argue that although Sidonia's poor leadership may have contributed to the failure of the Armada, there were other important factors that played a contributory role;*
- *candidates may assert that the interpretation fails to mention how Sidonia had made positive efforts to improve the Armada's preparedness; they may comment upon the fact that many had expressed doubts about the Armada's chances of success due to poor planning prior to its departure;*
- *candidates may also assert that a range of other factors were of equal or greater importance; for example, the effectiveness of the English fleet with their experienced sailors and gunners; the use of the 'fireships' as a means of dispersing the Armada's crescent formation; the speed and agility of the English ships and the effectiveness of their gunfire during the Battle of Gravelines; the impact of the weather upon the Armada;*
- *candidates may comment upon the fact that the author of the article is writing from a very particular perspective; the interpretation is strongly influenced by the predilections of the website and more particularly, the audience it is aimed at;*
- *appropriate research would have been undertaken, but the interpretation is based upon a limited perspective, which is narrow and subjective in focus;*
- *it should nevertheless be viewed as part of a wider historical debate over the issue, which includes a range of different interpretations of the reasons why the Spanish Armada failed to achieve its objectives.*

After awarding a band and a mark for the response, apply the performance descriptors for spelling, punctuation and the accurate use of grammar (SPaG) and specialist terms that follow.

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In applying these performance descriptors:

- learners may only receive SPaG marks for responses that are in the context of the demands of the question; that is, where learners have made a genuine attempt to answer the question
- the allocation of SPaG marks should take into account the level of the qualification.

Band	Marks	Performance descriptions
High	**3**	• Learners spell and punctuate with consistent accuracy • Learners use rules of grammar with effective control of meaning overall • Learners use a wide range of specialist terms as appropriate
Intermediate	**2**	• Learners spell and punctuate with considerable accuracy • Learners use rules of grammar with general control of meaning overall • Learners use a good range of specialist terms as appropriate
Threshold	**1**	• Learners spell and punctuate with reasonable accuracy • Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall • Learners use a limited range of specialist terms as appropriate
	0	• The learner writes nothing • The learner's response does not relate to the question • The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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